



LOUISIANA
DUAL ENROLLMENT

2022 Annual Report

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Dual Enrollment is the enrollment of a high school student in a college course for which dual credit (both college and high school credit) is attempted and recorded on both the student’s secondary and postsecondary academic records. A college course offered for dual enrollment may be taught onsite at the postsecondary institution, onsite at the high school, online, or in a hybrid fashion.

Dual enrollment is a key student success strategy in Louisiana. The Board of Regents (BOR) and Louisiana Department of Education (LDOE) acknowledge national research that illustrates the benefits of dual enrollment, showing that participating students are more likely to enroll in, persist in, and complete college. This publication, the second annual dual enrollment report, builds upon the baseline first report, published in June 2021. In direct response to Dual Enrollment Task Force recommendations adopted in February 2020, our agencies are committed to reporting data annually related to dual enrollment participation, performance, and equity in Louisiana. This second-year report further analyzes progress in providing dual enrollment access throughout the state. Working together, our agencies are committed to expand these opportunities for students across our state.

Despite the progress in access and participation, the opportunity to begin college in high school through an academic or career/technical dual enrollment course continues to be out of reach for too many of Louisiana’s students. We have developed plans to address these access barriers through systemic redesign, which will result in more affordable and accessible college and career opportunities.

In addition to the publication of this report, our agencies have completed the following steps to continue to scale dual enrollment in Louisiana. Initiatives include:

- **Launch of LaDualEnrollment.com:** A one-stop website for information related to Louisiana’s dual enrollment offerings.
- **Approval of Fast Forward Pathways:** An initiative designed to increase the number of students graduating high school with an associate’s degree or apprenticeship in a high-demand field.
- **Hosting of Statewide In-Person and On-line Training to Encourage Program Consistency and Success:** Regents, with the National Alliance for Concurrent Enrollment Partnerships (NACEP), hosted three in-person workshops and three webinars specific to rigorous and consistent dual enrollment programming and student success.

In the coming year, we look forward to advancing additional Dual Enrollment Task Force recommendations. Three priority recommendations include the creation of a dual enrollment credentialing pilot for high school teachers, the development of twenty transfer pathways to promote dual enrollment courses that directly support students’ future postsecondary success, and continued alignment of policies to incentivize dual enrollment completion in Louisiana.

The collective commitment of teachers and faculty, school and campus leaders, and numerous stakeholders and champions of education continues to fuel our transformation of students’ high school experiences. By blurring the lines between high school, college and the workforce, Louisiana can build educational and economic success for students and their families. Honoring our talent development imperative is job number one and we look forward to additional collaborative opportunities ahead to further support our students.



Kim Hunter Reed, Ph.D.
Commissioner of Higher Education



Cade Brumley, Ed.D.
State Superintendent of Education

DE KEY TAKEAWAYS

OVERALL DUAL ENROLLMENT PARTICIPATION 2021-22



28,875

STUDENTS

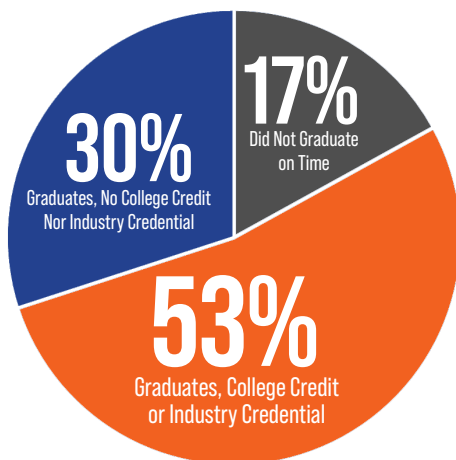
Participation in Dual Enrollment Rebounded Post-Pandemic.

Following a small drop in enrollments during the 2019-20 school year, overall participation in dual enrollment at public colleges and universities has increased 11% during the past two years, despite disruptions from hurricanes and a global pandemic.

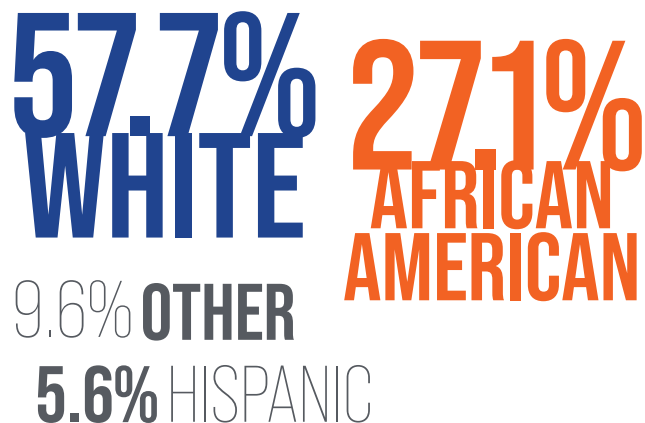
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Dual Enrollment by Fields of Study. Louisiana public colleges and universities offer dual enrollment courses across a wide range of subject areas and degree programs. In 2021-22, 80% of dual enrollment courses taken by students were in general education, while 20% were in career and technical fields.

REPORT HIGHLIGHTS



Progress towards joint goal. In December 2019, BESE and BOR jointly set a goal for all high school freshmen, beginning with the entering class of 2025, to graduate with some college credit, a market-relevant credential, or both. To date, we have made progress towards this goal, rising from 51% in 2018-19 to 53% in 2020-21.



Increase in the percentage of participating students identifying as African American. In 2021-22, students of color represented 42% of dual enrollment students in all Louisiana public colleges and universities. This increase of over 5% over the past few years resulted primarily from a net increase of nearly 1,500 more African American students taking dual enrollment compared to prior years.

DE DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL

Participation Trends

Despite disruptions from hurricanes and a global pandemic over the past two years, Louisiana’s 28 public undergraduate-serving colleges and universities have adapted and expanded dual enrollment programs in new ways to support student transitions to college. Following a small drop in enrollments during the 2019-20 school year, overall participation in dual enrollment has increased during the past two years.

Table 1. Trends in Participation in Dual Enrollment

| | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|------------------------------|----------------|----------------|----------------|----------------|
| Unduplicated Students | 26,378 | 25,939 | 26,076 | 28,875 |
| Annual Change | | -2% | 1% | 11% |
| Course Enrollments | 69,954 | 69,317 | 71,285 | 78,626 |
| Annual Change | | -1% | 3% | 10% |
| Credit Hours Enrolled | 201,858 | 198,382 | 208,246 | 228,070 |
| Annual Change | | -2% | 5% | 10% |

The data cited in this section include all course enrollments during any school year or summer term by high school students at Louisiana’s public colleges and universities.

Table 2. Use of Flexible Transcript Options Increased During First Semester of the Pandemic

| | Incomplete | Withdrawn |
|-------------|------------|-----------|
| Spring 2019 | 3% | 3% |
| Spring 2020 | 6% | 5% |

In Spring 2020, the Board of Regents adopted an Emergency Policy that encouraged institutions to provide students with flexible options for recording administrative withdrawals and incompletes due to pandemic-related classroom disruptions. While many institutions previously had similar procedures for addressing hurricane-caused disruptions, the Board of Regents and Department of Education jointly publicized these options to minimize the impact on students’ transcripts and academic standing resulting from situations beyond their control. The use of both these options increased in Spring 2020.

Delivery Methods

Prior to the pandemic (school year 2018-19 and the majority of 2019-20), 13-14% of dual enrollment courses were delivered online or in a hybrid (50-99% delivered online) format.

With over 2,500 course enrollments, Northwestern State University has the largest high school participation in online dual enrollment. LSU Alexandria, LSU Eunice, and Bossier Parish Community College all had large online and hybrid enrollments pre-pandemic and have sustained these

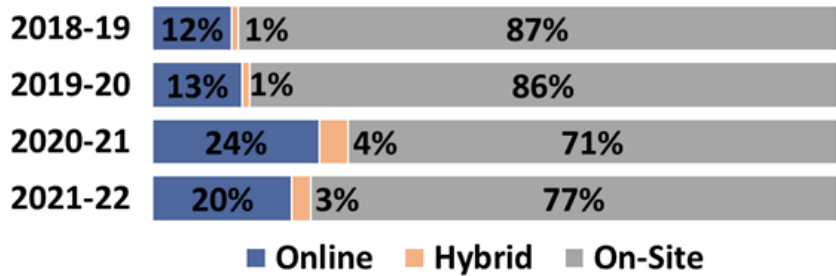


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programs. Newly expanded online offerings during the 2020-21 school year attracted high enrollment at Delgado Community College, Southern University A&M, and Southern University New Orleans. Nearly 60% of dual enrollments delivered by the three Southern University undergraduate institutions were online or hybrid in 2021-22.

Growth in online and hybrid coursework occurred primarily in the most popular general education subjects: mathematics, English, history, and psychology. Among career or technical subjects, which often have hands-on components, only business and marketing courses have seen significant online enrollment growth.

Figure 1. Trends in Dual Enrollment by Delivery Method



In addition to serving students during times when face-to-face instruction is disrupted, online and hybrid delivery models are accessible to students in small schools, rural communities, and other communities remote from a college campus, where it can be challenging to find teachers with the credentials needed to teach at a postsecondary level. To build a more robust pipeline of dual enrollment teachers, Regents plans to establish a Dual Enrollment Teacher Credential Program in partnership with a graduate school in the state, to be selected in January 2023.

An additional innovative model is offered by two of the largest dual enrollment programs in the state: LSU A&M and Southeastern Louisiana University. College faculty Instructors of Record at these institutions develop instructional materials and assessments that are available online and train high school instructors to serve as Facilitators for much of the classroom experience. Students enrolled in these collaboratively delivered courses are included in the on-site delivery counts.

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Course Grades and Student Eligibility

In 89% of dual enrollment courses in 2021-22, students successfully passed with an A, B, or C. Another 3% passed with a marginal D grade, which typically limits the applicability or transferability of the credit.

Table 3. Course Grades in Dual Enrollment Courses

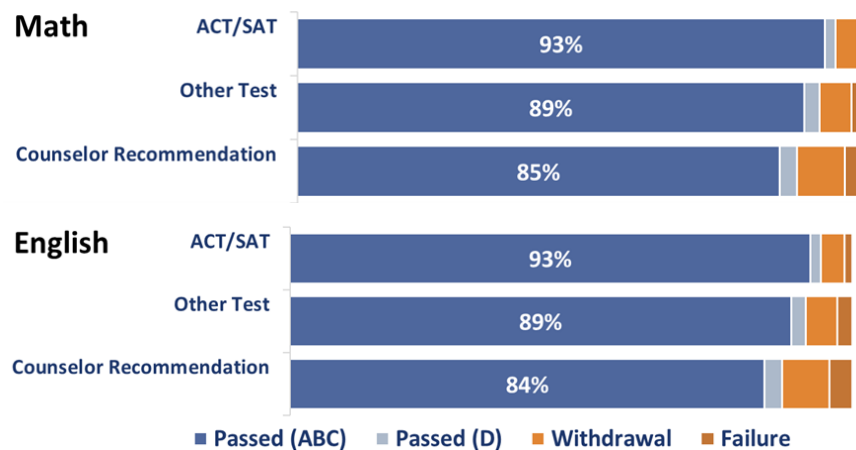
| Passed (ABC) | Passed (D) | Withdrawal | Failure |
|--------------|------------|------------|---------|
| 89% | 3% | 5% | 3% |



Regents' Emergency Policy enacted at the start of the pandemic allowed institutions greater flexibility in determining student eligibility for general education courses from 2020-21 through 2022-23. The Policy allows institutions to substitute a high school counselor recommendation in lieu of subject-specific scores on the ACT or other placement tests, based on overall student performance and grade trends in the subject area. During the 2021-22 school year, 6,535 enrollments (16%) relied on the counselor recommendation for Math placement. Counselor recommendations represented 6,360 placements (16%) for English requirements.

Students succeeded in passing dual enrollment courses at high rates, regardless of how they demonstrated eligibility. Regents and the Dual Enrollment Task Force have heard from many stakeholders that the counselor recommendation option has increased access for many successful students who otherwise would not have been able to participate.

Figure 2. Grades Earned by Method of Student Eligibility



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Table 4. Student Participation by Race/Ethnicity

| Race/Ethnicity | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|------------------|---------------|---------------|---------------|----------------------------|
| African American | 6,370 24% | 6,147 24% | 6,217 24% | 7,830 27% |
| Hispanic | 1,261 5% | 1,291 5% | 1,511 6% | 1,605 6% |
| Other | 2,114 8% | 2,359 9% | 2,356 9% | 2,781 10% |
| White | 16,633 63% | 16,142 62% | 15,992 61% | 16,659 58% |

“Other” includes small populations of students self-identifying as Multi-Racial, Asian, Native American, Pacific Islander, or Non-Resident Alien, or missing data (2-3% each year).

Equity Analysis

In 2021-22, students of color represented 42% of dual enrollment students in all Louisiana public colleges and universities. This increase of over 5% during the past few years resulted primarily from a net increase of nearly 1,500 more African American students taking dual enrollment than in prior years. Many of these students took courses from one of the three Southern University campuses, where programs have doubled in size over the past three years. Combined, the three Southern University campuses enroll less than 10% of dual enrollment students but 29% of the African American students taking dual enrollment. Southern’s partnerships with many high schools with large populations of African American students demonstrates how equity gaps can be reduced when programs emphasize increasing access to underrepresented student populations.

The increase in students of color participating in dual enrollment has reduced the racial participation gap. The ethnic composition of dual enrollment students (42% students of color) is now approaching that of undergraduates ages 24 and under (45% students of color). Continued progress is necessary to increase participation by students of color – African American students in particular – so that their participation in dual enrollment (27%) reflects their share of the high-school age adolescent population of the state (37%).

Table 5. Race/Ethnicity, 2021-2022 School Year

| Race/Ethnicity | LA Youth Ages 12-17* | Dual Enrollment | Undergrads 24 and Under |
|------------------|----------------------|-----------------|-------------------------|
| African American | 37% | 27% | 28% |
| Hispanic | 6% | 6% | 6% |
| Other | 6% | 10% | 11% |
| White | 51% | 58% | 55% |

Louisiana Youth Ages 12-17 sourced from U.S. Census Bureau, 2021 population estimates.

Figure 3. Grade Level of Students

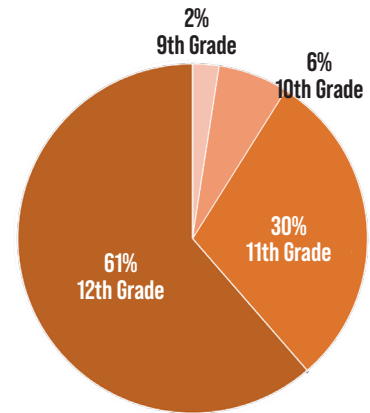
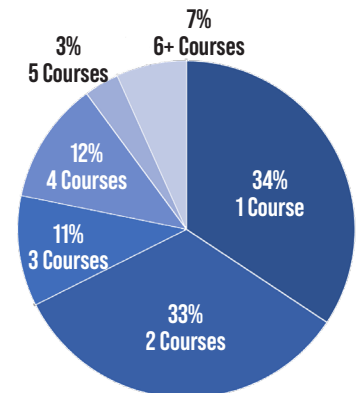


Figure 4. Number of Dual Enrollment Courses Taken by Students, 2021-22



DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL

Course-Taking Patterns

The majority of high school students taking dual enrollment courses at public colleges and universities were in 12th grade, with 91% in either 11th or 12th grade, during the 2020-21 school year (the most recent year for which grade level data from the Louisiana Department of Education is available to be linked to Regents' records).

Students took an average of 2.7 dual enrollment courses in 2021-22, with 78% of students enrolled in three or fewer courses. Over 2,149 (7%) enrolled in 15 or more credit hours, potentially earning up to a semester of college credit in one year. Among these, 242 enrolled in a full-time load of 30 or more credit hours.

Subjects Taken

Louisiana's public colleges and universities offer dual enrollment courses across a wide range of subject areas and degree programs. Of the 78,626 course enrollments in 2021-22, 20% were in career and technical fields. The share of enrollment in career and technical fields fell from 25% pre-pandemic, as a result of increased enrollment in general education fields and lower enrollment in career and technical fields. Many hands-on technical courses saw large enrollment declines during the pandemic, given the nature of the subjects, which require more in-person learning activities. While enrollment recovered in hands-on coursework in many career and technical fields in 2021-22, enrollment has not yet returned to pre-pandemic levels.

Table 6. Pandemic Impact on Dual Enrollments by Field of Study

| | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|------------------------------------|---------|---------|---------|---------|
| Career and Technical Fields | 17,809 | 17,377 | 13,265 | 15,951 |
| Annual Change | | -2.4% | -24% | 20% |
| General Education Fields | 52,145 | 51,940 | 58,020 | 62,675 |
| Annual Change | | -0.4% | 12% | 8% |

Table 7. Share of Dual Enrollments by Field of Study

| | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|------------------------------------|---------|---------|---------|---------|
| Career and Technical Fields | 25% | 25% | 19% | 20% |
| General Education Fields | 75% | 75% | 81% | 80% |

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General Education

Courses in mathematics, English language and literature, and history continued in 2021-22 to see the largest enrollments, representing over half of all dual enrollment courses taken (see Table 8). Enrollment grew in all ten of the most frequently taken subject areas, with the highest rates of increase seen in communications, visual & performing arts, and social sciences. Two percent of total enrollments (1,914) were classified as developmental or co-requisite education courses (one-third in English, two-thirds in math), with most of those offered by four colleges and universities that have developed partnerships with high schools to better prepare and transition students into college-credit-bearing courses.



Table 8. Dual Enrollments in General Education Fields by Classification of Instructional Program, 2021-2022

| General Education Field | % of Total Enrollments | Enrollments | Two-Year Change from 2019-2020 |
|---|------------------------|---------------|--------------------------------|
| Mathematics & Statistics | 20% | 15,663 | 13% |
| English Language & Literature/Letters | 19% | 14,600 | 15% |
| History | 13% | 10,212 | 26% |
| Biological & Biomedical Sciences | 6% | 4,327 | 34% |
| Psychology | 5% | 3,731 | 27% |
| Visual & Performing Arts | 4% | 3,114 | 42% |
| Physical Sciences | 4% | 2,981 | 28% |
| Social Sciences | 3% | 2,701 | 32% |
| Foreign Languages, Literatures, & Linguistics | 3% | 2,135 | 43% |
| Communication, Journalism, & Related Programs | 2% | 1,528 | 66% |
| Other General Education Fields | 2% | 1,683 | -23% |
| Total, General Education Fields | 80% | 62,675 | 21% |

Over 94% of enrollment in general education dual enrollment courses was in courses listed in the Regents' Master Course Academic Matrix, a list created to facilitate transfer of more than 350 of the most frequently taken college courses. Enrollment in these courses represent 75% of the total dual enrollment in 2021-22.

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Table 9. Dual Enrollment in General Education Academic Matrix Courses, 2021-2022

| Matrix Common Course Name | Enrollments | % of Total Dual Enrollment |
|--|---------------|----------------------------|
| College Algebra | 7,485 | 10% |
| English Composition I | 7,239 | 9% |
| English Composition II | 5,315 | 7% |
| Trigonometry | 3,600 | 5% |
| Intro to Psychology | 3,178 | 4% |
| American History II | 2,293 | 3% |
| Western Civilization I | 2,259 | 3% |
| American History I | 1,814 | 2% |
| Western Civilization II | 1,725 | 2% |
| World Civilization I | 1,204 | 2% |
| Intro to Sociology | 1,142 | 1% |
| General Biology I Lec. + Lab (Science Majors) | 943 | 1% |
| Introductory Statistics | 931 | 1% |
| Applied Algebra | 874 | 1% |
| Elementary Spanish I | 867 | 1% |
| General Biology I (Science Majors) | 842 | 1% |
| World Civilization II | 835 | 1% |
| Intro to Visual Arts | 825 | 1% |
| Exploring the Arts | 747 | <1% |
| Music Appreciation | 704 | <1% |
| General Biology I | 700 | <1% |
| Fundamentals of Communication | 671 | <1% |
| Chemistry I (Non-Science Majors) | 625 | <1% |
| Elementary Spanish II | 610 | <1% |
| Public Speaking | 556 | <1% |
| Other General Education Matrix Courses | 11,327 | 14% |
| Total, General Education Matrix Courses | 59,311 | 75% |

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Career and Technical Fields

The 12 colleges in the Louisiana Community & Technical College System provided 83% of the 15,951 dual enrollment courses taken in career & technical fields in 2021-22.

The most common career and technical courses in the Louisiana State University System are in the engineering and education fields; for the University of Louisiana System: health professions & business; and for the Southern University System: criminal justice & computer information systems.

Pandemic disruptions disproportionately affected career and technical coursework, particularly in subjects that require more in-person learning activities. Career and technical course enrollment declined by over 4,000 (24%) from 2019-20 to 2020-21. Enrollment recovered by 2,700 (20%) in the 2021-22 school year.



Declines were particularly large in health professions, precision production (welding), culinary, and construction trades. All four of these recovered in 2021-22, but not to pre-pandemic levels. Enrollment has grown over pre-pandemic counts in a few fields, including mechanic/repair technologies, homeland security/criminal justice, and education.

Table 10. Dual Enrollments in Career and Technical Fields by Classification of Instructional Program, 2021-2022

| Career and Technical Fields | % of Total Dual Enrollments | Enrollments | Two-Year Change from 2019-2020 |
|--|-----------------------------|---------------|--------------------------------|
| Health Professions & Related Programs | 5% | 3,841 | -6% |
| Precision Production | 4% | 3,104 | -19% |
| Mechanic & Repair Technologies/Technicians | 2% | 1,709 | 28% |
| Business, Management, Marketing, & Related Services | 2% | 1,674 | -23% |
| Culinary, Entertainment, & Personal Services | 1% | 1,080 | -22% |
| Computer & Information Sciences & Support Services | 1% | 962 | -31% |
| Construction Trades | 1% | 895 | -7% |
| Engineering/Engineering-Related Technologies/Technicians | 1% | 848 | -9% |
| Homeland Security, Law Enforcement, & Firefighting | 1% | 667 | 98% |
| Engineering | 1% | 558 | -5% |
| Education | <1% | 237 | 62% |
| Other Career and Technical Fields | <1% | 376 | 57% |
| Total, Career and Technical Fields | 20% | 15,951 | -8% |

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Table 11. Dual Enrollment in Career and Technical Academic Matrix Courses, 2021-2022

| Matrix Common Course Name | Enrollments | % of Total Dual Enrollment |
|---|--------------|----------------------------|
| Intro to Criminal Justice | 433 | <1% |
| Computer Applications | 366 | <1% |
| Medical Terminology | 359 | <1% |
| General/Intro to Business Administration | 227 | <1% |
| Nutrition | 77 | <1% |
| Intro to Corrections | 66 | <1% |
| Personal Finance | 65 | <1% |
| Intro to Policing | 63 | <1% |
| Intro to Programming | 42 | <1% |
| Criminal Law | 37 | <1% |
| Intro to Financial Accounting | 19 | <1% |
| Other Career and Technical Matrix Courses | 67 | <1% |
| Total, Career and Technical Matrix Courses | 1,821 | 2% |

Only a limited number of Common Course names in career and technical fields appear in the Regents’ Master Course Academic Matrix; 11% of enrollment in career and technical dual enrollment courses are in courses listed in the Regents’ Master Course Academic Matrix. A multi-year expansion effort has begun to increase the number of career-focused courses appearing on the Matrix.

Providers

Across Louisiana, 28 colleges and universities from all four public postsecondary systems enrolled 28,875 high school students in 78,626 dual enrollment college courses during the 2021-22 school year (including summers). Ten percent (2,885) of these students took courses from more than one public college or university. There are currently no reliable data on the number of Louisiana high school students who take dual enrollment courses from Louisiana independent colleges and out-of-state colleges. The five largest dual enrollment programs (measured by enrollment) accounted for 43% of total enrollments, and represent three of the systems: Northwestern State University (UL System), Southeastern Louisiana University (UL System), Louisiana Tech University (UL System), Louisiana State University and A&M College (LSU System), and Northshore Technical Community College (LCTCS).

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Table 12. Students Participating in Dual Enrollment by System and College/University, 2021-2022

| SYSTEM | STUDENTS | ENROLLMENTS | % OF ENROLLMENTS |
|--|----------|---------------|------------------|
| Louisiana Community & Technical College System | 9,717 | 24,891 | 32% |
| Louisiana State University System | 5,201 | 12,601 | 16% |
| Southern University System | 2,733 | 5,746 | 7% |
| University of Louisiana System | 13,183 | 35,388 | 45% |
| Statewide | | 78,626 | |

| COLLEGE/UNIVERSITY | STUDENTS | ENROLLMENTS | % OF ENROLLMENTS |
|---|----------|-------------|------------------|
| Louisiana Community & Technical College System | | | |
| Northshore Technical Community College | 2,118 | 4,484 | 6% |
| South Louisiana Community College | 1,027 | 3,311 | 4% |
| River Parishes Community College | 813 | 2,963 | 4% |
| Bossier Parish Community College | 1,336 | 2,962 | 4% |
| Louisiana Delta Community College | 779 | 2,127 | 3% |
| Elaine P. Nunez Community College | 807 | 1,931 | 2% |
| Delgado Community College | 754 | 1,504 | 2% |
| Baton Rouge Community College | 569 | 1,488 | 2% |
| SOWELA Technical Community College | 561 | 1,467 | 2% |
| Central Louisiana Technical Community College | 397 | 946 | 1% |
| L.E. Fletcher Technical Community College | 325 | 880 | 1% |
| Northwest Louisiana Technical Community College | 235 | 828 | 1% |
| Louisiana State University System | | | |
| LSU and A&M College | 3,462 | 6,966 | 9% |
| LSU at Alexandria | 732 | 2,515 | 3% |
| LSU at Eunice | 700 | 2,128 | 3% |
| LSU in Shreveport | 454 | 992 | 1% |
| Southern University System | | | |
| Southern University in Shreveport | 1,099 | 2,887 | 4% |
| Southern University and A&M College | 836 | 1,642 | 2% |
| Southern University in New Orleans | 798 | 1,217 | 2% |

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| University of Louisiana System | | | |
|--|---------------|---------------|-----|
| Northwestern State University | 2,767 | 9,206 | 12% |
| Southeastern Louisiana University | 3,765 | 7,184 | 9% |
| Louisiana Tech University | 2,637 | 6,258 | 8% |
| University of Louisiana at Monroe | 1,520 | 4,375 | 6% |
| McNeese State University | 683 | 2,668 | 3% |
| University of Louisiana at Lafayette | 1,070 | 2,427 | 3% |
| University of New Orleans | 1,019 | 2,126 | 3% |
| Nicholls State University | 444 | 1,055 | 1% |
| Grambling State University | 53 | 89 | <1% |
| Total, Public Colleges & Universities | 28,875 | 78,626 | |

Growth in general education coursework over the past three years has led to increased enrollment in the Louisiana State, Southern University, and University of Louisiana systems. Enrollments at the three undergraduate campuses of the Southern University System have more than doubled in the past three years.

The large decline in hands-on career and technical coursework first seen during the pandemic continues to impact LCTCS's total enrollment numbers. General education coursework provided by LCTCS colleges has grown by 25% (2,394 enrollments) in the past three years, while enrollments in courses in career and technical fields have declined by 12% (1,848).

Individual institutions have been impacted in varied ways by pandemic and hurricane disruptions as well as other changes over the past three years. Northwestern State University and LSU and A&M College each reported increases of over 3,100 enrollments, with over 1,000 additional enrollments each at Bossier Parish Community College, Southern University Shreveport, and Southern University and A&M College. The largest decline in enrollment was observed at Central Louisiana Technical Community College, where previously large high school enrollments in precision production (welding), business, health professions, construction trades, and mechanic (automotive) programs declined precipitously.

Table 13. Change in Enrollments by System and College/University, 2018-19 to 2021-22

| SYSTEM | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 3-YEAR CHANGE |
|--|---------------|---------------|---------------|---------------|---------------|
| Louisiana Community & Technical College System | 25,921 | 24,345 | 20,381 | 24,891 | -4% |
| Louisiana State University System | 8,522 | 9,776 | 10,950 | 12,601 | 48% |
| Southern University System | 2,531 | 3,173 | 4,195 | 5,746 | 127% |
| University of Louisiana System | 32,980 | 32,023 | 35,759 | 35,388 | 7% |
| Statewide | 69,954 | 69,317 | 71,285 | 78,626 | 13% |

DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL

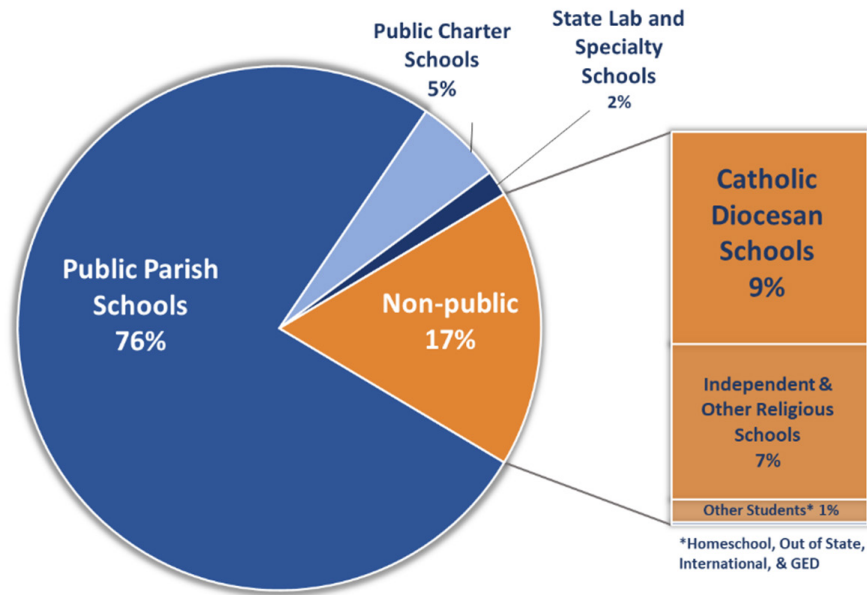
| COLLEGE/UNIVERSITY | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 3-YEAR CHANGE |
|---|---------------|---------------|---------------|---------------|---------------|
| Louisiana Community & Technical College System | | | | | |
| Baton Rouge Community College | 1,208 | 1,173 | 1,360 | 1,488 | 23% |
| Bossier Parish Community College | 1,422 | 1,788 | 1,795 | 2,962 | 108% |
| Central Louisiana Technical Community College | 3,141 | 3,200 | 2,311 | 946 | -70% |
| Delgado Community College | 2,100 | 2,015 | 1,802 | 1,504 | -28% |
| Elaine P. Nunez Community College | 2,057 | 1,657 | 1,410 | 1,931 | -6% |
| L.E. Fletcher Technical Community College | 815 | 684 | 841 | 880 | 8% |
| Louisiana Delta Community College | 1,786 | 2,500 | 1,838 | 2,127 | 19% |
| Northshore Technical Community College | 4,467 | 2,658 | 2,117 | 4,484 | 0% |
| Northwest Louisiana Technical College | 666 | 502 | 430 | 828 | 24% |
| River Parishes Community College | 3,362 | 3,257 | 2,374 | 2,963 | -12% |
| South Louisiana Community College | 3,132 | 3,746 | 3,033 | 3,311 | 6% |
| SOWELA Technical Community College | 1,765 | 1,165 | 1,070 | 1,467 | -17% |
| Louisiana State University System | | | | | |
| LSU and A&M College | 3,836 | 5,334 | 6,097 | 6,966 | 82% |
| LSU at Alexandria | 1,835 | 1,736 | 2,008 | 2,515 | 37% |
| LSU Eunice | 1,794 | 1,870 | 2,021 | 2,128 | 19% |
| LSU Shreveport | 508 | 836 | 824 | 992 | 95% |
| Southern University System | | | | | |
| Southern University and A&M College | 561 | 1,155 | 1,630 | 1,642 | 193% |
| Southern University at New Orleans | 508 | 596 | 917 | 1,217 | 140% |
| Southern University at Shreveport | 1,462 | 1,422 | 1,648 | 2,887 | 97% |
| University of Louisiana System | | | | | |
| Grambling State University | 65 | 58 | 140 | 89 | 37% |
| Louisiana Tech University | 7,269 | 6,265 | 6,900 | 6,258 | -14% |
| McNeese State University | 3,817 | 3,616 | 3,345 | 2,668 | -30% |
| Nicholls State University | 638 | 717 | 1,135 | 1,055 | 65% |
| Northwestern State University | 6,023 | 6,942 | 8,016 | 9,206 | 53% |
| Southeastern Louisiana University | 7,374 | 6,504 | 7,499 | 7,184 | -3% |
| University of Louisiana at Lafayette | 1,651 | 2,041 | 2,157 | 2,427 | 47% |
| University of Louisiana at Monroe | 4,738 | 3,998 | 4,495 | 4,375 | -8% |
| University of New Orleans | 1,405 | 1,882 | 2,072 | 2,126 | 51% |
| Total, Public Colleges and Universities | 69,405 | 69,317 | 71,285 | 78,626 | |

DE DUAL ENROLLMENT AT PUBLIC POSTSECONDARY LEVEL

Participation by School Type

At Louisiana public colleges and universities in the 2020-21 school year, 17% of dual enrollment high school students come from outside the public school system (the most recent year for which grade-level data from the Louisiana Department of Education is available to be linked to Regents' records). Louisiana has the third-highest rate of Catholic and other nonpublic school enrollment of the fifty states. These students represent a sizable portion of many colleges' high school student population – over 30% at LSU A&M, LSU of Alexandria, University of Louisiana at Lafayette and Louisiana Tech University.

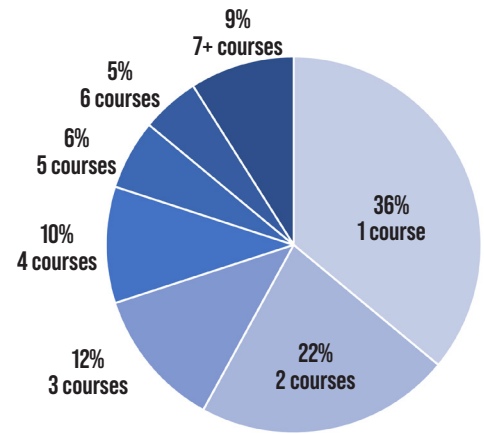
Figure 5. Students Participating in Dual Enrollment in 2020-21, by School Type



DE DUAL ENROLLMENT BY PUBLIC HIGH SCHOOL GRADS

Participation by High School Graduates

Across Louisiana, 12,688 (31%) of the 41,162 students who graduated from public high schools in 2020-21 took at least one dual enrollment course during their high school experience. The average student took 3.1 dual enrollment courses over the four years of high school, while the majority took only one or two courses. The remainder of this section describes this universe of high school students who graduated in 2020-21, the latest year for which the Department of Education has validated school data.



Number of Dual Enrollment Courses Taken During High School by 2020-21 Public School Graduates

12,688
STUDENTS

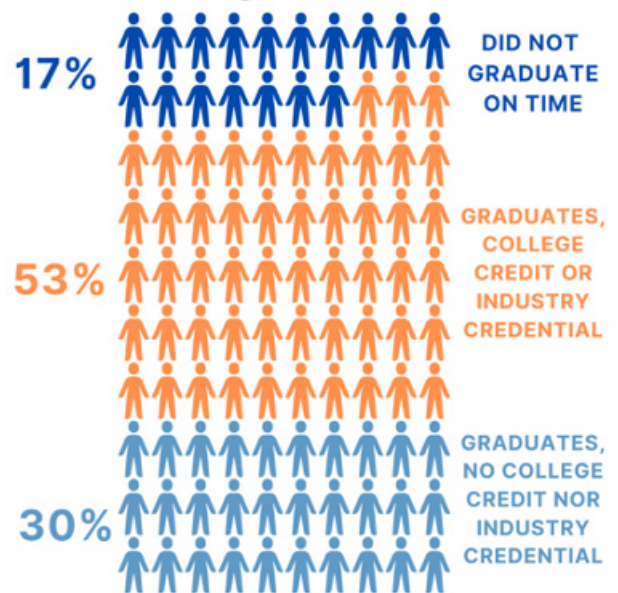
39,519
COURSE ENROLLMENTS

In December 2019, Louisiana’s education leaders set an ambitious goal for all public high school students to graduate with academic or career-related college credit, a market-relevant credential, or both.

The Board of Elementary and Secondary Education and the Board of Regents embraced this shared goal for every public high school student beginning with the freshman class of 2025 (senior class of 2029). While the definition of a market-relevant credential of value will be refined in future years, the Department of Education already tracks students earning any basic or advanced Industry-Based Credential. Early college credit includes that earned by passing a dual enrollment course, as well as through high scores on an Advanced Placement, International Baccalaureate, or College-Level Examination Program (CLEP) tests. Dual enrollment was the most common way that students achieved this – half of the students who earned college credit or industry credentials did so by taking dual enrollment courses.

Figure 6: Public High School Class of 2020-21 (Adjusted Graduation Cohort)

Of 49,366 9th graders in 2017-18...



Equity Analysis

In Louisiana there remain large and persistent gaps in the rates of participation in advanced coursework by students of color compared with all students. The recent increases in African American participation in dual enrollment programs offered by Louisiana’s public colleges and universities should help to

DE DUAL ENROLLMENT BY PUBLIC HIGH SCHOOL GRADS

reduce racial equity gaps in future graduating classes. In 2020-21, there was a 15-percentage-point gap in the participation rate in advanced courses between African American public high school graduates (42%) and their White student peers (57%). Of graduates who took at least one dual enrollment course, the participation gap was 21 percentage points between African American (21%) and White (42%) students. The Hispanic – White gap was similar: 15 percentage points for taking any accelerated course and 17 percentage points for dual enrollment.

Figure 7: 2020-21 Public High School Graduates Who Took Advanced Courses, by Race/Ethnicity

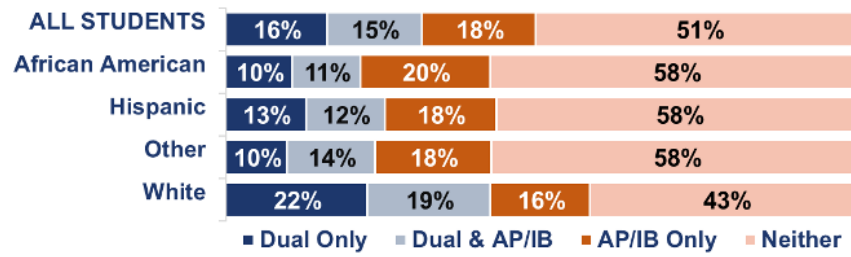
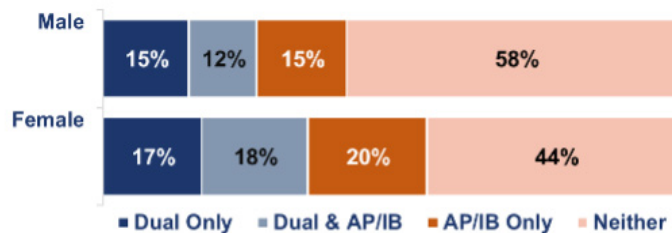


Figure 8: 2020-21 Public High School Graduates Who Took Advanced Courses, by Income Status



Nearly 62% of public high school graduates were identified as economically disadvantaged by the Louisiana Department of Education, based on students’ family participation in a variety of government benefits, such as the federal Free and Reduced Price Lunch program, targeted toward lower-income students. The equity gaps across income status are consistently high, with a 20-percentage-point gap in the participation rates of Economically Disadvantaged students and their higher-income peers, in both dual enrollment (24% vs. 42%) and advanced courses overall (41% vs. 61%).

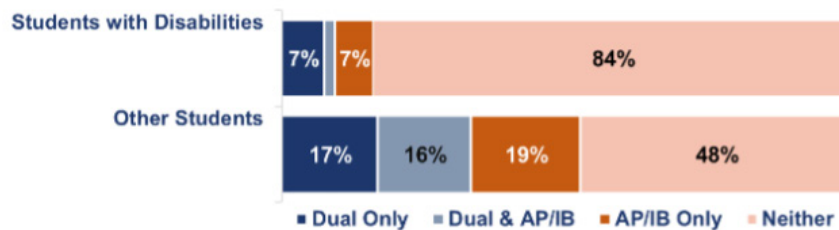
Figure 9: 2020-21 Public High School Graduates Who Took Advanced Courses, by Gender



DE DUAL ENROLLMENT BY PUBLIC HIGH SCHOOL GRADS

In recent years, female students have comprised approximately 60% of students in higher education in Louisiana, despite representing only half of the public high school graduates. The high rates of female postsecondary participation are also observed in dual enrollment as well, with 35% of female high school graduates completing at least one dual enrollment course, compared to only 27% of males. Among students who completed any dual enrollment, advanced placement, or international baccalaureate course, a 14-percentage-point gap between female (56%) and male (42%) graduates who completed at least one dual enrollment, advanced placement, or international baccalaureate course.

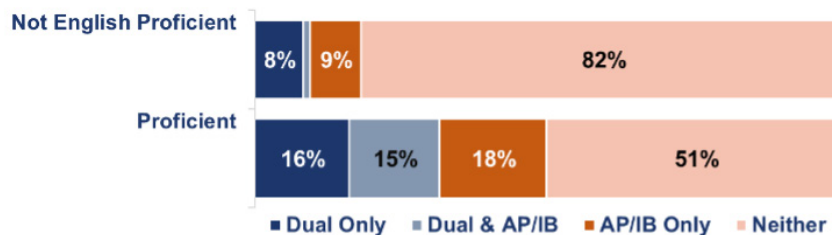
Figure 10: 2020-21 Public High School Graduates Who Took Advanced Courses, by Disability Status



Ten percent of the public high school graduating class of 2020-21 identified as students with disabilities. Of students with disabilities who graduated in 2018-19, only 16% enrolled in at least one advanced course during their high school careers, 26 percentage points below the rate for other graduates.

Only 2% of public high school graduates in Louisiana were identified as Not English Proficient in 2020-21. Among this small number of students, 18% completed at least one accelerated course before college graduation.

Figure 11: 2020-21 Public High School Graduates Who Took Advanced Courses, by English Language Proficiency



School Characteristics and Participation Rates

Overall averages mask the variations in dual enrollment participation across the state. This section analyzes variances in dual enrollment participation by high school graduates among the 338 public high schools in the state recording at least one graduate in 2020-21. Public parish, district, charter, state laboratory, virtual, and specialized schools are all included. Nineteen small public Alternative and Juvenile Justice schools, which graduated a combined 180 students, were excluded from the report.

DUAL ENROLLMENT BY PUBLIC HIGH SCHOOL GRADS

Over 65% of students at a dozen public schools graduated after taking at least one dual enrollment course during their four years in high school. These schools have effectively integrated dual enrollment into the typical student high school experience.

Table 14: Public High Schools with 65% or More of Graduates Who Took a Dual Enrollment Course

| High School | Graduates | Dual Enrollment Participation Rate |
|---|-----------|------------------------------------|
| Parish and District Schools | | |
| Early College Academy (Lafayette) | 14 | 92% |
| Patrick F. Taylor Science & Technology Academy (Jefferson) | 20 | 81% |
| Haynes Academy School for Advanced Studies (Jefferson) | 125 | 79% |
| Thomas Jefferson High School for Advanced Studies (Jefferson) | 139 | 78% |
| Phoenix High School (Plaquemines) | 108 | 75% |
| Atlanta High School (Winn) | 53 | 71% |
| Red River High School (Red River) | 78 | 68% |
| West St. John High School (St. John the Baptist) | 35 | 66% |
| Charter Schools | | |
| Lincoln Preparatory School (Lincoln) | 37 | 100% |
| JS Clark Leadership Academy (St. Landry) | 35 | 89% |
| Avoyelles Public Charter School (Avoyelles) | 62 | 73% |
| State Lab and Specialty Schools | | |
| LSU Laboratory School (East Baton Rouge) | 120 | 66% |

At the following eighteen schools (many also appearing in Table 14), more than 65% of the graduating students of color in 2020-21 took at least one dual enrollment course while in high school. These schools demonstrate that equitable outcomes can be achieved when structures are in place to address barriers to equitable access and participation.

DE DUAL ENROLLMENT BY PUBLIC HIGH SCHOOL GRADS

Table 15: Public High Schools with 65% or More of Graduates of Color Who Took a Dual Enrollment Course

| High School | Graduates | Dual Enrollment Participation Rate |
|---|-----------|------------------------------------|
| Parish and District Schools | | |
| Early College Academy (Lafayette) | 19 | 100% |
| Evans High School (Vernon) | <10 | 100% |
| Pitkin High School (Vernon) | <10 | 100% |
| Haynes Academy School for Advanced Studies (Jefferson) | 51 | 84% |
| Thomas Jefferson High School for Advanced Studies (Jefferson) | 57 | 81% |
| Patrick F. Taylor Science & Technology Academy (Jefferson) | 46 | 81% |
| Forest School (West Carroll) | <10 | 80% |
| Phoenix High School (Plaquemines) | 14 | 78% |
| Choudrant High School (Lincoln) | <10 | 75% |
| Red River High School (Red River) | 36 | 75% |
| Anacoco High School (Vernon) | <10 | 75% |
| East Beauregard High School (Beauregard) | <10 | 67% |
| Castor High School (Bienville) | <10 | 67% |
| Summerfield High School (Claiborne) | <10 | 67% |
| West St. John High School (St. John the Baptist) | 23 | 66% |
| Charter Schools | | |
| Lincoln Preparatory School (Lincoln) | 36 | 100% |
| JS Clark Leadership Academy (St. Landry) | 31 | 89% |
| Downsville Community Charter School (Union) | <10 | 67% |

A significant portion of the racial and income equity gap lies in the differential rates of participation among schools with high percentages of students of color and of economically disadvantaged students. The data show an inverse relationship between the percentage of students of color in a school and the dual enrollment participation rate in Louisiana. High schools with less than 20% students of color among their graduates had participation rates 19 percentage points higher than those schools with greater than 80% students of color. A similar gap of 16 percentage points is seen in schools with high percentages of wealthier families (less than 40% economically disadvantaged) compared to those with high concentrations of poverty (greater than 80% economically disadvantaged).

Of the 338 public high schools with at least one student graduate in 2020-21, twenty-six schools (8%) had no students graduate with dual enrollment credit on their transcript. Many of these schools are newly-established charter schools graduating one of their first classes and/or schools with sizable Advanced Placement or International Baccalaureate course offerings. The high rate of participation among State Lab and Specialty Schools is reflective of their selective admissions and strong connections with higher

DE DUAL ENROLLMENT BY PUBLIC HIGH SCHOOL GRADS

Table 16: High School Graduates Who Took a Dual Enrollment Course, By School Racial Diversity

| School % Students of Color | Dual Enrollment Participation Rate | # of Schools |
|----------------------------|------------------------------------|--------------|
| 0-20% | 40% | 69 |
| 20-40% | 37% | 74 |
| 40-60% | 35% | 62 |
| 60-80% | 23% | 45 |
| 80-100% | 21% | 88 |
| All Schools | 31% | 338 |

Table 17: High School Graduates Who Took a Dual Enrollment Course, By School Income Diversity

| School % Economically Disadvantage | Dual Enrollment Participation Rate | # of Schools |
|------------------------------------|------------------------------------|--------------|
| 0-40% | 46% | 18 |
| 40-60% | 38% | 104 |
| 60-80% | 26% | 124 |
| 80-100% | 20% | 92 |
| All Schools | 31% | 338 |

education institutions. This category includes the following schools: Louisiana School for Math, Science, and the Arts; Louisiana School for the Deaf; Louisiana School for the Visually Impaired; LSU Laboratory School; New Orleans Center for Creative Arts; Southern University Laboratory School; and Thrive Academy. Southern University Laboratory Virtual School is included in the Virtual Schools category, along with two virtual charter high schools (Louisiana Virtual Charter Academy and University View Academy) and four parish-operated virtual high schools (Caddo Virtual Academy, EBR Virtual Academy, Virtual Academy of Lafourche, and St. Tammany Parish Virtual School). There are other parish-operated virtual high schools; however, students from those schools who take courses are recorded as graduates of their home high schools. Graduates of virtual schools have below-average participation in dual enrollment. Students graduated from the twenty-six New Orleans charter schools participated at less than half the statewide average rate. Eleven of the New Orleans schools had no students participate in

Table 18: High School Graduates Who Took a Dual Enrollment Course, By School Type

| Public High School Type | Dual Enrollment Participation Rate | # of Schools |
|-----------------------------------|------------------------------------|--------------|
| Parish and District Schools | 33% | 282 |
| New Orleans Charter Schools | 13% | 26 |
| Charter Schools (Outside Orleans) | 30% | 16 |
| State Lab and Specialty Schools | 61% | 7 |
| Virtual Schools | 22% | 7 |
| All Schools | 31% | 338 |

Table 19: High School Graduates Who Took a Dual Enrollment Course, By School Locale

| Public High School Locale | Dual Enrollment Participation Rate | # of Schools |
|---------------------------|------------------------------------|--------------|
| City | 25% | 80 |
| Rural | 38% | 146 |
| Suburb | 31% | 48 |
| Town | 34% | 57 |
| Virtual | 22% | 7 |
| All Schools | 31% | 338 |

DE DUAL ENROLLMENT BY PUBLIC HIGH SCHOOL GRADS

Table 20: High School Graduates Who Took a Dual Enrollment Course, By School Size

| School Size (# of graduates) | Dual Enrollment Participation Rate | # of Schools |
|------------------------------|------------------------------------|--------------|
| Very Large (250+) | 31% | 72 |
| Large (150-249) | 29% | 51 |
| Medium (75-149) | 32% | 93 |
| Small (25-74) | 36% | 91 |
| Very Small (1-24) | 29% | 31 |
| All Schools | 31% | 338 |

Table 21: High School Graduates Who Took a Dual Enrollment Course, By Regional Labor Market Area

| Regional Labor Market Area | Dual Enrollment Participation Rate | # of Schools |
|----------------------------|------------------------------------|--------------|
| Alexandria | 34% | 33 |
| Baton Rouge | 29% | 60 |
| Houma | 24% | 9 |
| Lafayette | 34% | 47 |
| Lake Charles | 31% | 42 |
| Monroe | 37% | 30 |
| New Orleans | 28% | 62 |
| Shreveport | 36% | 52 |
| All Schools | 31% | 335 |

dual enrollment (though four had high percentages of participation in Advanced Placement), while none exceeded 40% dual enrollment participation. The 16 charter schools outside of New Orleans include disparate types of schools across the state. This heterogeneity is evident in the rates of high school graduates who participated in dual enrollment; Lincoln Preparatory School had 100% of graduates participate, while two schools had less than 10% participate.

Participation rates in rural schools were seven percentage points above average, while city schools were six percentage points below average – largely due to lower participation rates in New Orleans. Less variation was seen by school size, though very small schools and large schools had slightly below-average participation rates. Participation rates vary across the regions of the state, with Alexandria, Lafayette, Monroe, and Shreveport above average. The three statewide virtual schools are excluded, while the four operated by parishes were assigned to their associated regional labor market area.

RECOMMENDATIONS

Based on the findings of this report and discussions at Louisiana Dual Enrollment Task Force meetings, the Louisiana Board of Regents (Regents) offers the following recommendations:

Continue to Close Equity Gaps

The positive one-year increase in African American student participation in dual enrollment this past year is largely a result of growth in all three Southern University programs, which have partnered with many high schools with large numbers of African American students. Dual enrollment needs to be harnessed to propel students of color and from economically disadvantaged backgrounds into greater rates of college attendance and success. Targeted efforts to drive partnership and collaboration amongst Louisiana's secondary and postsecondary institutions are necessary to close the gap in access to and successful participation in dual enrollment by race, income, and geographic location.



Further Target Investments to Expand Access

Despite recent increases in participation overall, and specifically among students who identify as African American, dual enrollment is financially out of reach for too many of Louisiana's students. To support the equitable delivery of dual enrollment across the state, sufficient resources are needed to reduce or eliminate the costs incurred by families and address schools that limit enrollment due to funding availability. Presently the largest source of state support for dual enrollment is Supplemental Course Allocation (SCA) funds through the Minimum Foundation Program (MFP) which are utilized by school districts to reduce or eliminate tuition and fees for students. The Legislature, recognizing that current SCA funds were insufficient to cover the cost of student demand for dual enrollment and other course choices in many districts, increased the SCA allocation in Fiscal Year 2022 by \$3 million. In the upcoming 2023 Louisiana Legislative Session, Regents will seek funding to further minimize or eliminate family-borne tuition expenses for dual enrollment participation. In formulating this recommendation, in 2020 the Dual Enrollment Task Force recommended that colleges and universities develop a uniform framework for pricing dual enrollment in Louisiana.

Rebuild and Expand Career and Technical Pathways

In the 2021-22 school year, career and technical classes comprised only 20% of all dual enrollment. Realizing significantly lower career and technical dual enrollment participation than surrounding states, Louisiana needs to seize the opportunity to increase enrollment to further align students' high school experiences with postsecondary credentials in career fields.

RECOMMENDATIONS

Pandemic disruptions disproportionately affected career and technical coursework, particularly in subjects that require more in-person learning activities. Career and technical course enrollment declined by over 4,000 (24%) from 2019-20 to 2020-21. Enrollment recovered by 2,700 (20%) in the 2021-22 school year, though enrollment in technical courses has not returned to pre-pandemic levels. Innovative course delivery strategies such as mobile laboratories can increase access to technical college courses in rural areas. Districts and colleges can increasingly tap into a variety of funds to invest in technical dual enrollment courses, including from the federal Perkins Act, TOPS Tech Early Start, and Career Development, as well as the recently increased Supplemental Course Academy. All students can benefit from technical dual enrollment courses that provide the opportunity to explore career opportunities aligned to postsecondary credentials before high school graduation.

Continue Use of Multiple Measures to Determine Student Eligibility

In response to the pandemic, in Spring 2020 the Board of Regents developed an emergency dual enrollment policy. The purpose was to encourage postsecondary institutions to utilize multiple measures for determining student eligibility for dual enrollment general education courses, to address the cancellation of standardized tests and learning disruptions beyond students' control caused by the pandemic. The emergency policy allowed institutions to substitute high school counselor recommendations for subject-specific scores on the ACT or other placement tests, based on overall student performance and grade trends in the subject area. Since this emergency policy was implemented in Spring 2020, data have revealed that students succeeded in passing dual enrollment courses at high rates, regardless of how they demonstrated eligibility. With this analysis's clear indication of student success through multiple measures of eligibility for dual enrollment, Regents staff recommends the continuation of this interim policy. Regents staff has no plans to put forward any increases to current eligibility thresholds, but rather will be recommending additional expanded eligibility pathways at its meeting in December 2022.

Strengthen College and Career Pathway Advising

As we continue to scale dual enrollment in Louisiana, we must also seek ways to provide high-quality advising and support to students. In June 2021, BESE approved the launch of the Fast Forward initiative, funded with planning grants funded by Regents and LDOE, aimed at increasing high school students graduating with an associate's degree or high-demand apprenticeship. As Louisiana expands opportunities for college in high school, we must couple this growth with ways to help students design course plans tailored to their college and career goals. This will require continued partnership and planning amongst colleges and high schools as they coordinate with one another to ensure student success. In 2020, the Dual Enrollment Task Force recommended revising Louisiana's existing school counseling model to account for standards specific to pathway counseling. This recommendation should be further explored and encouraged as we continue to scale dual enrollment for students in high school.

