



MLDS CENTER

Maryland Longitudinal
Data System

Better Data • Informed Choices • Improved Results

2016 Dual Enrollment Report: An Overview

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Outline

- Defining Dual Enrollment
- Operationalizing Dual Enrollment Using Data from the MLDS
- Dual Enrollment Findings from the MLDS



Defining Dual Enrollment

In Maryland, dual enrollment is defined broadly as:

A student who is dually enrolled in:

- (i) a secondary school in the State; and
- (ii) an institution of higher education in the State

(Education Article §18-14A-01, Annotated Code of Maryland).



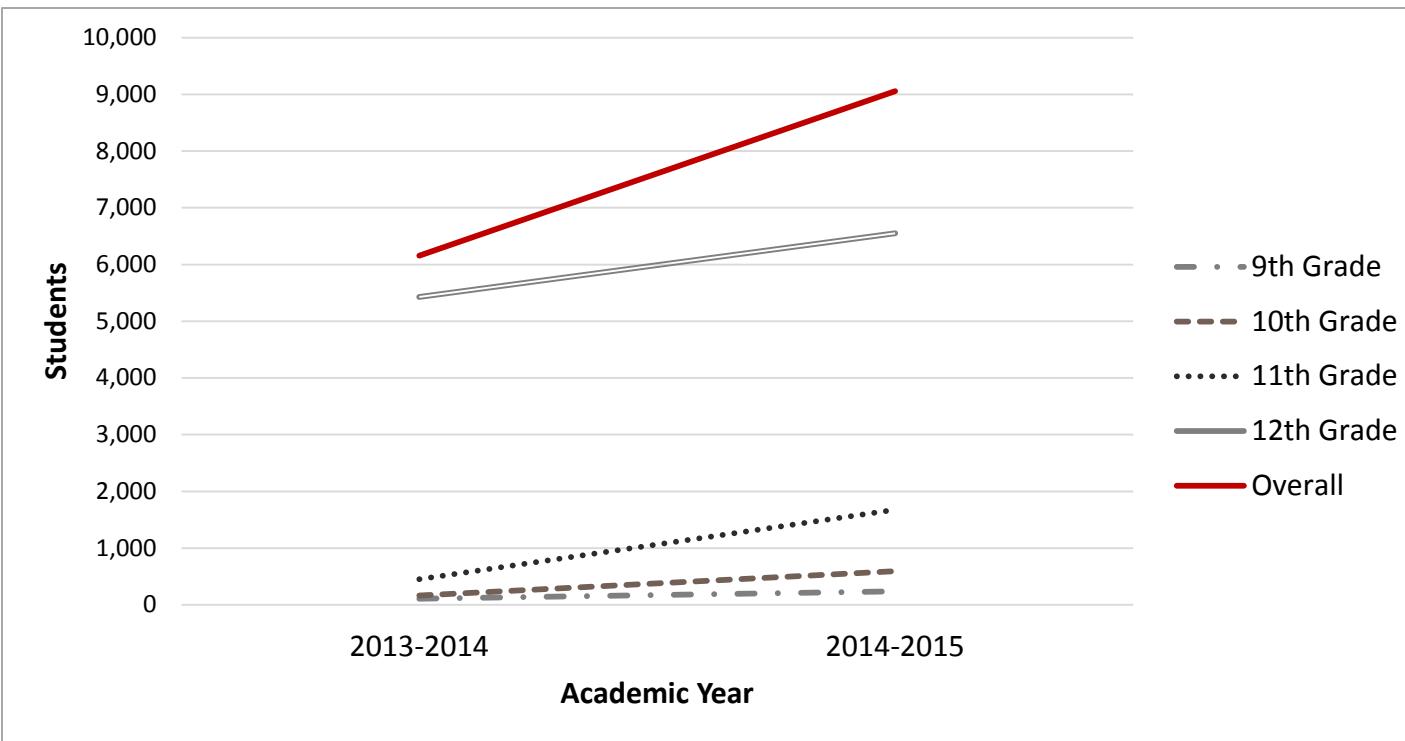
Operationalizing DE Using Cross-Agency Data from the MLDS

- **Overlap in Enrollment Dates:**

- Identifies students with overlapping enrollment dates in a Maryland public high school and a Maryland postsecondary institution.
- Includes Fall and Spring semester enrollments.
- Student had to be enrolled in college for at least 30 days.



Dual Enrollment In Maryland



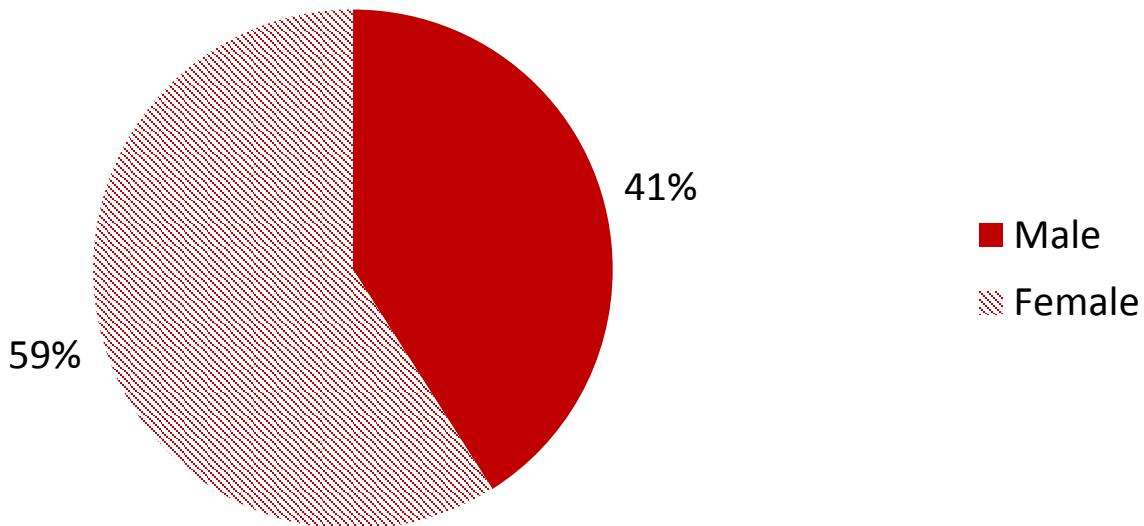
Dual Enrollment in Maryland

	Total 12th Grade Enrollment	12th Grade Dually Enrolled 2014-2015	12th Grade Dually Enrolled 2013-2014	
	<i>N</i>	<i>N</i>	%	%
Maryland	61,622	6,548	11	9
<i>District</i>				
Washington	1,727	515	30	28
Baltimore City	4,895	119	2	3



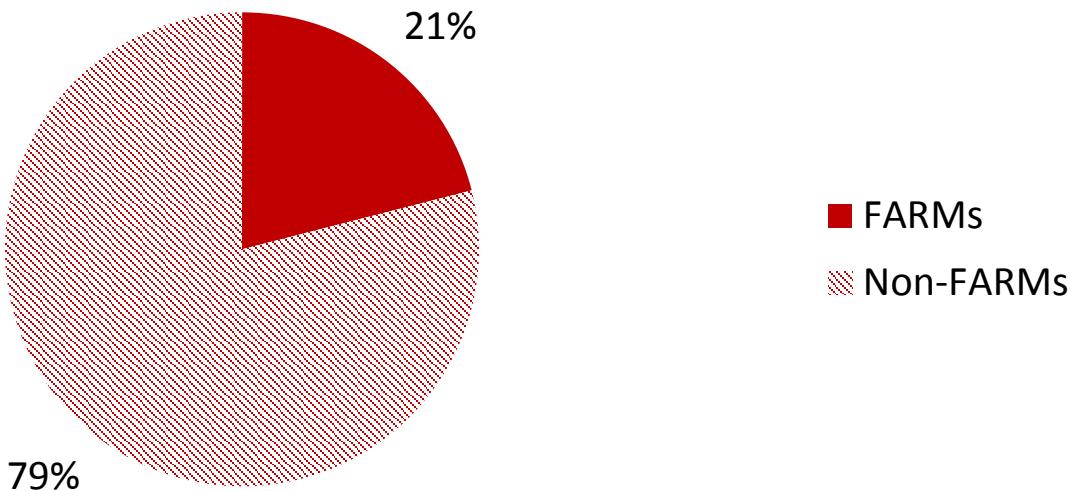
Who is Dually Enrolled in Maryland ?

Gender of Dually Enrolled 12th Grade Students (2014-2015)



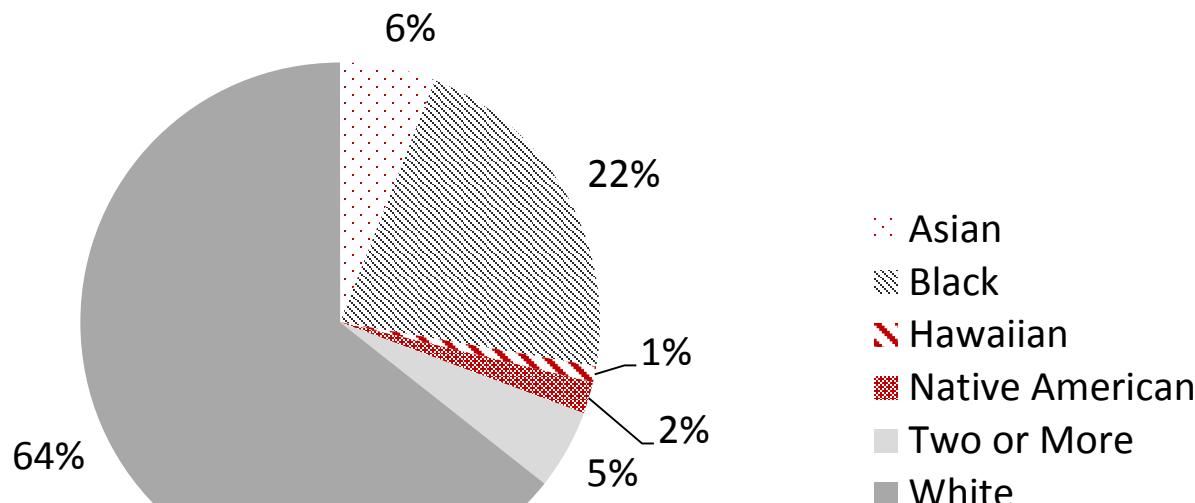
Who is Dually Enrolled in Maryland ?

**Eligibility for Free and Reduced Price Meals (FARMs) Status for
Dually Enrolled 12th Grade Students (2014-2015)**



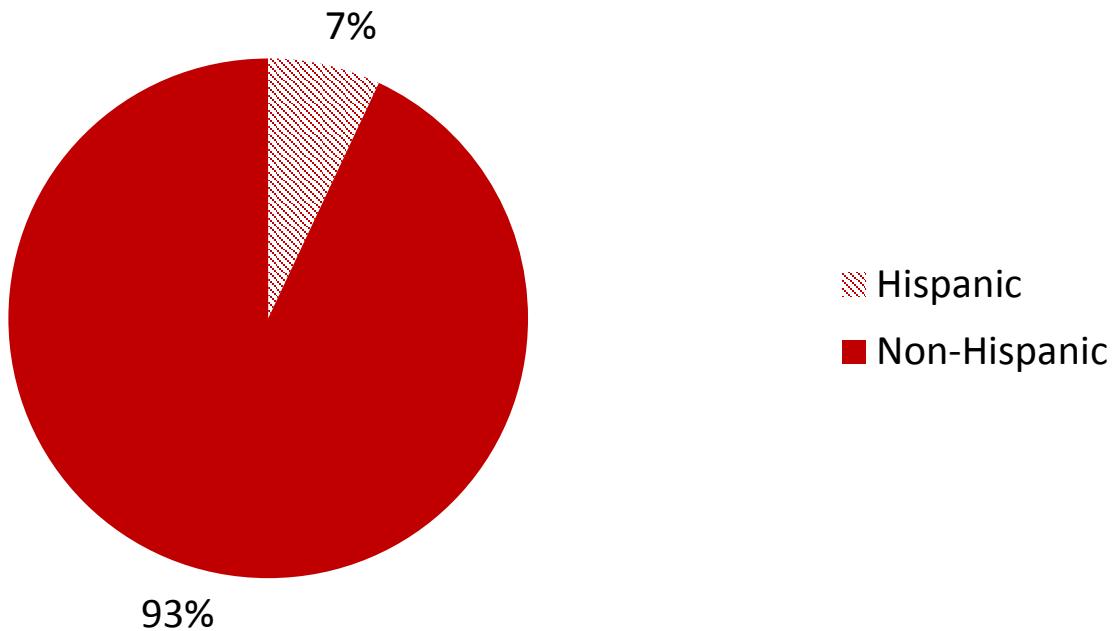
Who is Dually Enrolled in Maryland ?

Race of Dually Enrolled 12th Grade Students (2014-2015)

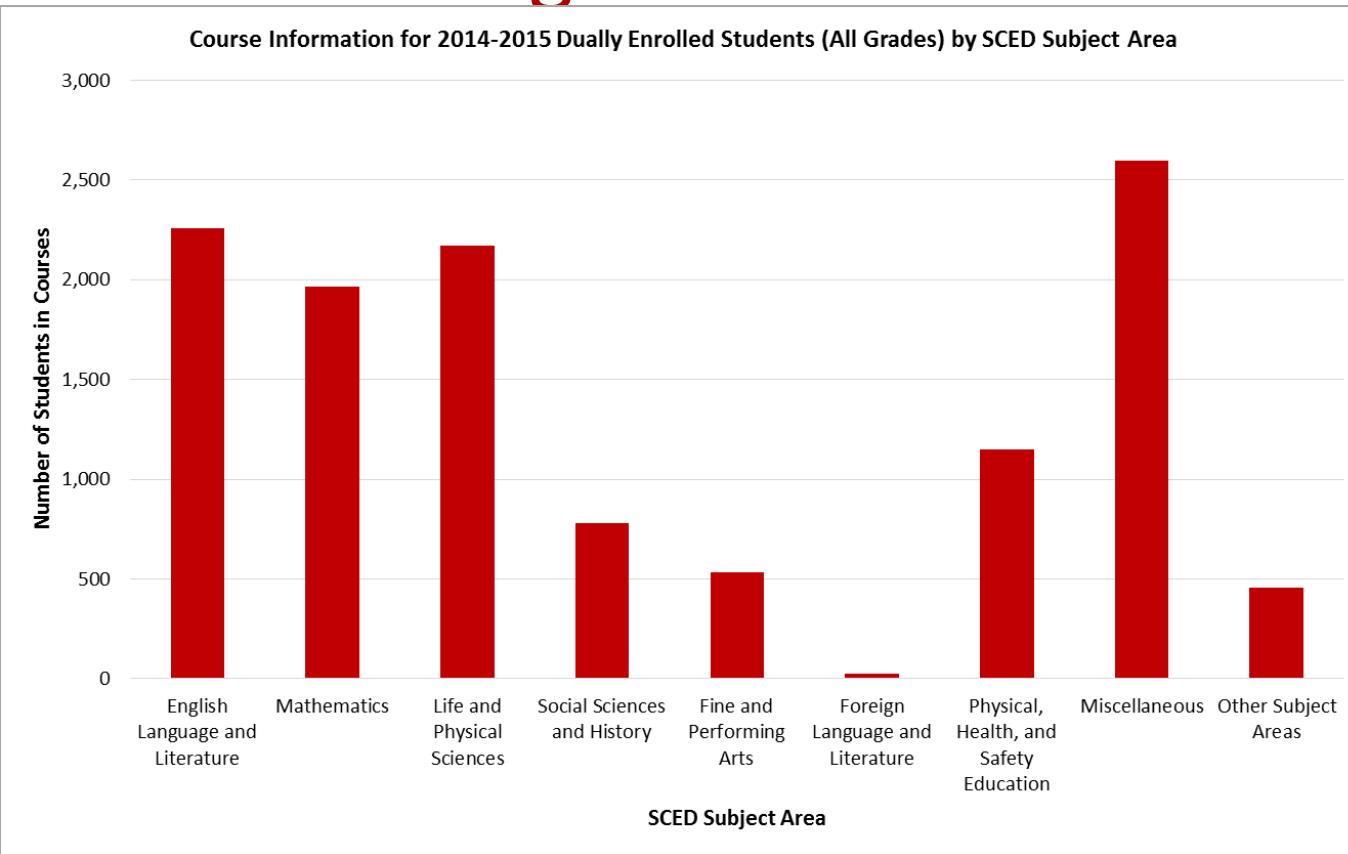


Who is Dually Enrolled in Maryland ?

Ethnicity of Dually Enrolled 12th Grade Students (2014-2015)



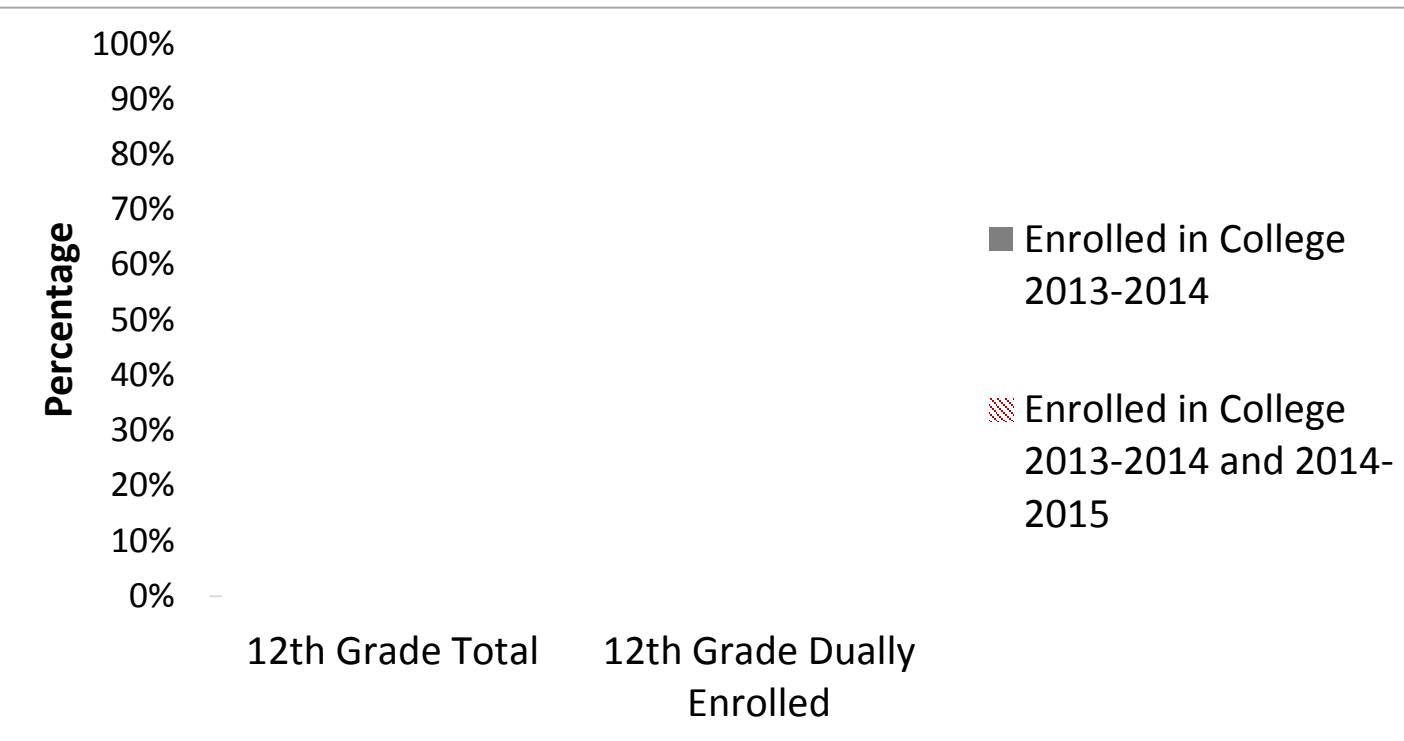
What Courses are Dually Enrolled Students Taking?



College Enrollment Outcomes for Dually Enrolled Students (2012-2013)



College Enrollment Outcomes for Dually Enrolled Students (2012-2013)



Summary of Findings

- Number and percentage of the population of Maryland students DE has increased.
- The majority of DE students were white, not eligible for FARMs, female, and non-Hispanic.
- Largest number of dual enrollment courses were classified as miscellaneous, followed by English language and literature, life and physical sciences, and mathematics.



Summary of Findings (2)

- Greater proportion of DE students enrolled in postsecondary education within one year in comparison to the population of the state.
Interpret with caution (confounders).
- Retention in college enrollment in the second year following high school was similar among DE and population of Maryland students.



Benefits of Longitudinal Cross Agency Data

- High level of confidence that students are enrolled in both a secondary school and an institution of higher education in the State.
- As more years of data become available, trends in long-term outcomes can be examined (e.g., degree attainment; workforce outcomes).
- This is the first year that courses were reported and reporting is expected to get better over time with improved data collections and additional sources (MHEC course files).

