

**East Tennessee State University**  
**Center for Community College Leadership**

Dr. John Grubb  
Northeast State Community College

## Dual Enrollment and Community College Outcomes for First-Time, Full-Time Freshmen: A Quasi-Experimental Study

### **Abstract**

The purpose of this study was to explore the relationship of dual enrollment course participation by comparing first-time, full-time traditional community college students who participated in dual enrollment ( $N=246$ ) to peers ( $N=986$ ) that did not participate. Dual enrollment participation was defined as taking one or more dual enrollment courses. The population for this study ( $N=1,232$ ) included first-time, full-time students who graduated from public high schools in the service area of Northeast State Community College over a five-year span from 2008 through 2012. Propensity score matching eliminated self-selection bias by controlling for confounding covariates such as parental education, high school GPA, and ACT scores.

The major findings of the study included the following: dual enrollment participants (a) were nearly four times less likely to take remediation than non-participants, (b) earned approximately 1 extra credit hour in the first semesters of college, (c) earned higher first semester GPAs, (d) were 2.5 times more likely to graduate in 2 years (100% of degree time) and, (e) were 1.68 times more likely to graduate in 3 years (150% of degree time). The study concluded that dual enrollment benefits community college students in Tennessee, both at the beginning and completion of college. This is a significant justification for the current investment in dual enrollment by the State of Tennessee and for further increasing access to dual enrollment for all students, especially for students that live in rural areas, experience poverty, or are underrepresented in higher education.