Dual Enrollment
Data Dashboard: Exploring Course Enrollments

Background
Dual enrollment at TBR community colleges has seen consistent growth over the last decade, both in terms of headcount and share of enrollment. In the 2010-11 academic year, under 12,000 students were dual enrolled, comprising just 9% of all community college enrollments; in the 2019-20 academic year, the number of dual enrolled students exceeded 20,000, comprising 19% of all community college enrollments.

As dual enrollment’s role at community colleges increases, it becomes increasingly vital to develop a thorough understanding of this component of colleges’ missions and help TBR answer a key question: how can TBR colleges generate the most success for dual enrolled students? While the answer to that question likely depends on the definition of success for colleges, students, teachers, and other stakeholders, the answer ultimately requires a robust body of knowledge describing the experiences of dual enrolled students and colleges providing dual enrollment opportunities.

Recent dual enrollment research at TBR has emphasized who dual enrolled students are, which courses they take, and how they fare in those courses. However, prior work has yet to explore the course sections in which these students are enrolled. A new data dashboard was developed to explore this data.

Inside the Dashboard
The primary visualization in this dashboard maps course sections by their site, color coded by institution, and scaled to the number of course enrollments. This mapped interface is filterable to identify patterns and variation across the state. Course sections can be sliced by geographic location, site type (K-12; non-K-12; or online), section type (dual enrollment only or general), instruction method, and super subject area. Enrollments can be sliced by gender, race/ethnicity, and composite ACT score. In order to see this data from other angles, additional tabs in the dashboard provide visuals focusing on the course section filters (site type, section type, instruction method, and super subject).

Sample Questions:
• Where are there potential geographic coverage gaps in dual enrollment offerings?
• Do dual enrolled students take courses primarily in dual enrollment specific sections or in sections with general students?
• What is the distribution of online courses in dual enrollment?
• How many dual enrollment courses are taken at K-12 sites compared to non-K-12 sites (higher education locations and other community locations)?
• What differences are there between colleges in how dual enrollment is delivered?
Key Findings

• Through the use of K-12 sites, colleges were able to have course offerings that provide coverage to the full breadth of their services areas. However, even though all colleges relied on K-12 sites, the impact of K-12 sites on total enrollment varies between institutions. For example, Chattanooga, Pellissippi, and Southwest had more than 55% of their enrollments at non-K-12 sites while Dyersburg had less than 10% of its enrollment at non-K-12 sites.

• Online courses continued to be in the minority for dual enrolled students as seen in prior academic terms. Students at Volunteer enrolled in online courses the most (40% of course enrollments); Jackson had the second highest rate of online course enrollments (28% of course enrollments). No other institution exceeds 20%.

• While dual enrollment only sections were more common at colleges that were more reliant on K-12 sites, dual enrollment only sections were not restricted to courses offered at K-12 sites. For example, while Chattanooga only had 23% of course enrollments at K-12 sites, 49% of course enrollments were dual enrollment only. Likewise, while Volunteer had 43% of course enrollments at K-12 sites, 67% of course enrollments were dual enrollment only.

• The super subject breakdown for Black students diverged noticeably from that of other student groups, particularly in the high number of enrollments in First Year Experience courses. Southwest, as the college with the largest enrollment of Black students, was the driving force in this regard. Filtering out Southwest’s students reveals a super subject breakdown for Black students that was more consistent with non-Black students’ experiences.

• Courses outside of general studies areas differed between male and female students. For these groups, students took courses that follow familiar patterns: female students enrolled more commonly in healthcare courses while male students enrolled more commonly in areas like engineering and manufacturing.

Further Questions

• How much does the variation observed in this data play into variation in students’ success (courses, transitions, and acceleration to credential)?
• Experiences of online coursetaking are still largely unknown beyond student grades. How are students navigating online courses?
• While access looks fairly evenly distributed geographically, how do differences in how access is expanded influence the dual enrollment experience? What access gaps are being obscured?