



Dual Credit Outcomes: A Breakdown by Gender

The third of six research briefs on dual credit in Kentucky

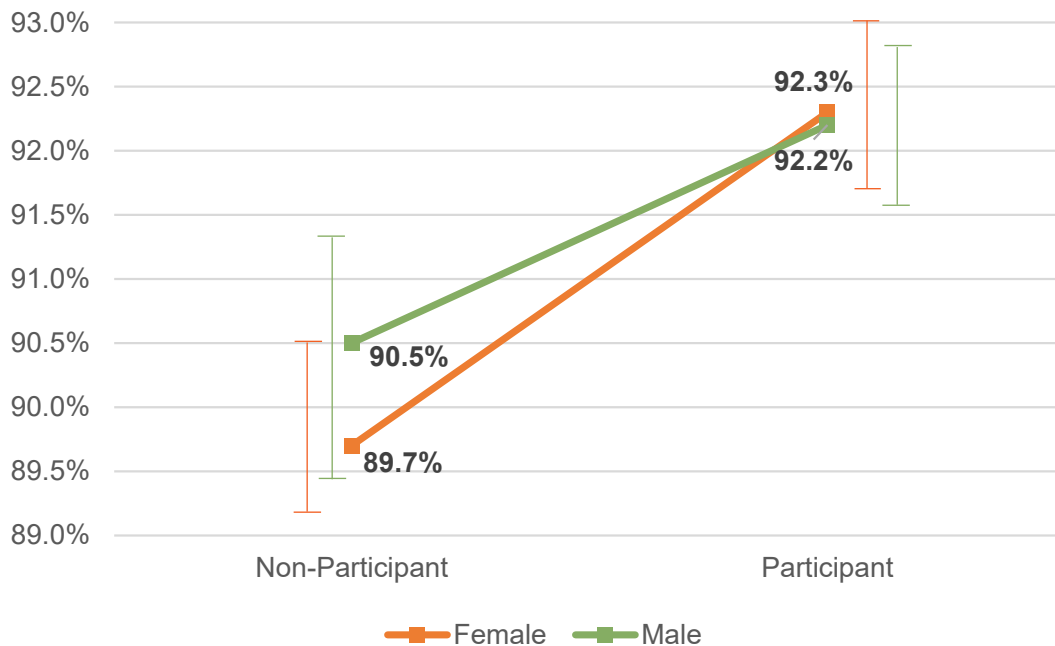
What are The Effects of Dual Credit By Gender?

This research brief examines the impact of dual credit participation on second-year persistence and first-year GPA, broken down by gender. It also explores whether dual credit courses can help narrow the gap in outcomes between female and male students. The first brief in this series already revealed a gap in dual credit participation between females and males. In this data sample, 60.5% of participants were female, while 39.5% were male.

Greater Impact on Persistence for Females

Overall, dual credit improved second-year persistence for both females and males, but females experienced the biggest gains. As seen in Figure 1, female dual credit participants were 2.6 percentage points more likely to persist to a second year compared to female non-participants. For male students, participation increased their likelihood of persisting to a second year by 1.7 percentage points.

Figure 1. Difference in Second-Year Persistence Between Dual Credit and Non-Dual Credit Students by Gender



Vertical lines represent 95% confidence intervals. Values: female non-participants (89.0%-90.4%) and male non-participants (89.8%-91.2%); female participants (91.7%-93%) and male participants (91.5%-92.8%).

Narrowing the Gap in First-Year GPA

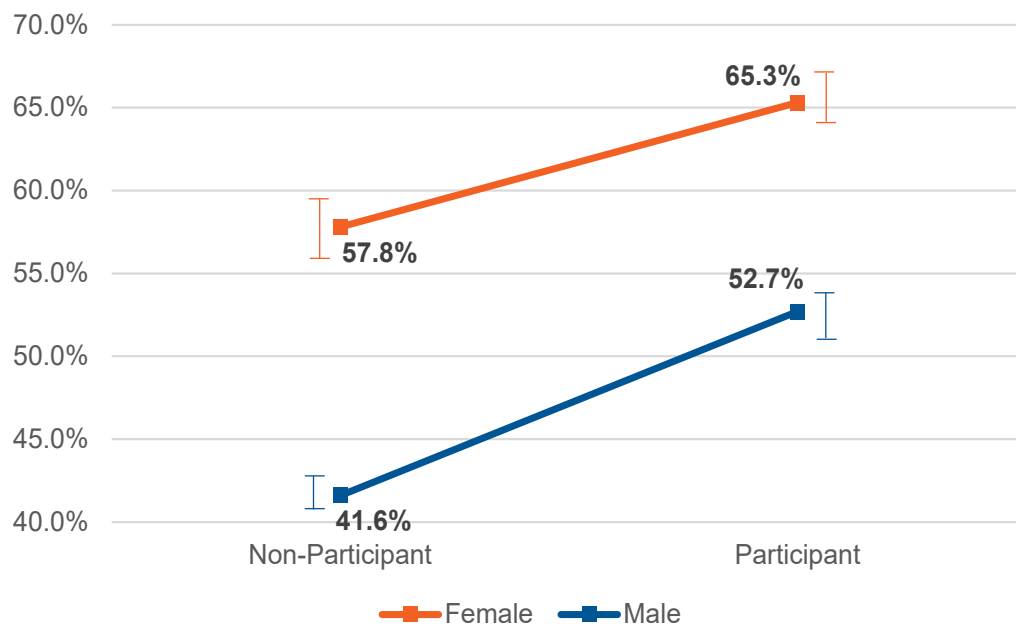
Male dual credit participants were 11.1 percentage points more likely to earn a 3.0 or higher in their first year than male non-participants, while female participants were 7.5 points more likely. With or without dual credit, females had a much better chance of earning a 3.0 or higher, but dual credit significantly narrowed the gap between male and female students (from 16.2 percentage points to 12.6 percentage points).

Summary

Dual credit courses provide benefits for both female and male students, and a greater public investment in dual credit would likely improve second-year persistence and academic performance for students overall. Dual credit also shows promise in helping address historic gender inequalities along with new and emerging gaps in outcomes. Educators should keep those benefits in mind while advising students on their individual needs and circumstances.

Upcoming briefs will explore inequities further with a look at how dual credit affects low-income students and underrepresented minorities.

Figure 2. Difference in First-Year GPA Between Dual Credit and Non-Dual Credit Students by Gender



Vertical lines represent 95% confidence intervals. Values: female non-participants (56.7%-58.9%) and male non-participants (40.4%-42.9%); female participants (64.2%-66.3%) and male participants (51.4%-53.9%).