

Access, Access, Access: Creating a College Going Culture and Ensuring Student Success in Missouri

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Types of Credit Based Programs

1. Enhanced Comprehensive Programs
(Least Common)
 - > Middle College High School
2. Comprehensive
 - > International Baccalaureate
 - > Tech Prep

Types of Credit Based Programs (cont.)

3. Singleton Programs
(Most Common)
 - > Advanced Placement Tests
 - > Dual Enrollment
 - > Dual Credit

Benefits to Dual Credit Students

Oregon Study Affirms CE/DC Prepares Students

Study addressed two issues:

1. Dual credit students' success in college
2. Success of dual credit instruction in preparing students for subsequent college coursework

Results from Oregon Study

I. Students continuing to some form of postsecondary education by the following winter

- Dual credit students 81.4%
- All graduating seniors 72.6%

II. Persistence to second year of college

- ⦿ Those who took dual credit 87%
- ⦿ Those who did not 79.9%

Correlation between the two groups' persistence exists even after controlling for academic strength and other predictive influences.

III. GPA at end of first year

- Those entering with dual credit 3.13
- Those who did not take dual credit
2.97

IV. Credit earned by end of second year

Both groups completed an average of 44 credits on the college campus; however, total cumulative credit differed significantly:

- Dual credit students 61.3
- Non-dual credit students 49.0

IOWA Studies

The first study, published in 2008, won its author, Dr. Joni Swanson, an award from the National Association of Secondary School Principals.

- › Topic: Impact of dual credit on post-secondary academic success, persistence and degree completion
- › Compared high school and college transcripts of over 400 dual credit students* with transcripts of non-dual credit students with similar GPAs and class rank
enrolled in AP or IB courses

*not

Swanson's Results

Dual credit students

- 12% more likely to enter college
- 11% more likely to persist to second year
- 28% more likely to persist through the second year*
year on campus

*with at least 20 hrs. gained first

Data also suggested dual credit fosters more positive attitude towards earning post-secondary degrees.

Second Iowa Study

Completed in 2009 and focused on students at Des Moines Area Community College

Compared students with dual credit in math and/or English to those with no dual credit

- Higher average ACT scores 24.1 v. 22.4
- Higher first-semester college GPA 2.95 v. 2.51

National Studies

“The Toolbox” and “The Toolbox Revisited”

Linked the momentum gained by students

- ◉ who were exposed to challenging coursework and
- ◉ who earned college credit while still in high school

to higher college completion rates.

Summary of Benefits for Traditional Dual Credit Students

- ◉ Increased likelihood of graduation
- ◉ Increased retention
- ◉ Reduction of time to degree
- ◉ Higher GPA

Significance of the Results

- Answer concerns about dilution of quality courses in dual credit settings
- Confirms need for both higher education institutions and high schools to actively maintain and improve ACCESS to DUAL CREDIT
 - › Well-credentialed teachers
 - › Rigorous course work

Growing Argument

- ◉ Extend dual credit to low and middle achievers.
- ◉ Broadened Access = Career and Technical Education ?

2002-2003 Academic Year

- ◉ 71% of U.S. high schools and
- ◉ 57% of U.S. postsecondary institutions
- ◉ permitted students to take college courses.

“Dual Enrollment Students in Florida and New York City: Postsecondary Outcomes”

- Focus was on Benefits to CTE (Career and Technical Education) Students

Short-Term Effects of Participation

- › High school graduation rates?
- › College enrollment?
- › Enrollment intensity?
- › First semester GPA?
- › Persistence to second semester?

Long-Term Effects of Participation

- › Persistence into the second year of postsecondary education?
- › GPA?
- › Credit accumulation?

Variability of Effects

- › High school achievement?
- › Gender?
- › Socioeconomic status?
- › Number of dual credit courses taken?

Florida Study

- 2000-2001 and 2001-2002
- All Florida high school students
- Dual credit students overall
 - › More likely female and white
 - › Less likely Black, Hispanic, Limited English Proficient, eligible for free or reduced lunch
 - › More advantaged than non-dual enrollment peers
- Findings: Generally positive for short-term and long-term outcomes for both the full sample and the CTE sub-sample.

Florida - Short-Term Benefits

- Likelihood of/to:
 - > earning high school diploma
 - > entering college
 - > persist in college to a second semester
- Higher post-secondary GPAs

Florida - Long-Term Benefits

- Enrolled in post-secondary education two years after graduating from high school.
- GPAs significantly higher three years after high school.
- More post-secondary credits three years after high school.

New York Study

- Between 2001 and 2006 the City of New York (CUNY) dual credit program, College Now, enrolled 113, 796 students.
- College Now students tendencies
 - › Female, Black, or Asian
 - › Hold higher CUNY Admissions Averages
 - › Less likely be white or Hispanic
 - › Both CTE and non-CTE students tended to be from comparable SES and education levels.
- Findings: Generally positive short-term and long-term outcomes of dual enrollment participation by CTE students in New York City, though not as consistently as in Florida.

New York - Short-Term Outcomes for CTE Students

- More likely to pursue a bachelor's degree.
- Positively related to students' first-semester GPAs.
- Students who took more two or more College Now courses were 3.5 percent more likely to enroll in college full time than non-participants.

New York - Long-Term Outcomes for CTE Students

- ◉ Positively related progress toward a degree.
- ◉ Participation in two or more College Now courses = statistically significantly higher GPAs after four semesters.
- ◉ Participating in only one course - positively associated with persisting to the second year of post-secondary education.
- ◉ Taking two or more courses - no effect.

Outcomes for Sub-Groups

- › In New York, no significant differences between males and females.
- › In Florida, males and low-income student benefitted more from dual enrollment participation than their peers.
- › On some measures, student with lower high school grades benefitted to a greater extent than their peers with higher GPAs.

- Males, low-income, and low-achieving high school students all appear to benefit from participation in dual enrollment to a greater extent than their dual enrollment peers who enter college courses with more social, economic, and educational advantages.

Recommendations from the Study

- Expand eligibility requirements for dual enrollment.
- Consider creation of dual enrollment sequences.
- Expand outreach to under-served populations.
- Provide dual enrollment courses tuition-free for low-income students.
- Expand dual enrollment options for CTE students.
- Continue to integrate dual enrollment into CTE pathways and programs.

Supports for Effective Programs

- Standards-based model used across the country by effective programs that seek to provide affordable access to post-secondary education.

Faculty:

- Support examples:
 - › Faculty liaisons
 - › Reduced academic fees for instructors
 - › Online access to instructional tools
 - › Ongoing professional development opportunities

Students

- ◉ Support examples:
 - > Affordable access
 - > Tuition assistance
 - > Internships
 - > Workshops
 - > Library data base
 - > Access to student services
 - > Faculty mentors

Curriculum

- ◉ Support examples:
 - > Site visits by liaisons
 - > Syllabi must match
 - > Textbooks need approval

Assessment

- Support examples:
 - > Matching syllabi requirements
 - > Detail of processes
 - > Same methods of assessment employed

Evaluation

- ◉ Support examples:
 - > End of course evaluations
 - > One year out surveys to college freshmen
 - > Four-year out surveys to college grads

- To learn more about standards based models that provide students with affordable access to quality post-secondary courses, please visit www.nacep.org