

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

Kathleen Burns, PhD – UMSL  
Lynne Clawson-Day – UMKC  
Mary Ellen Fuquay – MBU  
Gayle Rogan, PhD – SLU

# 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](http://www.nacep.org)