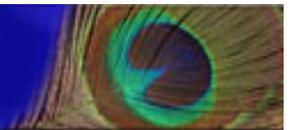# DUAL CREDIT RESEARCH:
It's Time for CEP Research to Get the Attention it Deserves!

Presented To:
National Alliance of Concurrent Enrollment Partnerships (NACEP)
National Conference; Memphis, TN.

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AGENDA

- ✓ **Terminology and Definitions**
- ✓ **Literature Review**
- ✓ **Future Research**
- ✓ **Survey Instrument**
- ✓ **"Top Ten" Suggested Topics**
- ✓ **Research to Make a Difference**
- ✓ **Questions**

TERMINOLOGIES AND DEFINITIONS

- ✓ Accelerated learning programs (Western Interstate Commission for Higher Education, 2006)
- ✓ Credit-based transition programs (Bailey & Karp, 2003; Plucker, Chien, & Zaman, 2006)
- ✓ Dual enrollment (Hoffman, 2005; Hoffman & Robbins, 2005; NCES, 2005a)
- ✓ Dual credit (Clark, 2001; McMannon, 2000; NCES, 2005b)
- ✓ College-level learning in high schools (Johnstone & Del Genio, 2001)
- ✓ Concurrent enrollment (NACEP)
- ✓ Joint enrollment (primarily state of Georgia)

TERMINOLOGIES AND DEFINITIONS

- **DUAL CREDIT**: courses offered during high school; student receives credit towards high school graduation and postsecondary education, regardless of delivery medium, instructor, or location. Three categories:

  - **Examination-based**: an examination determines the level of mastery (ex. AP and IB programs); placed on official college transcript (Johnstone & Del Genio, 2001).

  - **Credit-based**: college/university course that enables credit for high school graduation & college (on official college transcript).

  - **Career preparation**: a postsecondary course gives credit for high school and a postsecondary certification, program, technical degree, or trade, which may not be applied to an accredited degree program on an official college or university transcript.

LITERATURE REVIEW

✓Dual Credit:

➢ Advanced Placement

➢ Credit Based Programs

➢ Career Preparation Programs

✓Persistence

✓Performance

FUTURE RESEARCH

✓ Tinto (1997, p.600-601) admits, "…we have yet to explore the critical linkages between…classrooms, student learning, and persistence. In effect, we have yet to fully understand the educational character of persistence in higher education."

✓ Pascarella (2006) recommends that future research on impact should include "…longitudinal, pretest-posttest designs with accompanying statistical controls…[that provide] the most credible body of evidence available on college impact" (p. 509).

✓ Chickering and Schlossberg (1995) suggest frequent contact with faculty is the single most important thing students can do to enhance their college education.

✓ Tierney (1992) suggested institutions extend themselves off-campus, allowing higher education to become more involved with students of diverse backgrounds.

FUTURE RESEARCH

- ✓ **Build upon existing research and theory "accepted and recognized" by the Academy: Astin, Bean, Chickering, Hossler, Pascarella, Tinto, Terenzini, etc.**

- ✓ **Peer-reviewed publications**

- ✓ **Validated survey instruments (Pascarella & Terenzini "Institutional Integration Scales" survey)**

- ✓ **Control for pre-entry attributes**

- ✓ **Determine causal relationships (pre/post longitudinal surveys)**
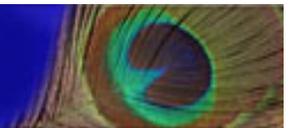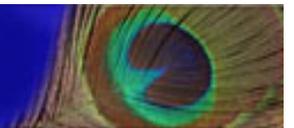
SURVEY INSTRUMENT

✓ **Institutional Integration Scales (Pascarella and Terenzini, 1980)**

✓ 1 – Strongly Agree; 2 – Somewhat Agree; 3 – Not Sure; 4 – Somewhat Agree; 5 – Strongly Disagree

✓ **Scale I: Peer-Group Interactions**

✓ Since coming to this university/college, I have developed close personal relationships with other students.

✓ The student friendships I have developed in this university have been personally satisfying.

✓ My interpersonal relationships with other students had a positive influence on my personal growth, attitudes and values.

✓ My interpersonal relationships with other students had a positive influence on my intellectual growth and interest in ideas.

✓ It has been difficult for me to meet and make friends with other students.

✓ Few of the students I know would be willing to listen to me and help me if I had a personal problem.

✓ Most students at this (institution name) have values and attitudes different from my own.

SURVEY INSTRUMENT

- ✓ **Scale II: Interactions with Faculty**

- ✓ My non-classroom interactions with faculty have had a positive influence on my personal growth, values, and attitudes.
- ✓ My non-classroom interactions with faculty have had a positive influence on my intellectual growth and interest in ideas.
- ✓ My non-classroom interactions with faculty have had a positive influence on my career goals and aspirations.
- ✓ Since coming to university/college, I have developed a close, personal relationship with at least one faculty member.
- ✓ I am satisfied with the opportunities to meet and interact informally with faculty members.

SURVEY INSTRUMENT

✓ **Scale III: Faculty Concern for Student Development and Teaching**

✓ Few of the faculty members I have had contact with are generally interested in students.

✓ Few of the faculty members I have had contact with are generally outstanding or superior teachers.

✓ Few of the faculty members I have had contact with are willing to spend time outside of class to discuss issues of interest and importance to students.

✓ Most of the faculty members I have had contact with are interested in helping students grow in more than just academic areas.

✓ Most faculty members I have had contact with are genuinely interested in teaching.

SURVEY INSTRUMENT

✓ **Scale IV: Academic and Intellectual Development**

✓ I am satisfied with the extent of my intellectual development since enrolling at this university/college.

✓ My academic experience has had a positive influence on my intellectual growth and interest in ideas.

✓ I am satisfied with my academic experience at this university/college.

✓ Few of my courses this year have been intellectually stimulating.

✓ My interest in ideas and intellectual matters has increased since coming to this university.

✓ I am more likely to attend a cultural event (for example, a concert, lecture or art show) now than I was before coming to this university/college.

✓ I have performed academically as well as I anticipated I would.
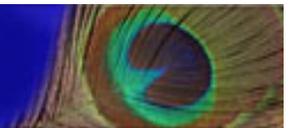
SURVEY INSTRUMENT

✓ **Scale V: Institutional and Goal Commitments**

✓ It is important for me to graduate from college.

✓ I am confident that I made the right decision in choosing to attend this university/college.

✓ It is likely that I will register at this university next year.

✓ It is not important to me to graduate from this university.

✓ I have no idea at all what I want to major in.

✓ Getting good grades is not important to me.

"TOP TEN" SUGGESTED TOPICS

1. **Persistence:** Conduct comparisons on persistence outcomes by academic year, by degree attainment, by students entering college with or without college credit, and with consideration given to the number of dual credit courses completed in high school and awarded on college transcripts.

2. **Performance:** Conduct comparisons on performance outcomes in subsequent courses, academic disciplines, college cumulative GPA (by semester and degree).

3. **Commitment:** Conduct initial and subsequent surveys on commitments to both the institution and educational degree attainment.
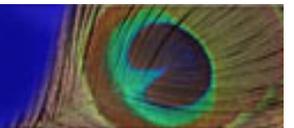
"TOP TEN" SUGGESTED TOPICS

4. **Academic and social integration:** Identify and examine activities conducted in the high school that are related to integrative experiences (student to student, student to faculty, and student to institution).

5. **Location:** Examine persistence and performance outcomes between classes taken on main campus, off-campus, or in high schools.

6. **Distance learning:** Examine persistence and performance outcomes on differing mediums used to deliver dual credit courses (interactive video, online, on-site, or hybrid modalities combining on-site/online/interactive video).
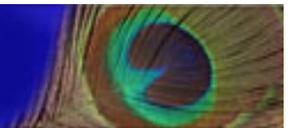
"TOP TEN" SUGGESTED TOPICS

7. **Combined enrollment:** Examine the impact on initial commitments when college and high school students are placed in the same classes.

8. **Faculty type:** Examine the outcomes of instruction taught by faculty type and possible impacts on initial commitments (tenured, fulltime non-tenured, adjunct non-high school teachers, and adjunct high school teachers).

9. **Economic impact:** Examine the economic impact of dual credit offerings on students, families, institutions, states, and the nation.

10. **College choice:** Examine high school activities and programs that influence intentions and commitments.
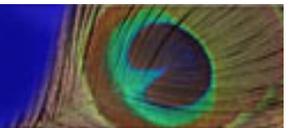
RESEARCH TO
MAKE A DIFFERENCE

What does your institution's Dual Credit program do to enhance the following areas for high school students, and how do you access the outcomes?:

- Commitment to your college
- Commitment to graduate from college
- College social/academic integration (student-to-student & student-to-faculty interactions)

QUESTIONS

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