



TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Supporting Middle-Achieving High School Students in College Courses

Elisabeth Barnett & Katherine Hughes

2010 NACEP Conference

*CCRC is a division of Teachers College at Columbia University and
was established by the Alfred P. Sloan Foundation in 1996.*

Today's Session

- Focus: Supporting middle achievers in dual enrollment
- Agenda:
 - Benefits of dual enrollment
 - Framework for thinking about student supports
 - Supports– Concurrent Courses Initiative
 - Supports– MCHS at Contra Costa College

Dual Enrollment

- Allows high school students to enroll in college courses
- May or may not be for dual credit
- Broad participation (NCES):
 - At 71% of high schools, students took courses for dual credit
 - 57% of colleges had high school students enrolled in college courses (98% of public two-year institutions)
 - 80% of participating colleges offered courses on their campuses, while 55% offered courses on HS campuses
 - Over 800,000 high school students took a college course

Why dual enrollment?

- Growing importance of postsecondary education
- Problems with access to college and retention and completion in college, particularly for disadvantaged students
- Presumed benefits to dual enrollment include:
 - Students get a taste of college and learn college-going behaviors
 - Students enter college with credit already accumulated
 - Potential cost savings to families and education systems
 - Make the senior year meaningful/reduce senioritis
 - Creation of connections between secondary and postsecondary institutions

Evidence from Florida and New York (CUNY)

- CCRC analyses of dual enrollment outcomes in Florida and New York City
 - With controls for student and school characteristics
- Florida: All dual enrollment participants and subsample of those in CTE fields
- NYC College Now program: Dual enrollment participants from CTE high schools
- Also looked at subgroups of students such as low-SES and male students

Florida Findings

- Dual enrollment participation positively related to:
 - Students' likelihood of earning a HS diploma
 - Enrolling in college, and enrolling full-time
 - Persistence to the second semester of college
 - Higher GPAs one year after HS graduation
 - Remaining enrolled in college two years after HS graduation
 - More credits earned three years after HS graduation

NYC Findings

- Dual enrollment participation positively related to:
 - Pursuit of a bachelor's degree
 - 1st semester GPA
 - More credits earned 3.5 years after HS graduation

A new direction: Broadening the target group for dual enrollment

- Dual enrollment traditionally seen as a program for academically advanced students
- Policy and reform interest is not directed primarily at traditionally “college bound” students
- Presumed that a wide range of students can benefit
 - Increase motivation
 - Decrease remediation
 - Increase student engagement
 - Encourage students to pursue college

Framework for Thinking about Student Supports

- Creating curricular pathways
 - Courses arranged in a pathway build skills sequentially
 - Provide structure to students' experiences
- Offering supports before students participate in dual enrollment
 - Need to set students up for success
- Offering supports during dual enrollment
 - Need to monitor students' progress and help them succeed

Concurrent Courses Initiative (CCI): Pathways to College and Careers

Funded by the James Irvine Foundation

- Provides support to eight secondary/postsecondary partnerships in California as they develop, enhance and expand career-focused dual enrollment programs.
- Aims to strengthen college and career pathways for low-income youth who are struggling academically or who are within populations historically underrepresented in higher education by providing them with rigorous, supportive and career-focused dual enrollment opportunities.
- Variety of program models

Supports for Students in the CCI: Promising Examples

- Curricular Pathways
 - CTE pathways
 - Student Success Course as intro college course (North Orange County)
- Supports before dual enrollment
 - Student orientation (City College of San Francisco)
- Supports during dual enrollment
 - Supplemental instruction model (Long Beach)

Early Results are Promising

- CCRC is tracking CCI student participants
- 71% of students participated in at least one support activity, such as college or career advising, tutoring, or work-based learning
- Over 60% of dual enrollees earned an A or B in their college course, with another 26% earning a C (pass rates varied by site).
- Early results show positive effects on final senior GPA and likelihood of high school graduation in some sites
- A year from now we will have data on college enrollment, persistence, and achievement

Case Study-- MCHS at CCC

- Middle-early college high school
- Opened in 1989
- Serves primarily underrepresented minority students
- Highly successful-- 48% graduated with AA degree (2008)



Middle and Early College High Schools

- Small high schools on or near a college campus
- Target students from groups traditionally underserved in college
- Provide the opportunity to graduate high school with 1-2 years of college credit (dual enrollment)
- Overseen by JFF and intermediaries (e.g. Middle College National Consortium)
- Some funded by the Gates Foundation

MCHS at Contra Costa College: College Credits and GPA

2006-07 Cohort	Cumulative Average (through Summer 2007)		
	College GPA	Attempted Credits	Earned Credits
9th graders	3.23	14.1	14.6
10th graders	3.25	31.7	32.5
11th graders	3.00	49.2	50.4
12th graders	2.80	64.1	65.5
Total	3.09	37.9	38.8

How is this done?

- Clear curricular pathways
- Supports before dual enrollment
- Supports during dual enrollment
- [College-going school culture]



Academic Plan

	10 th gr- HS	10 th gr- college	Dual credit (✓)
English	Course name...	Course name...	
Math			
Science			
Social Studies			
Language			
Other			

Supports before dual enrollment

SEMINAR

- General preparation
 - Mutually accountable study groups
 - Goal sheets

EXTRA FOCUS ON MATH

TUTORING

- Required for underperforming students
- Staffed by teachers
- College and high school course material

Supports before dual enrollment

ADVISORY

- 30 minutes on Friday
- Academic, social, personal issues
- Discussion of activities
- Student- and teacher-led

FOCUS ON FIVE

- For struggling students
- Each staff mentors 5
- Weekly meetings
- Plan for improvement
- May involve parents

Supports during dual enrollment

- All of the above +
- Seminars accompanying specific college classes
 - Student-directed small groups
 - Follow an “agenda”
 - Overseen by tutors/faculty
- Early warning and guidance
- High expectations

College going school culture

- Location, location, location
- Participation in college courses
- Emphasis on college academic strategies

We [students] are taught note-taking strategies and are urged to use Cornell notes. We are also taught to annotate information, which is especially important in a number of different college courses. Without this skill, it would be difficult to remember hundreds of pages of literature. We are constantly pushed to look at things critically and urged to start study groups with our peers to get feedback on our own thoughts.

College-going school culture

PARENT VIEWS

- *Starting as freshman, they are gradually easing into more and more college classes. They're learning how to move into being college students.*
- *Many students are already thinking of themselves as college students. They're here and actually doing college.*
- *These students are exposed to so many things; they have options; they learn how to balance school work and other activities; they get a better feel for their own goals and interests; they learn how to be independent and make good choices.*

Discussion

- Constraints and barriers to implementing supports
- How to intervene during the courses/provide early warning
- Ways to help students improve basic skills to prepare for college courses
- Others

For more information:

Kathy Hughes hughes@tc.edu

Elisabeth Barnett barnett@tc.edu

USEFUL WEBSITES

- www.concurrentcourses.org
- <http://www.mcnc.us/>
- <http://ccrc.tc.columbia.edu>