

UF-USA PROGRAM

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Overview of Study

- To determine if students' participation in a dual enrollment program during high school increases GPA after the first semester at The University of Findlay.
- Does participation in the UF-USA decrease dropout rates?
- Data collected on students who participated in UF-USA program and compared all students at The University of Findlay from years 2008- 2011

Results

- Students who participated in the UF-USA program had higher GPAs and retention rates than the other of UF students.
- Retention rates from students in UF-USA program ac were higher than retention rates of rest of UF students.

Review of the Literature

- Boswell (2001)
 - ▣ Dual enrollment helps students escape feeling of “senioritis.”
 - ▣ May realize college is not right for them and allow planning time for another future option.
- Bailey, Hughes, Karp (2002)
 - ▣ 2/3 of high school graduates enter post secondary education after high school
 - ▣ 37% of this leave school 2 years later without ever completing a degree

- Community College Research Center (2012)
 - Dual enrollment reduces the cost of college and shorten time to degree
 - 71% of high schools offer dual enrollment programs and 800,000 students participate in these programs
- McConnaha (1996)
 - Survey given to students who participated in dual enrollment
 - Most responded they had a greater social success upon arriving to college for the first time

- Ramirez (2008)
 - It is important to participate in dual enrollment to show colleges you can handle the workload they will offer and to help acceptance rate

UF-USA Program Details

1. Fifty-two (52) participating HS schools
2. HS Teachers trained by UF professors in specific courses
3. HS Teachers who participate must have a Master's degree
4. HS Students who participate receive credit at UF upon successful completion of the course

Courses Offered

- Animal Science
- Computer Science
- Biological Science
- Chemistry
- English Writing & Literature
- History
- Economic
- Mathematics (Calculus)
- Physical Sciences (Chemistry & Physics)
- Political Science and Foreign Language (Spanish)

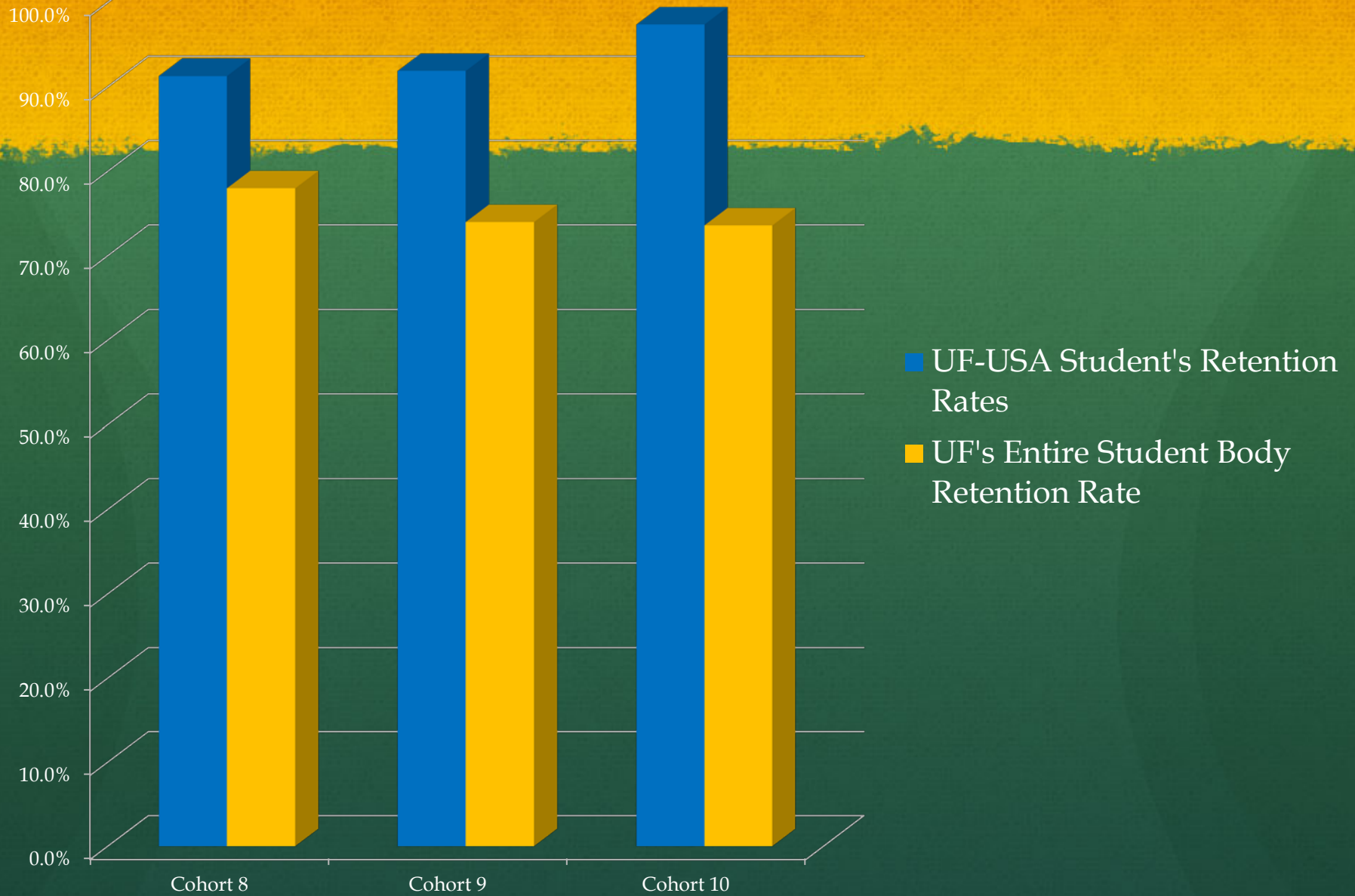
Methods

- Students from UF-USA program were split into cohorts depending on year they first came to UF
- Average GPAs and retention rates found for each cohort
- Retention rates for entire student body at UF found for years 2008- 2011

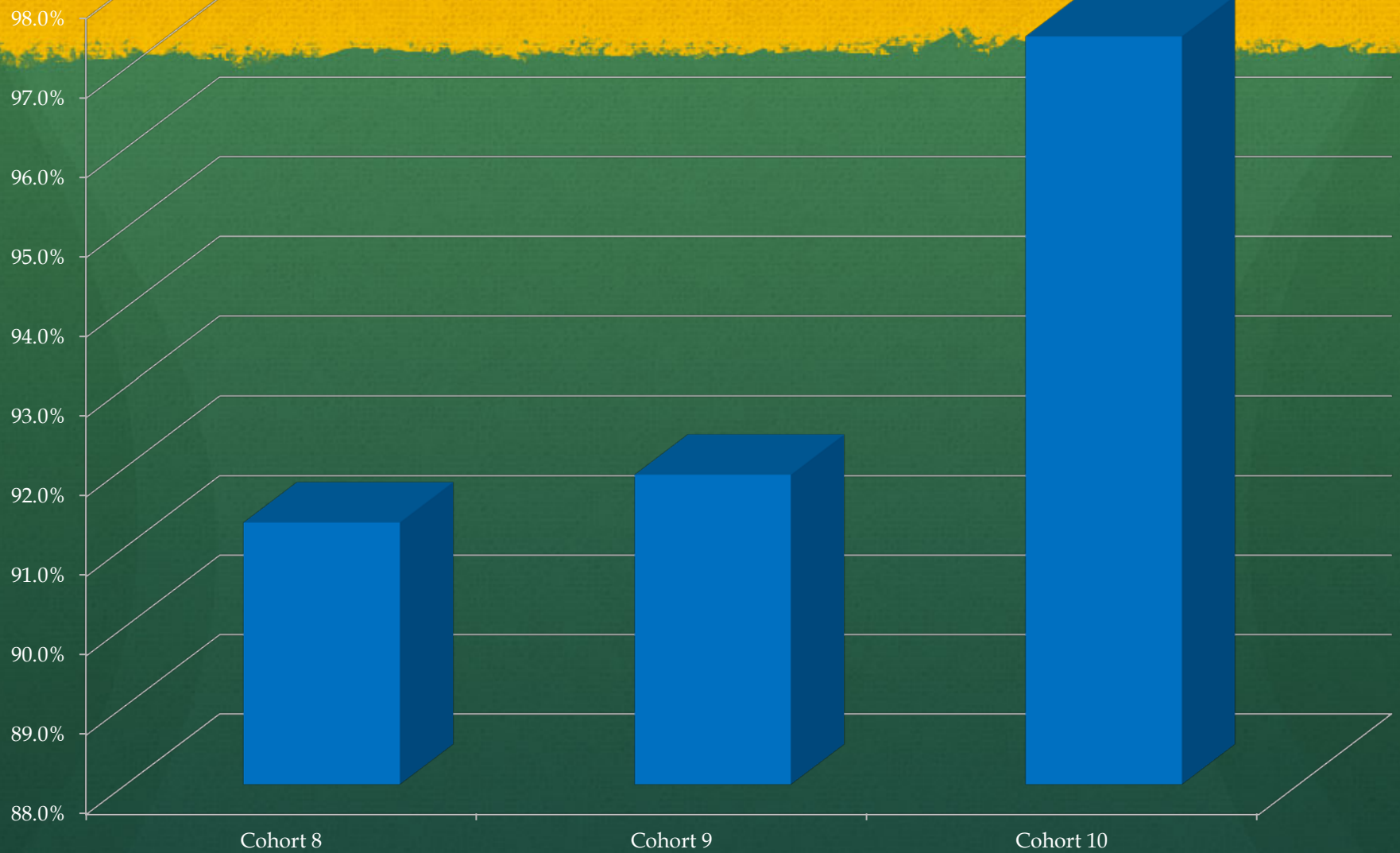
In Addition

- Top seven majors for UF-USA students found and graphed
- Top 10 high schools of UF-USA students found and graphed

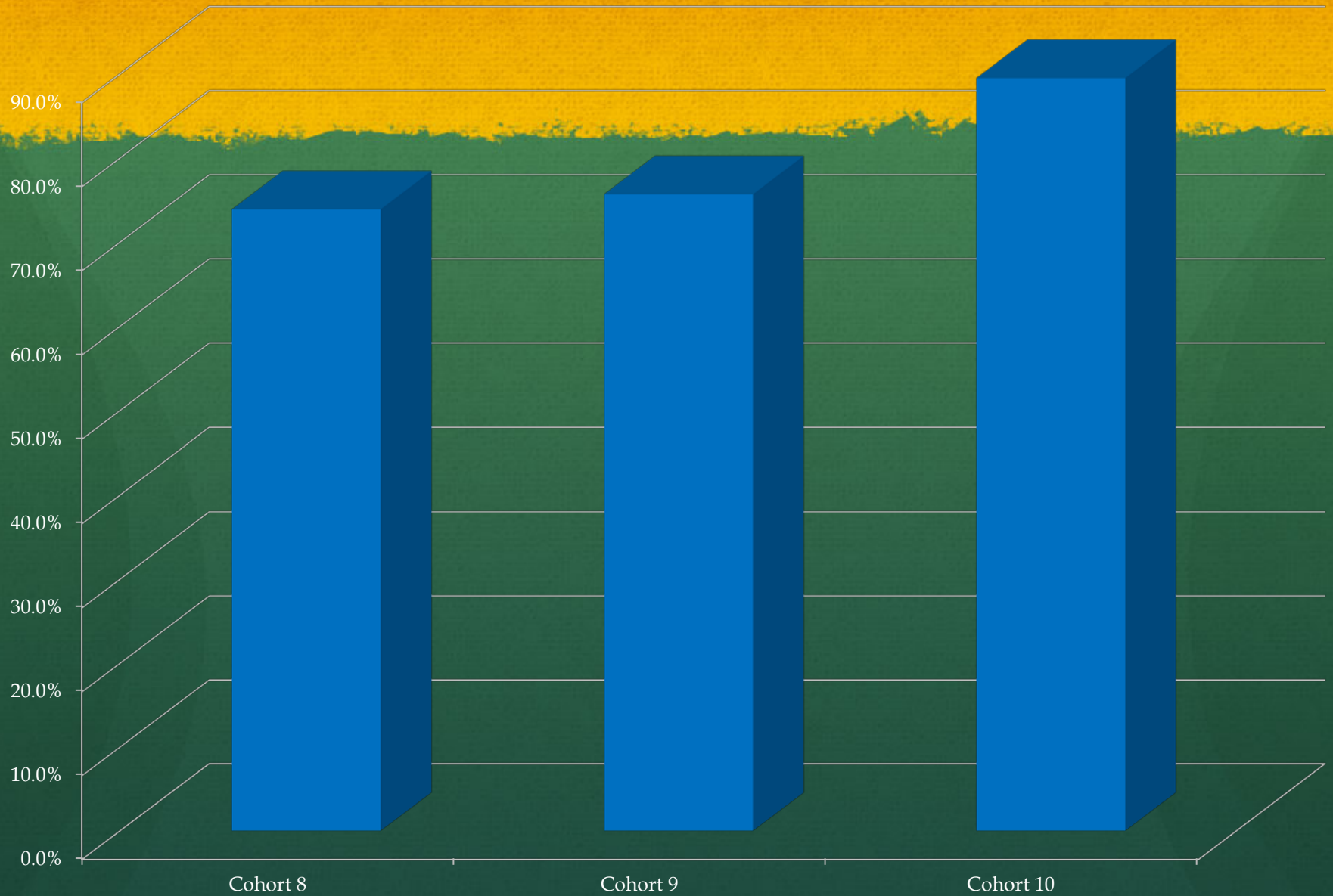
UF-USA Student Retention Compared to General UF's Retention



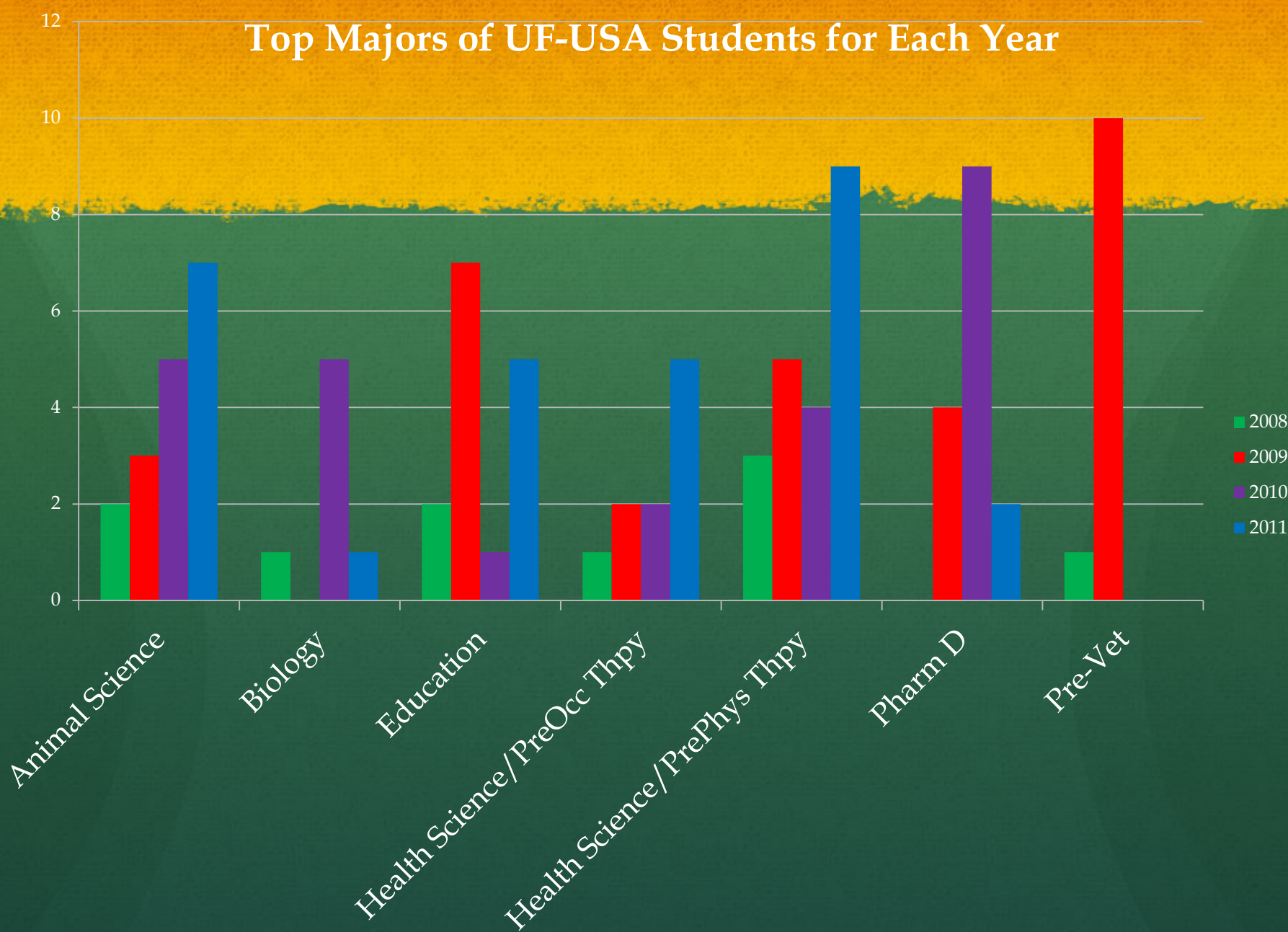
UF-USA Retention Rates from Start to Next Semester



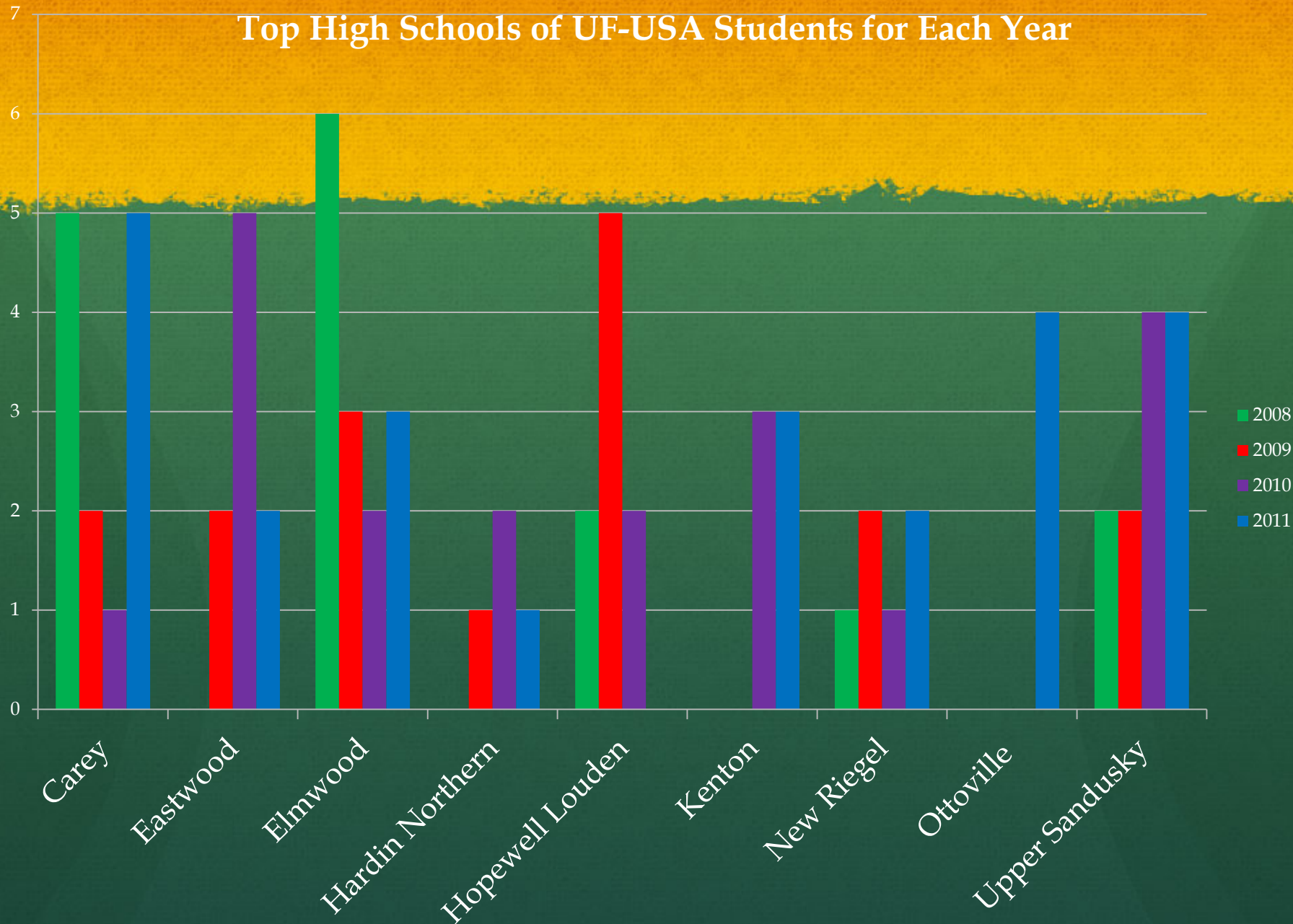
UF-USA Overall Retention for Cohort Years



Top Majors of UF-USA Students for Each Year



Top High Schools of UF-USA Students for Each Year



Analysis

- Students who participated in UF-USA program had higher retention rates compared to cohorts from the general student body of UF for each year.
- Average GPA for first semester at UF was above 3.0 for each cohort

References

- Bailey, T.R., Hughes, K.L., and Karp, M.M. (2002). What role can dual enrollment programs play in easing the transition between high school and postsecondary education. *Community College Research Center*, 1-38.
- Bailey, T.R., Hughes, K.L., and Karp, M.M. (2003). Dual enrollment programs: Easing transitions from high school to college. *Education Resources Information Center*, 1-6.
- Boswell, K. (2001). Dual enrollment programs: Accessing the American dream. *On Research and Leadership Update* 13(1), 1-3.
- Community College Research Center. (2012). What we know about dual enrollment. *Teachers College, Columbiana University*, 1-6.
- McConnaha, W.R. (1996). An analysis of dual enrollment as an acceleration option for high school students. *Purdue University*, 62-68.
- Ramirez, E. (2008). More high school kids take college classes. *US News*.

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Problem Statement

Research Questions

Limitations of Study

Method and Findings

Strengths of Study

Conclusion

Recommendations

for Future Research

Questions

**The Effect of Participation in Syracuse University
Project Advance(SUPA)on Student Performance in
Subsequent Course:
Evidence from Syracuse University**

**Kal Srinivas, Ph.D.
Syracuse University
October 28, 2012**

Introduction

- Concurrent enrollment programs (CEPs) are an important source of academic preparation for high school students.
- Many researchers and practitioners have claimed that, when high school students participate in such programs, they become more successful in college, having better retention rates and better grades.

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Problem Statement

High schools and colleges are interested in **tracking the effects** of high school interventions such as **Advanced Placement and Project Advance** on student persistence and performance in college.

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Research Questions

- Do SU courses offered through Project Advance give students the necessary foundation they need to handle subsequent SU main campus coursework?
- How do the students who take PA courses compare with students who take both the pre- and postcourse on main campus and not the related PA course?

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Typical Two-Course Sequences

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| Subject | Precourse | Postcourse |
|-----------------------------|-------------|------------------------|
| Social Sciences | | |
| Economics | ECN 203 | ECN 301 or ECN 302 |
| Public Affairs | PAF 101 | All PAF courses |
| Sociology | SOC 101 | All Sociology courses |
| Psychology | PSY 205 | All Psychology courses |
| Humanities | | |
| English and Textual Studies | ETS 142 | All ETS courses |
| Writing Skills | | |
| Writing | WRT 105 | WRT 205 |
| Natural Sciences | | |
| Calculus (Calculus I & II) | MAT 295 | MAT 296 |
| Chemistry | CHE 106/107 | CHE 116/117 |

Limitations of the Study

- Not an experimental study.
- Based on only one institution, Syracuse University, with its own concurrent enrollment program – Project Advance.
- This study does not control for differences in the quality of high schools where the PA course was taken.
- This study does not track Project Advance students who enrolled at other institutions.
- Did not control for variations in grading methods on how one arrives at a final grade in high school and in college.

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Strengths of the Study

- MR analysis allows us to do in nonexperimental environments which natural scientists are able to do in a controlled laboratory setting: keep other factors fixed.
- Correlational - Establishes a relationship (i.e., non-causal) between or among variables
- Ex-post-facto - Explores possible causes and effects among variables that cannot be manipulated by the researcher.

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- Means Procedure
- Frequency Procedure
- T-test for difference
- Multiple Regression

Method and Findings

Means Procedure – Summary of Mean Grade Comparison

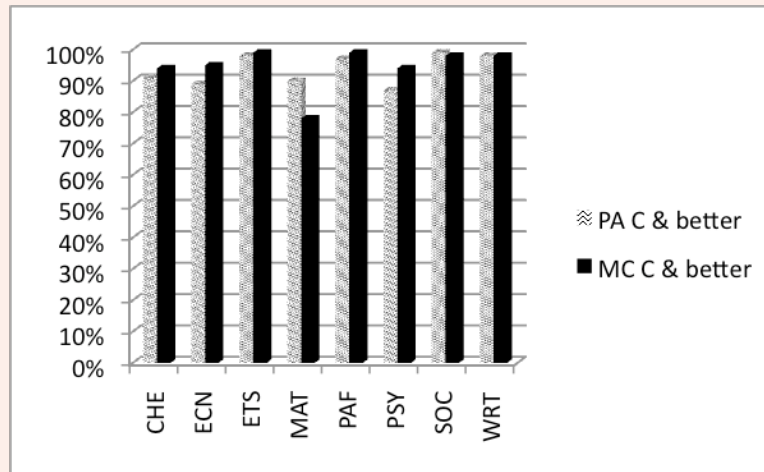
| Subject | Mean Grade Comparison | | | |
|---------|--|---|--|--|
| | PA vs. MC for Precourse mean grade | PA vs. MC for Postcourse mean grade | Precourse and Postcourse mean grade for PA population | Precourse and Postcourse mean grade for MC population |
| ECN | PA ↑ | PA ↓ | PA Postcourse ↓ | MC Postcourse ↑ |
| PAF | PA ↑ | PA ↑ | PA Postcourse ↑ | MC Postcourse ↑ |
| SOC | PA ↑ | PA ↑ | PA Postcourse ↓ | MC Postcourse ↓ |
| ETS | PA ↓ | PA ↓ | PA Postcourse ↑ | MC Postcourse ↓ |
| WRT | PA ↓ | PA ↑ | PA Postcourse ↑ | MC Postcourse ↓ |
| PSY | PA ↑ | PA ↓ | PA Postcourse ↓ | MC Postcourse ↑ |
| MAT | PA ↑ | PA ↑ | PA Postcourse ↓ | MC Postcourse ↓ |
| CHE | PA ↑ | PA ↓ | PA Postcourse ↓ | MC Postcourse ↓ |

Method and Findings

Frequency Procedure

Pass Rates for PA and MC students (Grades C or better)

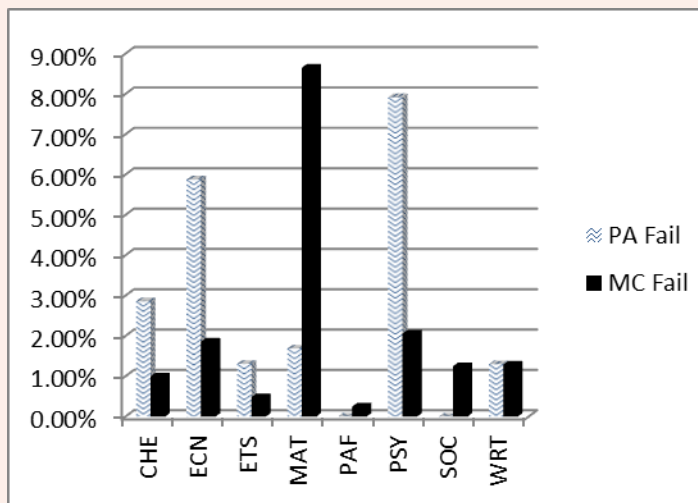
| Subject | PA pass rate in postcourse | MC pass rate in postcourse |
|---------|----------------------------|----------------------------|
| CHE | 91% | 94% |
| ECN | 89% | 95% |
| ETS | 98% | 99% |
| MAT | 90% | 78% |
| PAF | 97% | 99% |
| PSY | 87% | 94% |
| SOC | 99% | 98% |
| WRT | 98% | 98% |



Method and Findings

Frequency Procedure Fail Rates of PA and MC students

| Subject | PA - F rates in postcourse | MC - F rates in postcourse |
|---------|-------------------------------|----------------------------------|
| CHE | 2.86% | 1.00% |
| ECN | 5.88% | 1.86% |
| ETS | 1.31% | 0.48% |
| MAT | 1.69% | 8.65% |
| PAF | 0.00% | 0.25% |
| PSY | 7.92% | 2.06% |
| SOC | 0.00% | 1.25% |
| WRT | 1.30% | 1.29% |



Method and Findings

T-test for Differences in Means

| Subject | Pooled t Value | Satterthwaite t Value | Significance |
|---------|----------------|-----------------------|----------------------|
| CHE | -1.73 | -1.56 | Nonsignificant |
| ECN | -1.00 | -0.84 | Nonsignificant |
| ETS | -0.52 | -0.49 | Nonsignificant |
| MAT | 1.65 | 2.04 | Mixed-PA better |
| PAF | 0.54 | 0.50 | Nonsignificant |
| PSY | -2.80 | -2.20 | Significant-PA worse |
| SOC | 0.05 | 0.06 | Nonsignificant |
| WRT | 1.93 | 2.02 | Mixed-PA better |

- Chemistry, Economics, English and Textual Studies, Public Affairs, and Sociology were not significant at the 5% level and there is no significant difference in the postcourse performance in these subjects.
- Mathematics and Writing were significant in favor of PA.
- Psychology was significant in favor of MC.

Method and Findings

Multiple Regression with Control Variables

Dependent Variable - Postcourse Grade

- ☐ When students did well in the pre-course they were likely to do well in the post-course.
- ☐ PA has a significantly positive effect in both Mathematics and Writing on the post-course performance.
- ☐ Showed evidence of the “**decay effect**” in Writing, Public affairs, Math and English and Textual studies.

Conclusion

Strength of the study is in the evidence.

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Recommendations for Future Research

- ☐ Replicate study
 - ☐ At other institutions
 - ☐ Follow SUPA students who go elsewhere
- ☐ Use smaller samples
- ☐ Conduct a mixed method study to better understand the SUPA phenomenon

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