



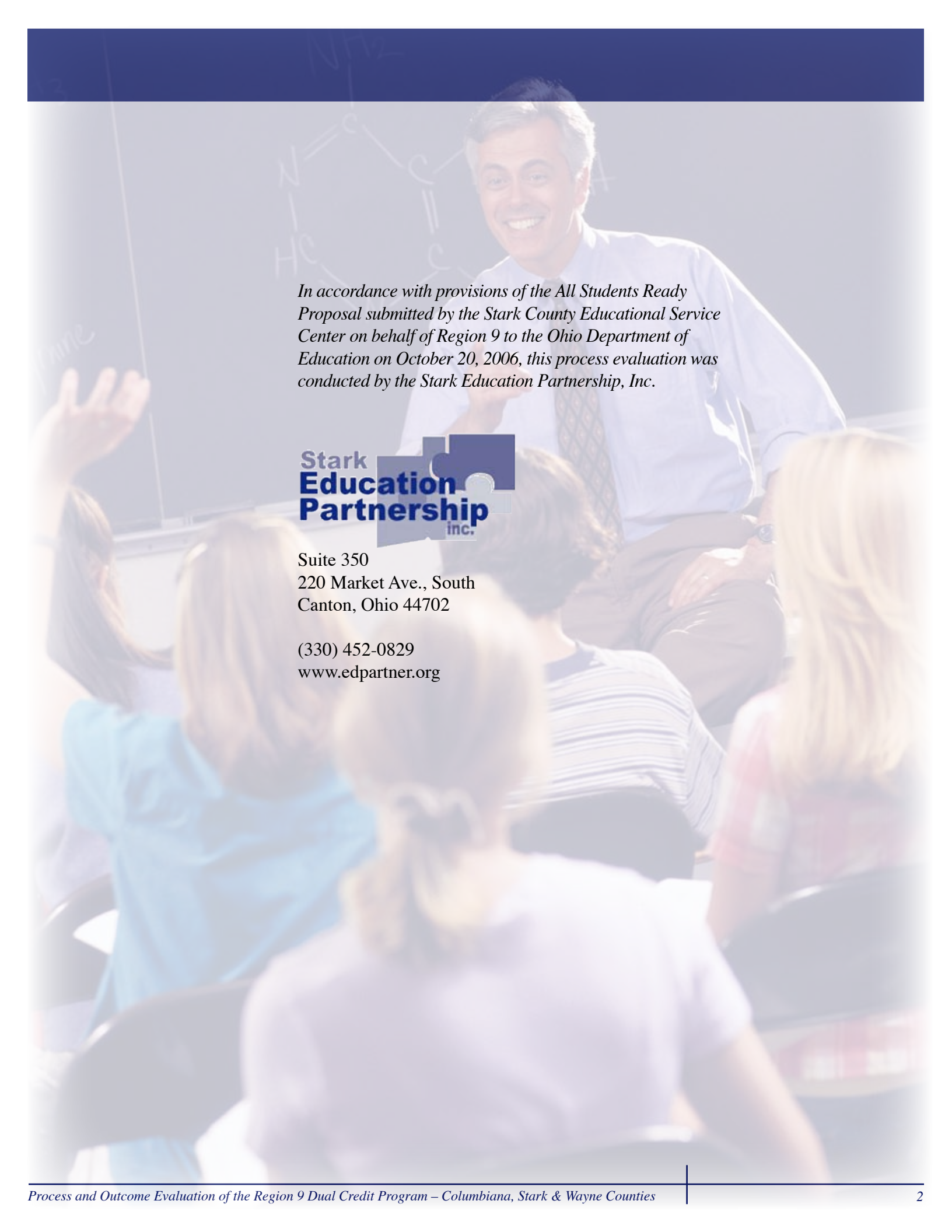
All Students Ready

*A Process and Outcome Evaluation
of the Region 9 Dual Credit Program
Columbiana, Stark and Wayne Counties
Under House Bill 115*

Joseph A. Rochford, Ph.D.
Adele Gelb



Summer
2007



In accordance with provisions of the All Students Ready Proposal submitted by the Stark County Educational Service Center on behalf of Region 9 to the Ohio Department of Education on October 20, 2006, this process evaluation was conducted by the Stark Education Partnership, Inc.



Suite 350
220 Market Ave., South
Canton, Ohio 44702

(330) 452-0829
www.edpartner.org

Table of Contents



Executive Summary: Key Findings	4
Introduction	6
Methodology	10
Part One: The Process, Hypothesis and Evidence.....	11
Conclusion and Analysis.....	18
Part Two: Student and Faculty Outcomes	22
Conclusion and Analysis.....	30
Further Research	33
Appendix A: Participants.....	34
Appendix B: Questionnaires	36

Executive Summary: Key Findings

Process Outcomes

- The collaborative partnership formed under this proposal is quite possibly one of the most extensive in the state. Numerous deliberations contributed to the formation of what is in essence a distinct and local dual credit program, SPLO.
- The program was implemented and on time with nine functioning dual credit offerings. Though it was originally envisioned to have nearly 400 participants and this number was not met, the reality is that a dual credit program was created and can now be expanded and sustained across the three county area.
- The process surrounding the HB 115 Pilot has enabled the region to begin to establish the level of need and seek additional funding options to help qualify additional high school faculty as adjuncts. This is a critical step for the future.
- The evidence supports the hypothesis that Region 9 is evolving a dual credit program in advance of the state that is not PSEO but a different construct. There is evidence that this program is expanding beyond the HB 115 pilot and becoming self-generating.

Student and Faculty Outcomes

- Over one half (57%) of the student respondents had not taken a PSEO, AP, or dual credit course prior to the program, meeting a key program objective.
- Student performance was rated highly on dual credit courses with one-half of the participants earning grades in the “A” range.
- Extra help sessions and additional support supplied by teachers appears to have been a critical component of the program.

Executive Summary: Key Findings

- The compressed time frame (5 weeks) for courses proved challenging for teachers and students alike.
- Both students and teachers stress that additional marketing is needed for the program and that better communication at all levels will benefit the program.
- Teacher mentoring by college professors was seen as a vital part of the program.
- College faculty felt that course rigor was maintained and are positive about the dual credit experience, although there is some concern about courses extending an entire school year.

Introduction

Do students have the capacity to handle material in a compressed amount of time – to get a true college experience? Is a semester class offered over two high school semesters a college experience?

– A Stark County College Administrator

The Ohio Department of Education and Ohio Board of Regents desires scalable and high quality models to promote the expansion of dual enrollment options in the state to provide access for students who have not had the opportunity through PSEO or other programs to gain college credit and to further build capacity in the aforementioned content areas

– HB 115 RFP

In Ohio, and in our Stark, Wayne and Columbiana County communities, there is a growing realization that our students must not only complete high school but also pursue some form of postsecondary education to be successful in the workplace of today and tomorrow.

Yet, the promise and potential of college has remained remote for many of

our students and their families as the demographics of Stark, Wayne, and Columbiana Counties attest. When compared to Ohio and the nation, the tri-county area needs to substantially increase its college educated rate:

The new Ohio Core legislation, passed by the last General Assembly, will require that “...each school district,

Stark County Higher Education Attainment

(American Community Survey, 2005)

2005 Attainment	Stark County	Columbiana County	Wayne County	Ohio	U.S.
% Some college, but no degree	19.8%	8.4%	17.1%	19.4%	20.1%
% Associate degree	6.3%	7.3%	5.5%	7.0%	7.4%
% Bachelor degree or higher	19.1%	11.9%	16.7%	23.2%	27.2%

community school, and nonpublic high school to offer students in grades 9 to 12 the opportunity to participate in a dual enrollment program to earn college credit¹ commencing with the class of 2014. In itself, this is not a new concept for Ohio.

Since 1989, there has been a program for students presenting the opportunity of taking college coursework while still in high school. An option of this program has also involved dual credit. Known as the Post Secondary Enrollment Option (PSEO) the intent of the original law unfortunately was never clear.

Was this an option for gifted students or for all? Currently, students can only take college courses under PSEO if they have a high school grade point average of 3.0 or better in the same subject matter they are pursuing.

Although the program has been in existence for nearly two decades, a major new study by the KnowledgeWorks Foundation and the Western Interstate Commission for Higher Education (WICHE) provides for the first serious examination of the program. The study indicates that only about 5% of Ohio students take advantage of PSEO.²

PSEO participation in Columbiana, Stark, and Wayne Counties, while increasing, reflects this limitation in the existing program.

Historic Post Secondary Enrollment³

	FY 04	FY 05	FY 06
Columbiana	52	52	92
Stark	339	317	363
Wayne	84	98	123

Problems with PSEO and its dual credit option have been further exacerbated by a funding scenario that sees districts paying for coursework and institutions of higher education often receiving fewer dollars than through conventional enrollments.

Additionally, major questions persist about the effectiveness of PSEO as a college access strategy.

Does the PSEO policy make a difference in the lives of Ohio high school students? Does it contribute to providing the skilled workforce that is necessary for the state to compete and succeed in a knowledge

1 (2006). Bill Analysis, SB 311, 126th General Assembly. Columbus: Ohio Legislative Services. Author

2 KnowledgeWorks Foundation and the Western Interstate Commission on Higher Education (2007). *The Promise of Dual Enrollment: Assessing Ohio's Early College Access Policy*. Cincinnati: authors.

3 Figures published by the Ohio Department of Education.

economy? No definitive answer to those key questions is possible. The evidence that is available hints at some successes indicating that at least some groups of students who earn college credit through PSEO may be more likely to go to college, less likely to need remediation, and on average get their degrees faster. However, current data doesn't allow us to determine whether students who participate in PSEO are those who are already college bound or if the policy encourages students who would not otherwise have been college bound to attend and successfully complete higher education.⁴

The opportunity for Columbiana, Stark and Wayne Counties to seek the answer to some of these questions came about with the passage of HB 115 in 2006 which appropriated \$3.6 million in FY 2007 to support implementation of the Ohio Core Program through contracted instruction with institutions of higher education in mathematics, science, or foreign language for high school students that results in dual high school and college credit.

As a result of this legislation, the Ohio Department of Education and Ohio Board of Regents began to seek scalable and high quality models to promote the expansion of dual enrollment options in the state to provide access for students who have not had the opportunity through PSEO or other programs to gain college credit and to further build capacity in the aforementioned content areas

Subsequent RFPs issued through the Ohio Department of Education to the

newly established regions (also under HB 115) enabled the three counties as Region 9 to submit the *All Students Ready* proposal.

In many ways the process between the partners surrounding planning and implementing the HB 115 pilot in Columbiana, Wayne, and Stark Counties (Region 9) during the summer of 2007 paralleled discussions held through 2006-2007 at the state level by the Dual Enrollment Subcommittee of the Ohio Partnership for Continued Learning (OPCL).

At both the state and local level, educators were dealing with hard issues surrounding concepts of student qualifications, course rigor, high school teachers as college adjuncts, marketing and finances.

These discussions have not only taken place here, but also nationally. Resolution of many of the issues raised by the discussions are still pending as both Ohio and the nation struggles with the larger issues surrounding the meaning and nature of college access and preparedness for all students.

While at the state level these discussions were to result in a series of recommendations to be submitted to the OPCL no later than May 31st, there has been no subsequent action pending the reconstitution of that group by the Strickland administration. Region 9 did not have that luxury of waiting on recommendations. Any program developed here would have to be fully implementable and in operation for the summer with funds expended or encumbered by June 30th.

⁴*The Promise of Dual Enrollment*, p. 3.

This is the first frame for any evaluation of the process that took place in Region 9. The second frame is the nature of the program itself. HB 115 warranted a pilot.

The Ohio Department of Education and Ohio Board of Regents desires scalable and high quality models to promote the expansion of dual enrollment options in the state to provide access for students who have not had the opportunity through PSEO or other programs to gain college credit and to further build capacity in the aforementioned content areas- HB 115 RFP

Pilots are opportunities to develop and explore and raise further questions. They are an opportunity to build capacity.

This researcher has both served on the state level sub-committee and participated in many of the meetings and discussions between the Region 9 partners. What follows (part one) is an assessment/diagnosis of that process, what it accomplished, and the issues raised for future consideration within the region. A corresponding outcome evaluation (part two) was conducted with the assistance of Adele Gelb.

Such considerations may prove of value as elements established locally under the HB 115 Pilot will now continue in a subsequent HB 119 proposal and extend not just to summer sessions, but to the entire academic year.

Methodology

The methodology employed in part one of this assessment/diagnosis consists of observation, review of meeting minutes and archives, knowledge and review of state and local education issues. As such this evaluation parallels many of the elements of participant-based ethnographic research.

Under the Region 9 *All Students Ready* Proposal, the Stark Education Partnership was charged with conducting a program evaluation. The vice-president of the Partnership, Dr. Joseph A. Rochford, is author of the process evaluation.

Dr. Rochford participated in meetings leading to both the formulation and implementation of the proposal.

Part two of this evaluation examined descriptive data from four sources.

Ms. Adele Gelb, program officer, coordinated surveys and conducted focus groups and interviews.

The first data source was a student questionnaire designed to gather basic statistics on any previous experience the student may have had in dual credit, AP, PSEO or honors courses and perceptions on the experience.

The second data source consisted of student focus group responses; the third source focused on faculty (teacher) and college professor interview responses; and the fourth source consisted of the student grades obtained in the various courses.⁵

Due to the small populations involved in the program, data remains descriptive and no attempt was made at correlational study. However, high response rates help guarantee the fidelity of the findings.

⁵The Stark Education Partnership, Inc. subscribes to the principles outlined in the Belmont Report and the ethical standards of the American Educational Research Association. Participants in focus groups, interviews and surveys are not identified by their real name in any publication or communication issued by the Stark Education Partnership. Faculty and students (parents or guardians) were informed of the purpose of the study and given the opportunity, without prejudice, to not participate.

Part One: The Process, Hypothesis and Evidence

The Process

Prior to the passage of the comprehensive Ohio Core Legislation (Am. Sub. S.B. 311), elements were incorporated into Sub. H.B. 115 to support dual enrollment programs in math, science, engineering, technology, and foreign languages.

The Stark County Educational Service Center (SCESC), under the leadership of Assistant Superintendent Mel Lioi convened K-12 and higher education representatives across the tri-county area in the fall of 2006. This resulted in a Memorandum of Understanding for Region 9 and the subsequent the submission of a proposal on October 20th. Process leaders were Mike Bayer and Melissa Marconi from SCESC.

The process itself consisted of two phases:

- Formulating the Proposal
- Implementing the Program

Formulation

Three overarching objectives were proposed for the grant:

1. **Create a Region 9 Collaborative Partnership** that includes all Region 9 partners who wish to participate in developing a dual credit strategy where college credit is taught by college qualified high school teachers or high school teachers who are in the process of becoming college qualified working in collaboration with college professors. Colleges will be physically located in the region with a full or regional campus and school districts located in the region may participate. Other partners will include the Stark County, Columbiana County and Wayne (Tri-County) County Educational Service Centers, the Stark Education Partnership, the Stark County P-16 Council, the Stark County Math and Science Partnership, and the Stark County Tech Prep Consortium.
2. **Create capacity with students in Region 9** by implementing a strategy

Part One: The Process, Hypothesis and Evidence

in Summer 2007 to provide an opportunity for dual credit to rising high school seniors in preparation for implementing the opportunity in the Ohio Core Curriculum proposal for all qualified high school juniors and seniors to take 12 dual credits.

3. **Create a capacity plan with interested high school teachers** in Region 9 so that they will be qualified as adjunct faculty with a master's degree and at least 18 graduate credits in field.⁶

A Memorandum of Understanding signed by the partners constituted a critical element in the formulation stage and substantial departure from standard PSEO format. Three specific elements in concert with the RFP issued by the state were significant:

1. The undersigned colleges and universities will agree to offer a non-remedial and transferable three hour college level mathematics, science or foreign language course for rising seniors in the summer of 2007 to be team taught by a high school mathematics or science instructor. All said courses will be taught at the high school sites of the districts.
2. It is understood that students upon successful completion of these courses, will receive full college transcript and full high school credit for the course.
3. The high school mathematics, science or foreign language instructor shall be subject to the supervision of the college professor for this course with the understanding that the course additionally constitutes imbedded professional development for the high school teacher pursuant to preparing such teachers who

meet college and university qualifications for adjunct status or to otherwise situate them for the sole responsibility for continuation of dual credit offerings, subject to further negotiations, at the high school sites.⁷

As such, these elements preceded the recommendations of the OPCL sub-committee and represent a substantial achievement for the Region 9 participants. Teaching on site at high schools and utilizing high school teachers as adjuncts was contrary to the PSEO experience of both K-12 districts and colleges and universities within the region. As there was every expectation that the proposal would be funded, the elements also displayed a considerable degree of trust that specifics could be worked out accordingly.

Significantly, the proposal and subsequent implementation involved six local and regional institutions of higher education. These were:

- The University of Akron⁸
- Malone College
- Mount Union College
- Kent State Stark Campus
- Stark State College of Technology
- Walsh University

The program was further open to any district in the three county area that wanted to participate. Participants referred to *All Students Ready* proposal as a Secondary-Post Secondary Learning Option (SPLO). The program paralleled but did not replicate existing PSEO offerings. Four major differences developed.

The first was that the RFP specifically called for courses to be taught on high school campuses; second, courses were to be taught by high school teachers

⁶ (2007). *All Students Ready Proposal*, p.7.

⁷ *All Students Ready Proposal*, p.24.

⁸ Also involving the Wayne College branch

Part One: The Process, Hypothesis and Evidence

who had been granted adjunct status by partner institutions of higher education or who would conduct courses under a professorial mentorship; the third was that the ideal target population were students who had never participated in a dual credit or PSEO experience.

The fourth difference was the proposal was an adaptation of the “out-of-the box” Oberlin and Kenyon College Models with further adaptations based upon ideas gleaned from the Lorain County Community College, The University of Akron, Stark State College of Technology Early College and Summer Scholars, and Kent State Stark Application Action models. As such, from the district viewpoint, the proposal did not suffer from the fiscal limitations inherent in conventional PSEO programs.

Implementation

*PSEO is a policy – not a program with a system of supports. To transform access and use PSEO as a lever, the state may need to consider what supports are needed to encourage participation from students, families, and institutions.*⁹

Upon receipt of the grant, representatives continued to meet at SCESC to consolidate aspects of the partnership and to plan the implementation of the program. Throughout the context of several meetings, multiple issues were discussed by the partners.

Major issues centered around courses to be offered, student admissions process, qualifications and applications for teachers as adjuncts, relationship of college professors as mentors.

The critical aspect of this phase was the transformation from what participants

had understood as previous “PSEO policy” to a program with a series of supports. This progress can be charted through the Dual Credit meeting minutes extending from January through May.

The process of implementation succeeded in establishing a framework for future program applications beyond the pilot. Essential features included:

- A definition of access for students delineating qualifications necessary for taking dual credit courses.
- Agreement on testing and admissions procedures.
- A common application form and process to all six institutions of higher education.
- An active survey of teachers in math, science and foreign language to establish willingness to teach dual credit courses and current qualifications.
- A process for the submission of teacher credentials for consideration as adjuncts.

A Working Hypothesis

In order to analyze what has been happening in Region 9, a review of the provisions of SB 311 might be in order.

(R.C. 3313.6013, 3314.03(A)(11)(d), and 3333.34) The act requires each school district (including each joint vocational school district), community school, and chartered nonpublic high school to offer students in grades 9 to 12 the opportunity to participate in a dual enrollment program. As defined, a dual enrollment program enables a

⁹ *The Promise of Dual Enrollment*, p. 42.

Part One: The Process, Hypothesis and Evidence

student either (1) to earn credit toward a degree from an institution of higher education while enrolled in high school or (2) to complete coursework while in high school that may qualify for college credit if the student attains a specified score on an examination covering the coursework. Dual enrollment programs include the existing Post-Secondary Enrollment Options Program (PSEO), Advanced Placement courses (see “College credit for AP courses” below), and similar programs established through agreements between individual districts or schools and post-secondary institutions.

Under continuing law, all school districts (except joint vocational school districts) and community schools must participate in PSEO, which allows high school students to enroll in nonsectarian college courses on a full- or part-time basis and receive high school and college credit for those courses.[10] City, local, and exempted village districts and community schools meet the act’s requirement to offer a dual enrollment program through their mandatory participation in PSEO. Nevertheless, these districts and community schools may offer additional dual enrollment programs, and joint vocational school districts must offer another dual enrollment program, to students “in good standing.” The act directs the Partnership for Continued Learning to develop a definition of “in good standing” for schools to use in determining who qualifies for dual enrollment programs other than PSEO.¹⁰

In part through the discussions surrounding the HB 115 Pilot and through other programs taking place in Stark County such as Early College High School (Canton), Summer Scholars, and individual district agreements with

various colleges, the following working hypothesis is proposed:

Region 9 is evolving a dual credit program in advance of the state that is not PSEO but a different construct. There is evidence that this program is expanding beyond the HB 115 pilot and becoming self-generating.

Clearly, SB 311 calls for an expansion of dual enrollment programs. As the bill analysis indicates, this can be met through existing PSEO participation, AP, or “similar programs established through agreements between individual districts or schools and post-secondary institutions.”

What has been happening in Region 9 is the latter. This has happened jointly among multiple institutions and districts under the HB 115 Pilot but also is continuing and expanding beyond the pilot itself.

The Evidence

The Nature of the Discussion

(There is a) continuing dilemma: will high school students targeted by the grant be able to achieve success in these courses if regular admissions standards are relaxed? Need to have enough information to assure that the student has a chance to be successful.¹¹

The nature of the discussions spanning a nine month period (September-May) on formulating the proposal and implementing the HB 115 pilot covered multiple aspects of both district and higher education operations and contributed ongoing elements for the design of a subsequent HB 119 proposal.

What the discussions in essence offered was an opportunity to not only examine

¹⁰ Legislative Services (2006) Bill Analysis Am Sub S.B. 311 as passed by the 126th General Assembly at: http://lsc.state.oh.us/analyses/analysis126.nsf/8E052A9ACA5BAD4285256DAD00499EF6/5BAD2B016B9D4DFD85257268006E2F30?OpenDocument#_Toc156880048

¹¹ Bayer, M. (2007). *Dual Credit Meeting Notes at Stark County ESC*: February 1, 2007

Part One: The Process, Hypothesis and Evidence

the limitations of the current PSEO program but also to envision how a different system might look. An excerpt from a letter explaining the program to college professors, for instance, outlines two specific levels of college professor participation:

The Dual Credit Program relies on adjunct high school teacher/professors who will work collaboratively with college professors. These courses will be taught in the high school setting by high school teachers who are adjunct professors or are working toward adjunct status during the summer of 2007. There are two different scenarios that determine the level of college professor participation:

Scenario #1: When the high school teacher has been accepted as an adjunct professor, the teacher and the professor would meet for an after school meeting to discuss the curriculum, syllabus and textbook. Any further communication would be determined by the teacher and the professor on an as needed basis.

Scenario #2: When the high school teacher has not been accepted as an adjunct professor, there would be a more detailed communication program between the teacher and professor. Professors would meet the teacher at an after school meeting to discuss the curriculum, syllabus and textbook. Professors would continue to meet with the teacher throughout the 6-weeks summer course for a minimum of 15 and up to a maximum of 55 hours.¹²

While the scenarios seem simple enough, they were the result of considerable committee level discussion. Interviews with high school teachers later credited the mentoring aspect as a vital part of the program.¹³

The Power of Participation

Seventy-two participants from K-12 and higher education across the three counties participated in the discussions on proposal submission and program implementation. Significantly, six colleges and universities participated in the process. This may represent the largest number of higher education institutions on any regional proposal within the state.

It should also be noted that participants were largely both college and K-12 administrators with considerable insight into the operations of their organizations and with decision-making authority. This specific mix allowed for commitment, as well as consideration.

The benefit of such broad participation appears to be resulting in the additional consideration of dual credit agreements with area colleges and universities and districts and the strengthening of programs already considered or in operation.

In Good Standing

Criteria in many cases are well above what is required of traditional students seeking college admission, reinforcing a perception that PSEO is for the “select few.” To address this, the state may want to determine the relevance of any additional criteria and clarify the criteria as a statewide policy.¹⁴

By requiring a 3.0 high school GPA in the same subject area as any attempted PSEO course, the current state program by default fails to be an access strategy for all students. Participants in the Region 9 Dual Credit pilot conducted substantive conversations about the notion of access as opposed to what it might take to help insure student success in a dual credit course.

¹² Bayer, M. (2007). *Professor Letter*, dated March 13.

¹³ See: Rochford, J. & Gelb, A. (2007). *All Students Ready: An Evaluation of the Region 9 Dual Credit Program Columbiana, Stark and Wayne Counties Under House Bill 115 Summer, 2007 Student and Faculty Outcomes*. Canton: Stark Education Partnership

¹⁴ *The Promise of Dual Enrollment*, p. 44.

Part One: The Process, Hypothesis and Evidence

Below are three distinct policy considerations. The first comes from the KnowledgeWorks/WICHE report and underscores Ohio's dilemma.

*Ohio can no longer afford to offer early college access to a select few and current trends demand that all Ohioans are encouraged to continue beyond high school – across all socioeconomic status, race/ethnicity, and regional sectors of the state.*¹⁵

Meanwhile the Dual Credit Sub-Committee of the Ohio Partnership for Continued Learning (OPCL) suggests the following recommendation for the key definition of “Good Standing” required by legislation:

1. Any Ohio high school student in grades 9-12
2. Meets the criteria of the individual accelerated learning/dual enrollment program¹⁶

The Region 9 Dual Credit Committee, however, decided on the following criteria:

Final recommendation:

1. Compass Test
2. Recommendation from staff member.
3. High school transcript.
4. 2.0 GPA¹⁷

The OPCL recommendations will require two further steps. They will entail acceptance by the full OPCL membership when that body is reconstituted by the Strickland administration. Further, the recommendations will be made to the legislature pending whatever action that body might chose to take in the form of subsequent legislation.

Interestingly, the 2.0 GPA was also recommended at the state level. While no longer in the executive summary of those recommendations, an important nuance seems to remain, “meets the criteria of the individual accelerated learning/dual enrollment program”. As noted, Region 9 refers to its program as a Secondary-Post Secondary Learning Option (SPLO).

If indeed the program has established itself through the HB 115 and any subsequent pilots, then locally determined criteria of this individual program should qualify if the OPCL recommendations stand.

The decision on the 2.0 GPA may be one of the most significant made by the committee as it creates SPLO as an access strategy.

Program Growth

In a classic work, Goldner, Ritti, and Ference (1977) noted that presumably altruistic procedures or actions of organization(s) actually serve the purposes of ... preserving institutional structure.¹⁸ When “cynical knowledge” is obtained by organizations, existing policies and procedures are questioned and change often occurs.

The existing PSEO system might well be considered an altruistic procedure. The problem was that the system remained virtually unchanged for a decade and to a large degree governed the relationship between K-12 and higher education institutions on dual credit opportunities.

The HB 115 Pilot, by changing the focus to high school adjuncts and courses taught on high school campuses with

¹⁵ *The Promise of Dual Enrollment*, p.42.

¹⁶ Dual Enrollment Sub-Committee(2007). *Dual Enrollment Recommendations: Executive Summary*. Columbus: Ohio Partnership for Continued Learning. Authors.

¹⁷ Bayer, M. (2007). *Minutes: Dual Credit Meeting at Stark ESC*, January 9, 2007

¹⁸ Goldner, F.H.Ritti, R. & Ference, T.P. The Production of Cynical Knowledge in Organizations. *American Sociological Review*, Vol. 42, No. 4 (Aug., 1977), pp. 539-551

Part One: The Process, Hypothesis and Evidence

the focus on populations not served by previous PSEO, AP, or other programs helped to introduce cynical knowledge into existing policies and procedures.

This effect can be seen in the minutes of the dual credit committee. Coupled with learnings in Stark County (P-16 Compact), there has been a program growth, both preceding and following the pilot, setting the base for a local system of dual credit.

Walsh University, for instance, is continuing to develop dual credit options with the Massillon City and Sandy Valley Local Schools. A major component will support courses for college credit at Washington High School for seniors, program to expand to Sandy Valley.

Walsh also has partnerships involving dual credit with schools in Trumbull, Wayne, Cuyahoga, and Licking Counties for students entering the education field. In Stark, the Summer Scholars program with Stark State spans several districts.

A Special Call for Investment by the United Way of Greater Stark County in August saw several proposals by *All Students Ready* partners such as Kent Stark, Walsh, and Stark State with elements of dual credit offerings.

In Wayne County, Dr. Jack (John P.) Kristofco, dean of the University of Akron's Wayne College reports on substantial growth in the arrangements between his college and area school districts.

Wayne College has now formulated seven agreements for the 2007-08 academic year on new Memoranda of Understanding involving dual credit.

As with the HB 115 Pilot in which Wayne College participated, these programs will utilize high school teachers as adjuncts whenever possible. If high school teachers are used as adjuncts, 75% of the tuition funds are returned to the district. If the college needs to supply the professor, funds are divided 50% to each.

Wayne College's service area is not only Wayne County, but Holmes and Medina, as well.

While the college continues to use existing PSEO policy on dual credit, it is clear that the program is expanding here as well. Subject to current policy, students are restricted to a 3.0 GPA in same subject matter. Yet, Wayne College and the districts have agreed to allow students to benefit from the dual credit courses (if not to receive college credit) at less than a 3.0.

Part One: Conclusion and Analysis

Congress should encourage and support state dual enrollment or early college programs that provide accelerated educational opportunities and allow students to obtain both high school diplomas and significant college credit. Congress also should allow high school students participating in these programs to be eligible for federal financial aid.¹⁹

As the position of the National Governor's Association (NGA) maintains, there is increasing state interest in dual credit as an overarching access strategy. NGA further maintains that the federal government should help as well.

Whether or not the federal government intervenes, legislation is increasingly stressing partnerships between K-12 and higher education institutions involving dual credit. Under HB 119, Ohio will continue to pursue the development of dual credit offerings; PSEO revisions will be recommended. Within this environment, the HB 115 Pilot and its process raised several questions for Region 9.

Expansion and Legitimacy for the Existing Program

As has been noted, the program and system within Region 9 is beginning to self generate. Questions always evolve surrounding the taking of college coursework in high school, particularly when that option is expanded beyond top performing students. Colleges and universities remain concerned about course rigor and content; K-12 practitioners are often concerned about "setting students up for failure". Answers to these questions contribute to future expansion and legitimacy to any dual credit approach.

¹⁹ National Governors Association (2007). Policy Position: ECW-13. High School Reform to Lifelong Learning: Aligning Secondary and Postsecondary Education: Washington, D.C. Author.

Part One: Conclusion and Analysis

Certain specific paradigms were also established by the committee that were critical in answering these questions. Course rigor and content could not be diminished and college level syllabi needed to be followed. Additionally, high school teachers needed to meet the qualifications of higher education institutions and respective departments.

There was also the aspect of additional help and support sessions for students. In some cases, teachers made these sessions mandatory to help compensate for seat time. All agreed the sessions were critical.

Longer term, SPLO and its partners may want to seek accreditation under the National Alliance of Concurrent Enrollment Partnerships (<http://www.nacep.org/about.html>) as the Region 9 program is already meeting several of the standards. In Ohio, Educational Service Center of Franklin County, Oberlin College and Ohio Dominican University have this accreditation.

Benefits for colleges and universities

Colleges and universities did not realize tuition dollars from the current pilot. While there was some consideration given to funding professional development dollars for teachers to achieve adjunct status, these dollars would only benefit those institutions such as Kent State or the University of Akron who offered graduate-level programs in these areas.

That private institutions remained with the process, regardless of whether offering courses or not, is a tribute to their sense of commitment and the P-16 culture in Stark County where these institutions are based. College professors

in the current pilot, it should be noted, saw benefit in the program and are willing to work on future options.

Long-term, benefits for colleges and universities should be established within the region. Whether the program eventually adopts a Kenyon or Lorain County Community College model on the division of PSEO funds, or any single model of reimbursement, remains to be seen. Separately, some districts and institutions are currently reaching agreements.

Forty-one percent of Stark County high school graduates enroll immediately in local or regional colleges and universities the following fall. Can that number increase if students take dual credit courses from those same institutions while in high school? Can the persistence rate of these students be increased and remediation reduced?

An active cost benefit model might be considered by the region.

What happens to PSEO ?

While it is clear that dual credit offerings within the region can continue to expand under the current PSEO program, districts and colleges will remain subject to the rules and regulations of that program pending their change. Wayne College's understanding of the 3.0 requirement is an example here, even though the local agreement on the HB 115 Pilot was 2.0.

Clarity is needed that SPLO is not PSEO, but rather a local and specific program covering a three county area that meets the test of OPCL's recommendation on the criteria of the individual accelerated learning/dual enrollment program.

Part One: Conclusion and Analysis

What is seat time?

Is a three hour college algebra course the equivalent of a semester, or year of high school Algebra? Should a three hour college course extend a full academic year. Answers to these questions are still largely hampered by traditional notions of seat time in high schools.

Communication and Timing

Partners realize that with SPLO, as with any new program, communication to multiple constituencies posed many problems. Part of the problem is that “old learning” about the PSEO system needed and needs to be erased. The relative small window of time to implement the program also contributed to the difficulty in communication as well as timing at the end of the school year when the task load of key individuals, such as counselors, is high. Summer sessions also pose timing problems for participation. This should be mitigated in part by HB 119’s extension to a full academic year.

Capacity

The greatest current challenge with evolving this new dual credit system is finding high school teachers with the credentials. There are 1,032 high school teachers in Stark County. HB 115 targeted math, science, and foreign language disciplines only. A survey of 102 teachers in these disciplines conducted by SCESC indicated that while interest was high in becoming adjuncts, 59 had no Master’s level content work in the subjects they taught. Of those having the content courses, 12 were accepted by the colleges and universities as adjuncts; 19 were declined, and 12 would be acceptable with additional work.

Permanent teacher licensure in Ohio only requires a Master’s degree; it does not require subject content courses. Consequently, many teachers of our teachers have a generalist degree, usually in Curriculum and Instruction. These degrees do not meet the standards of college and university departments for adjuncts who usually require a Master’s degree and a minimum of 18 credit hours in content areas. We believe that these conditions are representative of the rest of the state.

The Stark County HB 115 pilot taking place this summer provided over 50 students with high school and college credit. Stark County districts are also currently in the process of signing Memoranda of Understanding with the six partner colleges and universities to continue to offer dual credit courses throughout the academic year.

While substantial structural changes are taking place in higher education at the state level, actual dollars for access programs such as those we reviewed will remain limited for the foreseeable future. Solutions will largely remain local, such as with the emerging SPLO model.

Where is the Tipping Point?

Less than 20 credits by the end of the first calendar year of enrollment [in college] ... is a serious drag on degree completion....It is all the more reason to begin the transition process in high school with expanded dual enrollment programs offering true postsecondary course work so that students enter higher education with a minimum of 6 additive credits to help them cross that 20-credit line. Six is good, 9 is better, and 12 is a guarantee of momentum.²⁰

²⁰ *The Toolbox Revisited: Paths to Degree Completion from High School through College*; U.S. Department of Education, 2006, Page xx.

As Region 9 continues to develop dual credit under SPLO and other venues, the answer to the question of where the tipping point is for students, particularly first generation and low income college-goers will become critical. There is some general agreement with the USDOE finding cited above that 12 hours will help guarantee momentum.

Conclusion

The three major objectives of the *All Students Ready* proposal need to be reviewed in conclusion.

1. Create a Region 9 Collaborative Partnership that includes all Region 9 partners who wish to participate in developing a dual credit strategy where college credit is taught by college qualified high school teachers or high school teachers who are in the process of becoming college qualified working in collaboration with college professors.

The collaborative partnership formed under this proposal is quite possibly one of the most extensive in the state. Numerous deliberations contributed to the formation of what is in essence a distinct and local dual credit program, SPLO. The framework established by the partners was not only aligned with the initial state RFP, it created what this evaluator believes to be conditions for sustained local efforts.

Additional self-generating agreements between districts and higher education institutions outside the scope of the

HB 115 Pilot attest in great part to the increased understandings generated by this process and other developments. The proposal is part of a culture shift.

2. Create capacity with students in Region 9 by implementing a strategy in Summer 2007 to provide an opportunity for dual credit to rising high school seniors in preparation for implementing the opportunity in the Ohio Core Curriculum proposal for all qualified high school juniors and seniors to take 12 dual credits.

The program was implemented and on time with nine functioning dual credit offerings. Though it was originally envisioned to have nearly 400 participants and this number was not met, the reality is that the opportunity was created and can now be expanded and sustained.

3. Create a capacity plan with interested high school teachers in Region 9 so that they will be qualified as adjunct faculty with a master's degree and at least 18 graduate credits in field.

This plan is in progress. The process surrounding the HB 115 Pilot enabled the region to begin to establish the level of need and seek additional funding options to help qualify high school faculty. This is a critical step.

The substantial progress on these three objectives and additional outcomes generated by the overall process supports in the estimation of this researcher, the working hypothesis in this report.

Part Two: Student and Faculty Outcomes

Implementation of the program resulted in nine separate courses throughout the tri-county area with a total enrollment of 55 students.

Classes Offered, Instructor, and Sponsoring College or University

Class	Teacher	College
CAT II MTH 122	Kreis	Stark State College of Technology
PreCalc	Brown	Mount Union College
College Algebra ²¹	Wiley	University of Akron
Spanish	Lawson	Walsh University
Astronomy	Montgomery	Kent State University
Sign Language	Mercer	Kent State University
Prob & Stats	Gill	Kent State University
7 ideas	Dickson	Kent State University
Stats	Clark	University of Akron - Wayne

Eight of the nine participating faculty were interviewed; 35 students participated in focus groups in eight of nine classes; 46 out of 55 students returned questionnaires. The college professor/mentor interviews were based on three out of four possible responses. Here, four courses were taught by teachers who had already achieved adjunct status and an additional course (Astronomy) was taught by a college professor.

Copies of the questionnaire, focus group and interview protocols are attached in Appendix B.

Questionnaire Design

Three central questions were critical in determining the design of the survey questionnaire. These centered on the nature of participation, i.e. are we reaching students who had not participated in a PSEO, AP, or other

²¹Two students dropped this course; 1 withdrew, 1 never appeared

Part Two: Student and Faculty Outcomes

transition-based credit program, whether or not the student had planned to attend college, and student perceptions of the experience, both in terms of the nature of the work and desire to take another dual credit course.

The questionnaire was limited to six questions overall and designed to be quickly administered and completed during a class period. Researchers were mindful that the cooperation of both faculty and students during the accelerated course sequence warranted brevity.

It should be noted here that whether or not a student perceived the coursework to be more demanding than their high school courses is not meant to be indicative of the rigor of the course. This specific question (5.) was meant to relate to another question (6.) on staying for optional assistance. However, in practice the optional assistance sessions were made part of the seat time requirements for several classes and render any association moot.

Student Focus Group Questions

Studies looking at student perceptions about taking dual credit or credit based transition courses are virtually non-existent. Even the extensive study conducted by the Community College Research Center of Columbia University, Teachers College only looked at what administrators believed students felt.²²

For this reason, the researchers believed that student focus groups were critical to this process.

Focus group sessions were geared to take about 20 minutes at each site. Once again, researchers were mindful of the tension between the need to know, balancing this with the need for instructional time in the five week setting of most courses.

The same question protocol (see appendix A) was utilized at each of the eight sites and all focus groups were conducted by Adele Gelb, program officer of the Stark Education Partnership.

While the questionnaire was designed to obtain simple statistical information, the focus groups were geared to obtain insights and information in depth. As the population participating in the focus groups (n=35) accounted for nearly two-thirds of the students enrolled, a certain degree of confidence was accorded in the representativeness of the results.

Design of the question protocol centered on how students learned about the dual credit opportunity, their reasons for enrolling, and desire to take additional courses in this format. Students were also asked whether or not the course played a role in changing their plans about college and how the course affected their view on college work. Students were also asked how they would improve the program and whether or not they needed additional information about college.

Teacher Interview Questions

Researchers recognized that the nature of support from academic departments

²² Hughes, K., Karp, M., Fermin, B., and Bailey, T. (2005). *Pathways to College Access and Success*. Washington, D.C.: U.S. Department of Education Office of Vocational and Adult Education.

Part Two: Student and Faculty Outcomes

at partner colleges and universities was critical to teacher/adjuncts or mentees. Four interview questions centered in this category. Two questions centered on instruction and an additional question focused on the nature of additional supports to be supplied for students.

College Professor Interview Questions

The nature of the relationship with teachers was further explored. Specific questions also centered on professor perception as to the maintenance of coursework rigor in the dual credit setting, perception of program benefit and personal desire to participate in further programs.

Student Results

Forty-six students completed interview questionnaires. Results were as follows:

Dual Credit Questionnaire

		Yes	No	Maybe
Q1	Ever taken AP, Honors or PSEO	20	26	
Q2	Plan to go before course	45	1	
Q3	Plan to go since course	46	0	
Q4	Like another DC Course	38	7	1
		Harder	Easier	Same
Q5	Rate	21	6	19
	Harder – no previous experience	13		
	Harder – previous experience	8		
	Easier – no previous experience		4	
	Easier – previous experience		2	
	Same – no previous experience			9
	Same – previous experience			10
		0	1-3	4 or more
Q6	How many times did you stay for optional help*	20	6	20

* in some courses “optional” was required to fulfill seat time demands

The majority of students had no previous PSEO, AP or honors course experience resulting in college credit. Nearly all students had planned to go to college before the dual credit experience. Students were nearly

divided in their opinions as to whether the coursework was harder or the same as their high school coursework. Over half were either required to, or took advantage of additional help sessions.

Part Two: Student and Faculty Outcomes

Thirty-five students were interviewed in focus groups. These results were as follows:

1. What/who made you decide to take advantage of a dual credit course this summer?

Students were impacted by various influences in considering taking advantage of the Dual Credit opportunity this summer. Teachers & counselors approached students directly in some schools. Parents influenced decisions of some students. Some students viewed Dual Credit as an opportunity experience college and/or interesting coursework, some mentioned relieving a fall schedule. Many students mentioned the advantage of college credit for free.

2. How did you learn about the opportunity?

Some students were invited by teachers and guidance counselors. Some schools informed all students through English or math classes. Some students never heard about it at school, but learned about it through newspaper ads/articles/flyer. Some students were told about it late, after the deadline. Many students had difficulty getting questions answered at school.

3. Why would you or wouldn't you like to take more dual credit courses?

Most would take a course again, particularly because it was free. Many found the compressed summer schedule to be a challenge. Most would try another course but prefer to try it during the school year. Many were pleased that the classes were smaller than during the school year and that they received much individual attention.

4. How has this course changed the way you view college and college work?

Most felt that the work was what they expected. Some found it to be harder than they expected because of the compressed time involved, particularly in foreign language. Students expressed a realization that to do well in college courses they would have to manage their time and pace their learning.

5. How has this course changed your plans for college?

All students expressed that they had planned to attend college before the Dual Credit experience and that they still plan to attend.

6. What advice do you have on how to improve the program?

Many suggestions involved improved marketing and communication. Students found out “new rules” about seat time, required additional tutoring time and attendance after the class began. Many students were unable to get questions about the program answered at their home schools. One class preferred to begin later in the morning.

7. What information do you need about college? Do you know how to get the information?

Students felt that they had the information they would need to apply to college and would rely on school guidance counselors, parents, siblings or friends for additional information.

8. Additional information from conversations.

- Small group work has been terrific, questions answered easily, accommodations to our schedules
- “I learned more about math this summer than I ever have.”

Part Two: Student and Faculty Outcomes

Student Performance

Grades for eight of the nine offered classes have been obtained to date. Grades were distributed as follows:

Student Grade Patterns by Class

	A	A-	B+	B	B-	C	D+	Total
Class 1	7			5		3		15
Class 2	1	2		1		1	1	6
Class 3	2					1		3
Class 4				1	1	1		3
Class 5	2			6	1	1		10
Class 6	5	1	1					7
Class 7	1			1				2
Class 8								
Class 9	6		1					7
Total	24	3	2	14	2	7	1	53

Teacher Results

1. Did you receive support from academic department or faculty member at partnering college?

Teachers participating in Dual Credit had various experiences as adjuncts prior to Summer 2007. Most had adjunct status prior to this summer, one was a faculty member, one had new adjunct status and one worked as an assistant and is ineligible for adjunct status. All reported appropriate support from the department or faculty at the partnership college.

2. If so, what was the nature of the support?

Support included:

- Providing with texts well in advance of class
- Meeting to establish relationship
- IT from hosting high school

- Providing syllabus, expectations, tests, policies, procedures, e-mail and phone contact
- In one case the college provided special help in reporting grades, handling administrative issues

3. How well would you rate this support? What would you change for the future?

Teachers were, by and large, pleased with the support. One found that there were issues that she had not thought to ask about that no one volunteered. E.g. Add/Drop procedures. A couple of teachers inquired about adjunct status at institutions to which they had applied but not received notification.

4. How well did you your student do with the college level content?

All teachers recognized the

Part Two: Student and Faculty Outcomes

compressed nature of the class content presented a big challenge to students. They expressed that students would fare much better over a semester than in 5 weeks. In spite of this many students “stepped up” to the challenges and gained strength and confidence. Others struggled and it is reflected in their grades.

5. How much would you say this content differs from what you would teach in a standard or upper level HS course?

Teachers of upper level classes did not see huge differences in the rigor other than the pace. The intensity was particularly challenging in foreign language. The time constraints did not allow for in class review or projects and activities to extend understanding. Teachers were informed about college pace and content through the use of college texts and information from mentors. Their plans to change teaching practice in high school to reflect these learnings including: changing syllabus to reflect more personal responsibility; addition of graphing calculators to curriculum; and adding daily quizzes in lieu of grading of daily homework.

6. What additional support did you need to supply for students?

Most classes offered additional time for tutoring. In many cases it was not optional, but part of the requirement to fulfill seat time regulations for high school credit. Other teachers were available as needed. Support included:

- One teacher provided an additional text to support student learning and also developed a web site for access to class and additional support materials.

- Teachers arriving early or staying late for tutoring
- Facilitator providing daily tutoring time prior to class
- Teacher quizzing each day to gauge student progress

7. As we look toward future dual credit offerings, what additional support should we be providing for high school teachers/adjunct?

- Students and teachers voiced concern about marketing/communication.
- Teachers need to receive all student communications so that questions can be answered.
- Need to market to parents the financial rationale for Dual Credit
- Need better central processing for student paper work – applications lost on counselors’ desks in some school
- If summer is going to be the time for this again – announce times as 8 – 11 a.m. so that teachers and students have flexibility to accommodate seat time/holidays etc.
- Teacher mentoring has been priceless – a vital piece of the plan
- Advise teachers that new course learning curve is time consuming
- Notify teachers of adjunct application status for all colleges applied to

8. Have you enjoyed this class?

All teachers enjoyed this experience.

9. Suggestions:

- Compressed timeline precludes language class for those taking first language experience.
- Consistent policy on those with PSEO experience
- Clarify seat time requirement as

Part Two: Student and Faculty Outcomes

- impacts attendance policy
- Consider offering dual credit on college campus

10. Additional Dual Credit information

- Orville is hoping to offer 10 Dual Credit classes in the fall.
- E. Liverpool offered Dual Credit math class for 24 students fall, 2006.
- GlenOak offered Dual Credit calculus for Fall 2007. 200 students signed up – teacher believes about 130 passed the skill test and will take class for dual credit.
- Explore University of Pittsburgh Dual Credit Model with Lisbon: Jeff Gill: 330-424-3764

11. Bonus:

“I learned more about math this summer than I ever have.”

College Faculty

College Faculty Questions

Three teachers in Columbia County were standing adjuncts. Teacher in Wayne has been an adjunct for four years and has an ongoing relationship.

1. Do you feel that the professor mentor/teacher relationship was a critical part of this program? How?

The nature of the relationship and support were wide ranging. One college faculty member felt the teacher needed very little help and did not establish much of a relationship. Two found that the relationship was very important and engaged actively with the teachers. They did a lot of preparation, provided a lot of material and support and established e-mail

contact throughout the experience. A college professor with experience with the Math Science Partnership (MSP) had the most structured approach.

2. Have you ever taught in a high school setting?

One had student teaching experience only. Two had no high school experience.

3. Have you ever worked directly with K-12 faculty on issues of instruction or curriculum e.g. MSP?

One had led a graduate level workshop with middle school teachers; one had not experience; and one had MSP experience.

4. To what extent did your teacher call upon you for support/advice/consultation?

Two had minimal or no request for support. One, with MSP experience, had e-mail contact, visited the class and saw all materials.

5. Do you have any insight into whether the rigor/content of the course adequately met in the high school setting?

All were satisfied with the rigor and content of the course as taught in the high school setting. One expressed concern with Dual Credit during the school year – will rigor/pace be lost if a semester course is taught over 36 weeks?

6. How would you rate the communications/information you received about the program?

College faculty had an uneven experience with communication/

Part Two: Student and Faculty Outcomes

information – as did the students. Some found it adequate with questions about clarity and one found it excellent.

7. Are you interested in continuing to work with school districts on dual credit offerings?

College faculty members were generally positive about continuing to work with districts on dual credit.

8. Do you see a direct benefit to your institution and/or to yourself through dual credit programs?

Responses reflected range from enthusiasm: “Dual credit offers a great opportunity for students to see and be involved at our institution and to do college level work” to concern: “I see a contradiction between high need for remediation and offering of dual credit.”

Part Two: Conclusions and Analysis

On Reaching a Targeted Population

One specific objective of the proposal that “students shall not have participated in any other dual credit, PSEO, transcripted Tech Prep or college credit-bearing project or program” was met in part in that over one half (57%) of the respondents had not taken a PSEO, AP, or dual credit course prior to the program. Questionnaire data further supports the notion that all students, save one, had already planned to go on to college. All still planned to go on following the dual credit experience with the lone questionnaire respondent now changing his or her mind.

A limitation in this evaluation was not asking whether or not students were the first in their families to take college courses. Consequently, this evaluation agrees in general with the findings of KnowledgeWorks and WICHE:

...it is impossible to determine whether those taking advantage of PSEO within a particular school represent the full range of students or a disproportionate number are those who are traditionally well represented in higher education.²³

It should be noted that most students responded that they would take another dual credit course and that students in the focus groups also generally felt that they had the information they needed to go on to college or expressed confidence that they could seek out additional information.

These findings are indicative of a population who has already made the decision to go on to college. However, this remains supposition. Previous surveys in Stark County²⁴ have indicated that most students will respond that college is in their future, regardless of their family’s socio-economic circumstances.

On Instruction

As several teachers already held adjunct status and were already teaching upper-level courses, most saw very little difference in rigor between the college courses and their own high school courses. Content was a different matter. The compressed time span of five weeks was seen as the greatest instructional challenge by both teachers

²³ *The Promise of Dual Credit*, p.25.

²⁴ Most significantly those conducted for the Canton City GEAR UP grant, 2000, 2001.

Part Two: Conclusions and Analysis

and students, particularly in the area of foreign language. Mentoring by college faculty was seen as a critical piece of the program. College professors felt that course rigor was maintained.

Even though teachers felt that some students “struggled” with the material in the compressed time frame, student grades support that most were successful with only 8 of 53 grades being in the C-D range.

This success may be attributable to the extra help sessions and the fact that in some cases, such sessions were not optional. Twenty-six of 46 respondents noted that they had remained for extra help; twenty of these noted that it was for more than four times. It should also be noted that some teachers appear to have been building additional supports into the program, such as arriving early and staying late. In general, results seem to support what was found on the characteristics of high quality credit-based transition programs by Hughes and Karp (2005):

... outstanding teachers in these credit-based transition programs understand how college courses are designed and taught, both in terms of the rigor of the academic content and climate of the classroom. In terms of teachers’ dedication, participants pointed out that the role of teachers in credit-based transition programs encompasses much more than teaching; they may serve as mentors, counselors, student advocates, or coaches, in providing special supports to students.²⁵

There is evidence that teachers gained in knowledge from their experience with mentors, course content and the use of

college texts and that this will result in changes in their high school instruction and curriculum.

On Communication

Students and teachers both expressed concern about marketing and communication. Students found out about the dual credit opportunity through multiple means, both in and out of school. Some found out about it late and others found it difficult to get answers at their home school, resulting in many questions not being answered until classes began.

This finding is not inconsistent with findings in general about the current PSEO program in Ohio:

Ohio has a comprehensive set of policies related to counseling and other forms of communication on PSEO. But this does not shed light on how the policies are implemented in schools, or even if counselors, teachers, and other school personnel actually do what is required by law. An earlier report on PSEO, based in part on interviews with Ohio educators, noted that “Students are not provided with the same information and guidance about PSEO or the same ability to participate across the state.”²⁶

The HB 115 pilot, while similar to PSEO, was a new concept. The rapidity with which the pilot was launched did not allow for a comprehensive approach to marketing to parents and students and internal communication. Given this restraint, understanding of the new pilot may have been largely governed by understanding of the conventional structure.

²⁵ Pathways to College Access and Success, n.p.

²⁶ The Promise of Dual Enrollment, P. 45.

Part Two: Conclusions and Analysis

On Building Capacity

Responses in both the student focus groups and teacher and college professor interviews indicated that the program functioned well this summer. Students enjoyed their experience and saw benefits both financially and academically. While all stressed communication as a need, the level of satisfaction with the program once

implemented seemed high. Evidence that some teachers are rethinking their high school offerings should provide an additional benefit in terms of the alignment of coursework between high school and college.

College faculty interviewed are generally supportive of, and see benefit in, dual credit opportunities.

Further Research

While the HB 115 pilot was not specifically targeted to low-income or first generation college students, in retrospect it would have been of value to determine whether a student was “first generation” and it is recommended that this question be included in any additional surveying on dual credit course offerings.

A comparison of grades from the dual credit courses to student GPAs might be instructive, particularly as the program continues. A key question remains whether or not taking dual credit coursework impacts a student’s performance in other areas in high school.

Likewise, while the Ohio Board of Regents does some tracking on first year college outcomes for students with early college experience,²⁷ a local system of tracking will be vital for the long term evaluation of the effectiveness of SPLO and other emerging dual credit options. This will entail far more sophistication than the current state system.

It seems quite possible that impressions, understandings and lessons from the current PSEO program may have inhibited the marketing of the program this summer. While difficult to assess, it may be critical to monitor in the future.

²⁷ As incorporated into Higher Education Performance Reports at: <http://regents.ohio.gov/perfrpt/index.php>

Appendix A: Participants

Dual Credit Planning Meetings Attendees

Ayling, Mary Ann	Canton City Wells Administrative
Barthel, Barbara	SCESC Instructional Services
Bartholomew, Kim	R.G. Drage Career Center
Bayer, Mike	SCESC Instructional Services
Boze, Betsy	Kent State Stark
Burkey, Linda	Mount Union College
Canavan, Carol	Mount Union College
Capasso, Ruth	Kent State Stark
Carlin, Carol	Tuslaw Local Beech Grove Elem.
Chambliss, Larry	Fairless Local Fairless HS
Cox, Dr. Lawrence	Stark State College
Crawford, Rick	Minerva Local Minerva HS
Deibel, Peg	North Canton City Hoover HS
Ervin, Dr. Jeremy	Mount Union College
Foss, Annabelle	University of Akron
Frase, LuAnne	Fairless Local Fairless Jr/Sr HS
Freshour, Brett	Walsh University
Froehlich, Larry	Kent State University
Garrett ,Brian	Sandy Valley Local
Gelb, Adele	Stark Education Partnership
Gertz, Jim	Plain Local Central Office-Plain
Glasgow, Phil	Fairless Local Fairless Jr/Sr HS
Grant, Andy	Walsh University
Gress, Robert	Alliance City Alliance HS
Hartman, Mark	Plain Local GlenOak HS
Herron, Judy	Columbiana County
Hoffmeyer, Sue	SCESC
Hood, Paul	Columbiana County ESC
Johnson, Eric	Fairless Local Fairless HS

Appendix A: Participants

Johnson, Ron	Malone College
Killion, Ruth	Jackson Local Jackson HS
Kittoe ,Faith	Lake Local Central Office
Kummer, Leigh Anne	Canton City Wells Administrative
Kutscher, JoMarie	Perry Local Pfeiffer MS
Laskey, Robert	Alliance City Alliance HS
Lioi ,Carmela	SCESC SPARCC
Marconi ,Melissa	SCESC Instructional Services
Marrah, Doug	Minerva Local Central Office-Minerva
Martino, Gail	Louisville City Central Office
May, Brent	Plain Local GlenOak HS Career Center
McClain, Peggy	North Canton City Central Office
McCombs, Shelley	Stark State Tech Prep
McGee, Andy	Tuslaw Local Tuslaw Jr/Sr HS
Michael, Carl	Minerva Local Minerva HS
Nazinitsky, Kathy	Canton City McKinley HS
Nolan, Kathy	Massillon City Central Office
O'Neill, Adrienne	Stark Education Partnership, Inc
Popovich, Paulette	University of Akron/Wayne
Preas, Marilyn	Marlington Local Central Office
Purses, Teresa	Canton Local Central Office
Rarric ,James	Sandy Valley Local Sandy Valley Jr/Sr HS
Rochford, Joe	Stark Education Partnership, Inc
Rosselli, Stephanie	SCESC Instructional Services
Royer, Jennie	Tech Prep
Salom, Linda	Jackson Local Central Office-Jackson
Sattler, Rob	Tuslaw Local
Shreffler Michael	Perry Local Central Office
Southards, Mary	Kent Stark
Staudt ,Cynthia	Walsh University
Straub, Carol	Columbiana County ESC
Talbert, Jeff	Canton City
Tarantino, Barb	North Canton City Hoover HS
Tscholl, Barb	Canton Local Canton South HS
Ulrich, Elaine	Louisville City Central Office
Unger, Sherry	Louisville City Central Office
Varonis, Litsa	University of Akron
Webler, Jan	Alliance City Central Office
Wentworth, Ira	Canton Local Canton South HS
Wiles, Kate	Dalton
Williams, Wendy	Marlington Local SCESC
Wilson, Allen	Tri-County ESC
Zwier, Robert	Malone College

Appendix B: Questionnaires

Student Questionnaire

1. Have you ever taken an Advanced Placement Course, or honors class, or college course under the Post Secondary Enrollment Option?
Yes No
2. Did you plan to go to college before you took this course?
Yes No
3. Do you plan to go to college after taking this course?
Yes No
4. Would you like to take another dual credit course?
Yes No
5. Please rate this course in comparison to your regular high school classes:
 - a. Harder
 - b. Easier
 - c. The same
6. How many times did you stay for the optional student assistance?
 - a. 0
 - b. 1-3
 - c. 4 or more

Focus questions for faculty

1. Did you receive support from the academic department or faculty member at the partnering college?
2. If so, what was the nature of the support?
3. How well would you rate this support? What would you change for the future?

Appendix B: Questionnaires

4. How well did your students do with the college level content?
5. How much would you say this content differs from what you would teach in a standard or upper level HS course?
6. What additional support did you need to supply for students?
7. As we look towards future dual credit offerings, what additional support should we be providing for high school teachers/adjuncts?
8. Have you enjoyed teaching this class?

Focus questions for students

1. What/who made you decide to take advantage of a dual credit course this summer?
2. How did you learn about the opportunity?
3. Why would you or wouldn't you like to take more dual credit courses?
4. How has this course changed the way you view college and college work?
5. How has this course changed your plans for college?
6. What advice do you have for us on how to improve the program?
7. What information do you need about college? Do you know how to get the information?

College Faculty Questions

1. Do you feel that the professor mentor/teacher relationship was a critical part of this program? How?
2. Have you ever taught in a high school setting?
3. Have you ever worked directly with K-12 faculty on issues of instruction or curriculum e.g. MSP?
4. To what extent did your teacher call upon you for support/advice/consultation?
5. Do you have any insight into whether the rigor/content of the course adequately met in the high school setting?
6. How would you rate the communications/information you received about the program?
7. Are you interested in continuing to work with school districts on dual credit offerings?
8. Do you see a direct benefit to your institution and/or to yourself through dual credit programs?