A Pathway to College Readiness and Completion

Achieving the Dream Conference
February 5-8, 2013
Anaheim, CA
Presenters

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Outline

• Historical Background
• Dual Enrollment Model at STC
  • Financial Structure
  • Partnerships & Agreements
  • Management & Administration
  • Policy and Practice Challenges
• Research Data
  • College Readiness & Completion
  • Dual Program Quality
  • Student Success
• Emerging Themes
Historical Background

1993 – 2013
• Created by Texas Senate Bill 251 in 1993
• From 10 certificates to over 100 degrees including 3 baccalaureate
• $3.9 million to $139 million budget
• 267 to 2,250 faculty and staff
• 1 to 6 Campuses and 3 teaching sites
• 1,000 to over 30,000 credit bearing students
• 24,000+ Graduates

Service Area
• 93% Hispanic Enrollment
• First Generation, Low-Income College Students
• Over 90% on Financial Aid (State/Federal)
• McAllen MSA Fastest Growing in the Nation
• Youngest Population in the Nation
Six Campuses throughout the Rio Grande Valley

- Starr County Campus
- Nursing & Allied Health Campus
- Pecan Campus
- Technology Campus
- Mid Valley Campus

- Rio Grande City
- McAllen
- McAllen
- McAllen
- Weslaco
Historical Enrollment


Enrollment:
- 1993: 1,058
- 1995: 3,267
- 1997: 6,857
- 1999: 10,373
- 2001: 12,472
- 2003: 14,517
- 2004: 17,138
- 2005: 16,636
- 2006: 18,466
- 2007: 19,973
- 2008: 22,066
- 2009: 27,132
- 2010: 29,054
- 2011: 30,558
- 2012: 30,824
Dual Enrollment Program

• Large and Comprehensive Program
  • Serving two counties (Hidalgo and Starr)
  • 21 School Districts
  • 68 High School sites
  • Over 11,500 students
  • Over 1,200 Sections
  • Faculty involved
    • Over 300 DE Faculty (High School)
    • Over 100 STC faculty

South Texas College has served over 67,000 students since 2003 – tuition free. Saving families in South Texas over $71 million.
High School Programs Initiatives

- Dual Enrollment Program
  - Over 11,500 students
- Dual Enrollment Academies
  - STEM and CTE
- Early College High Schools
  - 15 ECHS
  - Summer Bridge
- High School Recovery Program
  - Over 2,600 graduates since 2007
- 9th Grade Initiatives
- TexPREP Program
  - Rising 7th - 10th grade students
South Texas College
Dual Enrollment Program

What we do
South Texas College leads the state in providing dual enrollment opportunities to over 11,000 high school students. STC partners with numerous area high school sites, middle schools, and elementary schools to aggressively promote a "college-going" culture through dual enrollment courses and academies, dropout recovery programs, early college high schools, and college enrollment initiatives.

Quick Links
• About High School Programs and Services
• Our Staff
• Manuals: Reference Guides
• Research Resources
• Principles" Supported
• Dual Enrollment Online Orientation
• In the News...

High School Programs and Services Department
• Dual Enrollment
• Dual Enrollment Academies
• TexPREP Program
• Early College High Schools
• Recovery Program

academicaffairs.southeastexascollege.edu/highschool
Dual Enrollment Model at STC

Presenter: Nicolás González
Model

Financial Structure

- **Board Policy #3235** – approved in Spring 2000
- **Financial Structure**
  - Tuition and Fees waived for Dual Enrollment students
    - When student takes the class at the high school site
  - $50 per credit hour flat fee - For high school students who independently take classes at STC campuses
  - STC faculty teaches a cohort class - STC charges the ISD for the faculty time and travel (average about $2,600)
Historical Fall Term
Dual Enrollment

Dual Count Unduplicated by Term
Academic & Career & Technology
Dual Enrollment Section Trends

Academic & CATE
Dual Enrollment Data
Fall 2012

• Enrollment
  – 11,808 unduplicated students
    – 336 in Academies
    – 100 in Recovery
    – 1,466 in ECHS
    – 9,906 traditional dual

• Courses/Sections
  – 1,222 duplicated (sections)
  – 101 unduplicated (unique courses)
Model
Partnerships and Agreements

- **Partnership**
  - Serving two counties (Hidalgo and Starr)
  - 21 School Districts
  - 68 High School sites

- **Agreements**
  - Memorandum of Understanding (Superintendents)
  - Principal Agreement
  - Guidelines and Procedures
    - Dual Enrollment Manual
  - Admissions Procedures
Dual Enrollment Growth

210% increase in DE participation since 2004

Source: South Texas College’s Institutional Data
Matriculation to STC
After graduation from High School*

9 percentage point increase since 2007

*Students with Prior Dual Credit Hours

Source: South Texas College’s Institutional Data
Model

Required Elements of Agreements

• Student eligibility requirements
• Faculty qualifications
• Location & student composition of class
• Student learning/support services
• Eligible courses
• Grading criteria
• Transcription of credits
• Funding provisions
Model
Admission Procedures

- Eligibility
- Assessment
- Registration
- Support Services
- Withdrawal
- Degree/Certificate Attainment
- Graduation
Model Program Management

Dual Enrollment Manual

• Roles
• Responsibilities
• Expectations
• Procedures & Guidelines
• Credentialing of Dual Enrollment Faculty
• Selection, Approval & Dismissal
• Course Monitoring & Evaluation
• Textbooks
Model
Management & Administration

Academic Affairs

• AVP for Academic Advancement
• HSPS Liaison
  ▪ Director of HSP
  ▪ Coordinator of HSP
  ▪ ECHS Coordinators (3)
  ▪ Academy Specialists (3)
  ▪ Dual Enrollment Specialist

Student Affairs

• Dean of Enrollment
  ▪ Director of Admissions
  ▪ Testing Officer
  ▪ DE Coordinator
  ▪ Outreach Specialists (8)
  ▪ College Access Coordinator
  ▪ Student Information Center Staff
Model

Summary and Challenges:
Policy and Practice “Must Have” and Implications

- Approving a policy that waives tuition and fees
- Establishing an MOU that is win-win
- Approving credentialed high school teachers as DEF
- Keeping the stipend for these at a low rate
- Include in Faculty Contract that they will be required to teach dual enrollment courses wherever they may be scheduled and as assigned
- Providing for the chairs and Deans to be a significant part of the program
- Future challenges at STC are the new state dual credit regulations in the area of college readiness/course participation
Dual Enrollment Model at Your College

Group Activity and Discussion
Research Study
Dual Enrollment Program

College Readiness
Program Quality
Student Success

Presenter: Anahid Petrosian
College Readiness

Impact of Dual Enrollment Program on College Readiness

• **Accelerates** the College Readiness of High School Students
  • Become College Ready Early
  • Receive waived tuition and fees for college courses offered at their high school site
  • Become better acclimated to the rigor of college classes
  • Experience the college-going culture
Webpage for Dual Enrollment

- South Texas College web page
  - Dual Enrollment link
  - http://academicaffairs.southtexascollege.edu/highschool/index.html

- Links to Research Resources
Research Study

• **Purpose of Study**
  – Examine how the dual enrollment program impacts college readiness
  – Examine the dual enrollment program quality

• **Methodology**
  – Review existing research
  – Follow students through regional education pipeline

  – **Analyze**
    – Student Performance
      – GPA
      – Retention Rates
      – Graduation
Review of Existing Research

South Texas College
Research Brief
Significance of Dual Enrollment Programs in Designing Student Success: Becoming College Ready,

Significance of Dual Enrollment Programs in Designing Student Success: Becoming College Ready,
*STC Research Brief Spring 2010, Volume 24, Issue 1.*

**Research Questions:**

1. Is the percent of STC dual enrollment high school graduates who enroll at STC or UTPA next fall increasing?

1. Is the GPA of dual enrollment students who transfer to UTPA the same or better than non-dual transfers?
Key Findings: Matriculation

- More than half of the high school graduates who have participated in Dual Enrollment are enrolling immediately either at STC or UTPA. The numbers are increasing every year.
**STC Research Briefs**

**Key Findings:** First Fall GPA

- Positive relationship between completed credit hours before transferring and first fall GPA at UTPA.

- The more STC dual hours students complete, the better their GPA is at UTPA.

**Table 3 – First Fall GPA’s**

<table>
<thead>
<tr>
<th>Credit Hours Earned</th>
<th>Fall 2008 STC Transfer</th>
<th>Other College Transfer</th>
<th>STC Dual</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-29</td>
<td>2.31</td>
<td>2.35</td>
<td>2.68</td>
</tr>
<tr>
<td>30-42</td>
<td>2.74</td>
<td>2.80</td>
<td>3.22</td>
</tr>
<tr>
<td>43-66</td>
<td>2.89</td>
<td>2.88</td>
<td>3.39</td>
</tr>
<tr>
<td>67+</td>
<td>2.96</td>
<td>2.99</td>
<td>3.72</td>
</tr>
</tbody>
</table>

*GPA significantly higher than other columns (p < .01)*

*GPA significantly lower than other rows (p < .01)*
Review of Existing Research

State Report
A study of Dual Credit, Access and Effectiveness in the State of Texas

Jeryl L. Mumpower, May 2011
State Report

A study of Dual Credit, Access and Effectiveness in the State of Texas, Jeryl L. Mumpower, May 2011.

• Research Question
  • How does postsecondary performance of dual credit participants compare to students who didn’t participate in dual credit program?
    • One-Year Persistence Rates
    • Four-Year Graduation Rates
One-Year Persistence Rates

Figure 35. One-Year Persistence Rates for Texas Four-Year and Two-Year Institutions of Higher Education in the Fall of 2008

Source: Integrated Postsecondary Education Data System, Texas Higher Education Coordinating Board
Four-Year Graduation Rates

Figure 36. Four-Year Graduation Rates at Texas Public Institutions of Higher Education in 2008

Source: Texas Higher Education Coordinating Board
Research Conducted by UTPA
The University of Texas Pan American

Where are all the Freshman? A Review of Prior College Hours.

Dr. Magdalena Hinojosa, Sr. Associate Vice President for Enrollment Services
University of Texas-Pan American
February 2012
Original Research Study
UTPA and STC

• **STC is the main feeder for UTPA**
  • About 73% of STC transfers are to UTPA

• 70% of UTPA students with Prior college hours had earned STC dual credits. (Fall 2010)
UTPA Research

• Research Question
  • Is there a significant difference between students with prior college hours (Any PCH) and those with no prior college hours (No PCH)?
    • Retention rates
    • Cumulative Grade Point Averages
    • Graduation rates
Findings

Research Question:

Retention Rate

Is there a significant difference between students with PCH and those with no PCH as it pertains to Retention Rates?

• Key Findings:
  • 1\textsuperscript{st} year retention rates
    • 2.7 times more likely to be retained
  • 2\textsuperscript{nd} year retention rates
    • 2.8 times more likely to be retained
UTPA Research

1st Year and 2nd Year Retention Rate
Student with prior and student without prior year college hours

Source: Cohort Data, Office of Enrollment Services, UTPA, Edinburg, TX.
Research Question

Cumulative Grade Point Average

• Is there a significant difference between current cumulative grade point averages of students with PCH and those with no PCH?

• Key Findings:
  • Students with PCH had significantly higher grade point averages than those without PCH.
Cumulative GPA
Any vs No Prior College Hours

Source: Cohort Data, Office of Enrollment Services, UTPA, Edinburg, TX.
Research Questions:

**Graduation Rates**

- Is there a significant association between students with PCH and the graduation rates?

**Key Findings:**

- 4-year graduation rates
  - 8.3 times more likely to graduate
- 5-year graduation rates
  - 4.5 times more likely to graduate

Source: Cohort Data, Office of Enrollment Services, UTPA, Edinburg, TX.
Research Conducted by STC
Quality of Program and Student Success

STC Research and Analytical Services
Research Conducted on Original Data
Original Research

Comparison of Performance Dual Enrollment and Traditional Students

• Review of STC Data
  • Grade distribution comparison
  • Top 20 Dual Enrollment courses
  • Success rate comparison by faculty type
Comparison of Grade Distribution

Dual Enrollment Grades, Fall 2011
Success: A, B, and C = 86%

- A: 33%
- B: 35%
- C: 18%
- D: 4%
- F: 3%
- W: 7%

STC Overall Grades (except DE), Fall 2011
Success: A, B, and C = 67%

- A: 25%
- B: 25%
- C: 17%
- D: 6%
- F: 15%
- W: 12%
STC Data

• **Original Research**
  
  • Student Performance: Comparison of dual enrollment student *success rates*
    • Faculty type
    • Traditional students (non dual)
  
  • The **top 20** dual enrollment courses
    • Fall 2009, 2010, and 2011
Top 20 Dual Courses Fall 2011
Findings

- **First finding: Success Rates**
  - There is **no statistically significant** difference in most courses
    - STC faculty teaching the course and the DE faculty teaching the course.
  - Course **success rates** for dual enrollment students (regardless of faculty type) is **significantly higher** (20% to 40%) compared to STC traditional students.

Success Rates: Students passing with A, B, or C
Findings

• **Second Finding**: Success Rate Dual compared to Traditional
  
  • Same faculty teaching the same course to dual students and traditional student

<table>
<thead>
<tr>
<th></th>
<th><strong>Sections DE</strong></th>
<th><strong>Enrollment</strong></th>
<th><strong>% completed Dual A, B, C</strong></th>
<th><strong>Sections STC</strong></th>
<th><strong>Enrollment</strong></th>
<th><strong>%Completed Traditional A, B, C</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>204</td>
<td>3,787</td>
<td>79%</td>
<td>255</td>
<td>6,114</td>
<td>63%</td>
</tr>
<tr>
<td>2011</td>
<td>189</td>
<td>3,765</td>
<td>77%</td>
<td>272</td>
<td>6,946</td>
<td>61%</td>
</tr>
</tbody>
</table>

• The results indicated that at the College level, all courses taught by the same STC faculty member in dual and traditional format, dual student success rates were higher than traditional STC students by 16%.
Emerging Themes

Evidence based on data

• Significance of Dual Enrollment Programs in Designing Student Success:
  • Becoming College Ready Early
  • Transition to institution of higher education in higher rates
  • Persist at the University at a higher rate
  • Earn Higher GPA than students with no prior college work
  • Graduate at a higher rate

Next Step

• Continue to collect data and compare the success of the Dual students at other regional universities and with other groups of students.
Thank You

South Texas College
Changing Lives, Changing Communities