

**(UN)INTENDED  
CONSEQUENCES:**

THE FIRST-YEAR  
STUDENTS

EXPERIENCE OF DUAL CREDIT

# OVERVIEW

Introductions

Rationale

Theoretical Framework

Method

Findings

Lessons Learned

Limitations



# INTRODUCTIONS

Turn and Talk: Name, Professional Role, Institution

Audience Poll:

Administrators?

Faculty?

Advisors?


Graduate Assistants?

Experience with dual credit programs/students?

What is dual credit/dual enrollment?



# RATIONALE

- Reasons for lack of academic progress in college
    - High School courses lack rigor
    - Time and cost
  - One strategy to address these concerns: Dual Credit (courses count for high school and college simultaneously)
  - Dual Credit courses have grown exponentially.
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# THEORETICAL FRAMEWORK


## Anticipatory Socialization Process

Individuals learn the norms and behaviors of a group of which they want to be a member. This information can decrease the challenges and anxieties, which accompany those challenges, after joining the group.


In other words, DC assists individuals in their transition.



# RESEARCH QUESTIONS

1. How do first-year female college students describe their high school dual credit experiences?
  2. How do first-year female college students describe their first-year college transitions?
    - a. How does dual credit prepare participants for their academic transition?
    - b. How does dual credit prepare participants for their social transition?
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# METHOD

- Single individual Interviews with 12 females
  - Seven had 30 or fewer credits (i.e., 15-27) and five had over 30 credits (i.e., 31-78).
  - Attended 10 different high schools
  - Four attended Early College High Schools
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# FINDINGS

- High school experiences
  - Range of formats
  - Range of costs
- Transition to college
  - Academic Transitions
  - Social Transitions



# HIGH SCHOOL EXPERIENCES


- Different High School Models
  - Range of formats –(ECHS, Central HS, Individual HS, Community College)
  - Range of costs – (free – \$600 a course)
- Reasons for participation - “saving a ton of money, get a “sneak peak”
- Different Models had different demands – tests, syllabus, harder grading
  - “College level” and “Don’t put too much pressure [on you] because they understand you’re still like in high school.”

# COLLEGE EXPERIENCES


## Academic Experiences

- Set up (un)realistic expectations –
  - “If I hadn’t done [dual credit] I would be dead at the university by now.”
  - “I think that [dual credit] might have given me a false idea of what it[college] would be like...”
- Led to unintended challenges (e.g., class size, feeling anonymous, college choice, selecting majors/minors)

## Social Experiences

- At a different stage of life than classmates
  - Lack of “camaraderie”
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# LESSONS LEARNED

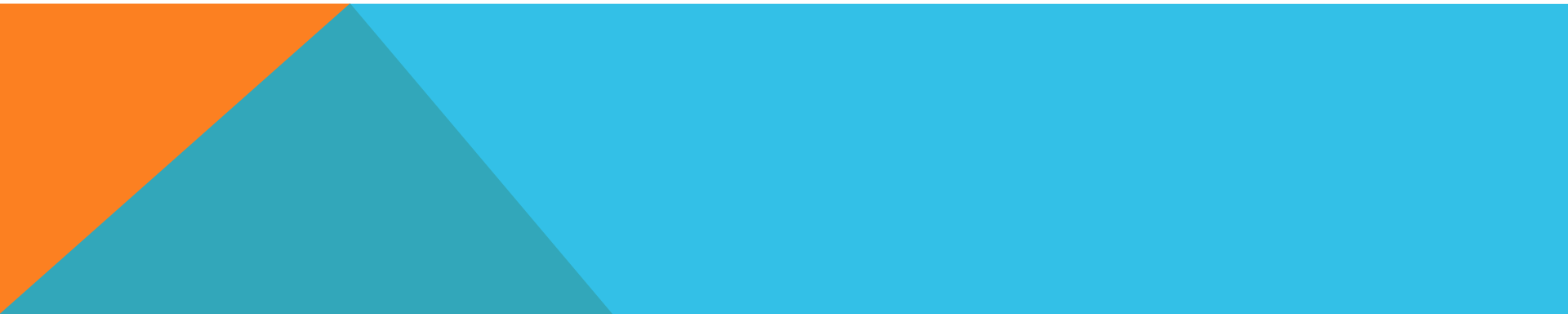
- Great programmatic variability led to a wide range of high school experiences, affecting the students' college transitions
  - Different benefits and challenges that seemed connected to the number of credits the students came in with – the more credits, the more academic challenges.
  - More credits, higher social price paid by students as well.
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# LIMITATIONS

Limited number of participants

Variability in programs made it difficult to discern how particular programs may influence the students' experiences.

Future students will be expanded to address these limitations



# QUESTIONS AND COMMENTS

Thank you!!

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