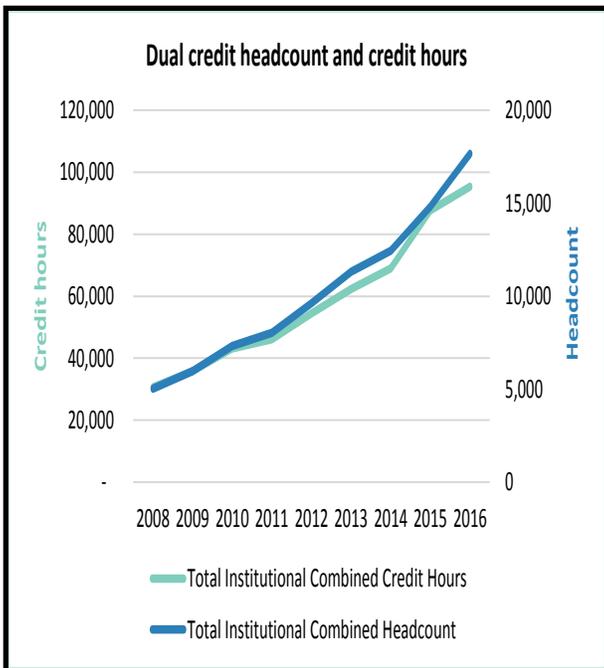




Added facilitated discussion.
 Tuesday
 9:15-10 a.m.
 A707

What is dual credit doing to your students' first-year experience?

**Facilitator:
 NRC Fellow Jean M. Henscheid**



Questions we will ponder:

- Are your state's dual credit policies helping or hindering the transition to college, retention, and degree completion?
- What are high school counselors telling students about the value of dual credit? What are they saying about the purpose of college?
- How has dual credit impacted your ability to create a cohesive first-year experience? Is inoculating students with one first-year seminar the extent of your first-year experience and is that enough?
- How can we lead these discussions at our institution?

Dual Credit/Dual Enrollment/Early College
Draft list of Pros and Cons

Possible Pros	Possible Cons
May lower cost of college attendance	Students may take the wrong courses for their eventual major, may “waste” credits
Allows high school students to engage in higher level learning	May increase time to degree if the wrong courses are taken
Gives students a taste of college-level work	Students who have taken the wrong courses may become resentful, leave college with ill feelings about higher ed
Increases likelihood that dual credit completers will matriculate to a specific college or any college (increases “go on” rate)	High school counselors may feel pressure to get students in courses without fully understanding whether they will eventually count
May build relationships between students and college faculty and staff	Increases work for already overloaded high school counselors
May shrink time to graduation	May mean creating a cohesive first-year <u>experience</u> for students more difficult. Threatens ability to create learning communities
Tightens links between high schools and colleges, enacts the idea of K-20 system	Students may see general education as a series of unrelated courses to “get through.”
Allows high school teachers to teach at a higher level. Adds jobs for college adjuncts.	State and upper division faculty may lose interest in/support for liberal education