Dual Credit Students:
An Analysis of Academic Performance

Summary of Findings
March 2007

Office of Research, Evaluation and Assessment
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Executive Summary

♦ Students comprising this study were obtained from three Dual-Credit Academic Years; AY2003-2004, AY2004-2005, and AY2005-2006.

♦ There averaged, 2,240 dual-credit students enrolled for each Academic Year. The majority were white (91%) and female (56%).

♦ The majority of dual-credit students were enrolled at 5 high schools: Park Hill High School, Park Hill South, Blue Springs High School, Lee’s Summit North, and Oak Park High School.

♦ Maple Woods (42%) was the most common campus enrolled by dual credit students followed by Penn Valley, Blue River, Longview, and BTC.

♦ The most popular courses among dual-credit students were MATH 120, ENGL 101, ENGL 102, CDCG 113, and MATH 110.

♦ The majority of grades obtained by dual credit students were “C” or better (97%).

♦ Dual-credit students attempted an average of 6.95 credit hours, completed 99% of those hours, and earned an average GPA of 3.35 in dual-credit courses.

♦ Following graduation from high school, 19% of dual-credit students enrolled in MCC within the following academic year. When the dual-credit cohorts were tracked over eight semesters, nearly 40% had enrolled as regular MCC students.

♦ In general, dual-credit students performed well in college courses, however, dual-credit student GPA’s declined on average half a point as MCC regular students in comparison to their courses attended as dual-credit students.
Introduction
Dual-Credit students are those who are able to enroll simultaneously in high school and college-level classes while concurrently earning credit. The dual credit program at MCC functions in conjunction with many participating high schools. Dual-credit courses offer high school students the opportunity to earn college credit before they finish their high school work and help to reduce duplication of courses for students matriculating to college. The result is the reduction of time and financial expenditure of obtaining a college degree.

Methodology
This report provides a summary of the 2007 Dual-credit report: Dual-Credit Students: An Analysis of Academic Performance-A Technical Report. The purpose of the technical report and this summary is to examine demographics, academic success, and courses taken by dual-credit students at Metropolitan Community College. Three academic years (AY); Summer 2003 to Spring 2004, Summer 2004 to Spring 2005, and Summer 2005 to Spring 2006 were used for the analysis. Dual-credit students enrolled in the AY2003-2004 were tracked for eight semesters, students enrolled in the AY2004-2005 were tracked for five semesters, and students enrolled in the AY2005-2006 were tracked for two semesters due to availability. Each cohort was examined independently to determine demographic characteristics, academic success, and further enrollment at MCC. In an effort to diminish redundancy, the averages of these cohorts are reported and summarized as each cohort revealed similar trends.
MCC DUAL CREDIT STUDENTS

Demographics
There were on average 2,240 dual-credit students across all cohorts. The majority of dual-credit students were white (91%) and female (56%). The racial/ethnic affiliation for white dual-credit students was higher than that of the overall MCC student population (75% white). The gender mix varied slightly from the overall population, 61% female, 39% male.

High School Attendance
Dual-credit students enrolled at MCC attended over 90 different high schools. The majority of these students attended Park Hill High School (12%), Park Hill South (11%), Blue Springs High School (8%), Lee’s Summit North (7%), and Oak Park High School (7%).

Dual-Credit Campus
Figure 1 shows the averages of student enrollment by campus for the three academic years. Forty-two (42%) of dual-credit students were enrolled through Maple Woods followed by Penn Valley (20%), Blue River (19%), Longview (15%), and BTC (9%). Some dual-credit students may have taken courses through multiple campuses.

Figure 1
Dual-Credit Student Enrollment by Campus
Course Enrollment

Students were enrolled in over 100 dual-credit courses offered through MCC. The ten most popular courses among dual-credit students were:

- MATH 120 (28%)
- ENGL 101 (17%)
- ENGL 102 (15%)
- CDCG 113 (13%)
- MATH 110 (9%)
- HIST 120 (6%)
- SPDR 100 (6%)
- CDCG 114 (6%)
- HIST 121 (6%)
- HUSC 162 (5%)

HUSC 162 had the highest percentage of “A’s” (75%), followed by CDCG 114 (74%), and CDCG 113 (72%). MATH 110 and MATH 120 had the lowest percentages of “A’s” (33% & 32%). MATH 120 had the highest percentage of unsuccessful grades (8%).

Academic Success in Dual-credit Courses

Table 1 depicts the academic performance of the dual-credit students in their dual-credit courses. Dual-credit students attempted an average of 6.95 credit hours in dual credit courses, and earned 6.88 of those hours (99%). These students earned an average GPA of 3.35 on their dual-credit courses. The majority of the grades obtained by dual-credit students were “C” or better (97%), while 2% withdrew and 2% of the grades were unsuccessful (D, F, I).

Table 1
Academic Performance for Dual-credit Courses

<table>
<thead>
<tr>
<th>Average Dual Credit Students</th>
<th>Dual Credit Attempted Hours</th>
<th>Dual Credit Earned Hours</th>
<th>Dual Credit GPA</th>
<th>“C” or better</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,240</td>
<td>6.95</td>
<td>6.88</td>
<td>3.35</td>
<td>97%</td>
</tr>
</tbody>
</table>

SOURCE: MCC Research Database
Post High School Enrollment at MCC

Upon graduating from high school, only 19% of dual-credit students enroll at MCC the following academic year. It is important to note that not all of the dual-credit students in our cohorts were seniors and therefore many were unable to matriculate to MCC until the following year. However, tracking these students longitudinally eight semesters, for AY2003-2004, 40% of these dual-credit students eventually enrolled as MCC regular students. Extending the “track” out five semesters, for the AY2004-2005, 32% of these students had eventually enrolled as MCC regular students. These longitudinal or “track” numbers reflect both the Seniors and Juniors in our cohorts that would have graduated during these time frames. It is unclear whether dual-credit students transfer to four year institutions or stop-out and eventually return to MCC.

MCC Academic Performance as Regular MCC Students

Upon entering MCC as regular students, these past dual-credit students average a 2.83 GPA. Dual-credit students experienced a form of transfer shock with the GPA decline of half a point in subsequent semesters as compared to their GPA’s in their dual credit courses.

For more detailed information please refer to the 2007 OREA technical report entitled Dual-Credit Students: An Analysis of Academic Performance.