



---

# SUPPORTING SUCCESS FOR EARLY COLLEGE STUDENTS

**JULIE EDMUNDS**

**SERVE CENTER, UNIVERSITY OF NORTH CAROLINA AT GREENSBORO**

## KEY POINTS

- Early college is different from dual enrollment because it provides a more comprehensive experience.
- Early college has positive impacts on students, including populations traditionally underserved.
- Students need multiple types of support to be successful.
  - Promoting academic readiness
  - Building academic behaviors
  - Helping students be successful in college classes
  - Helping students through the college application process

# THE EARLY COLLEGE MODEL

Often small schools of choice (growing number of academies, entire high schools)

Frequently located on college campuses

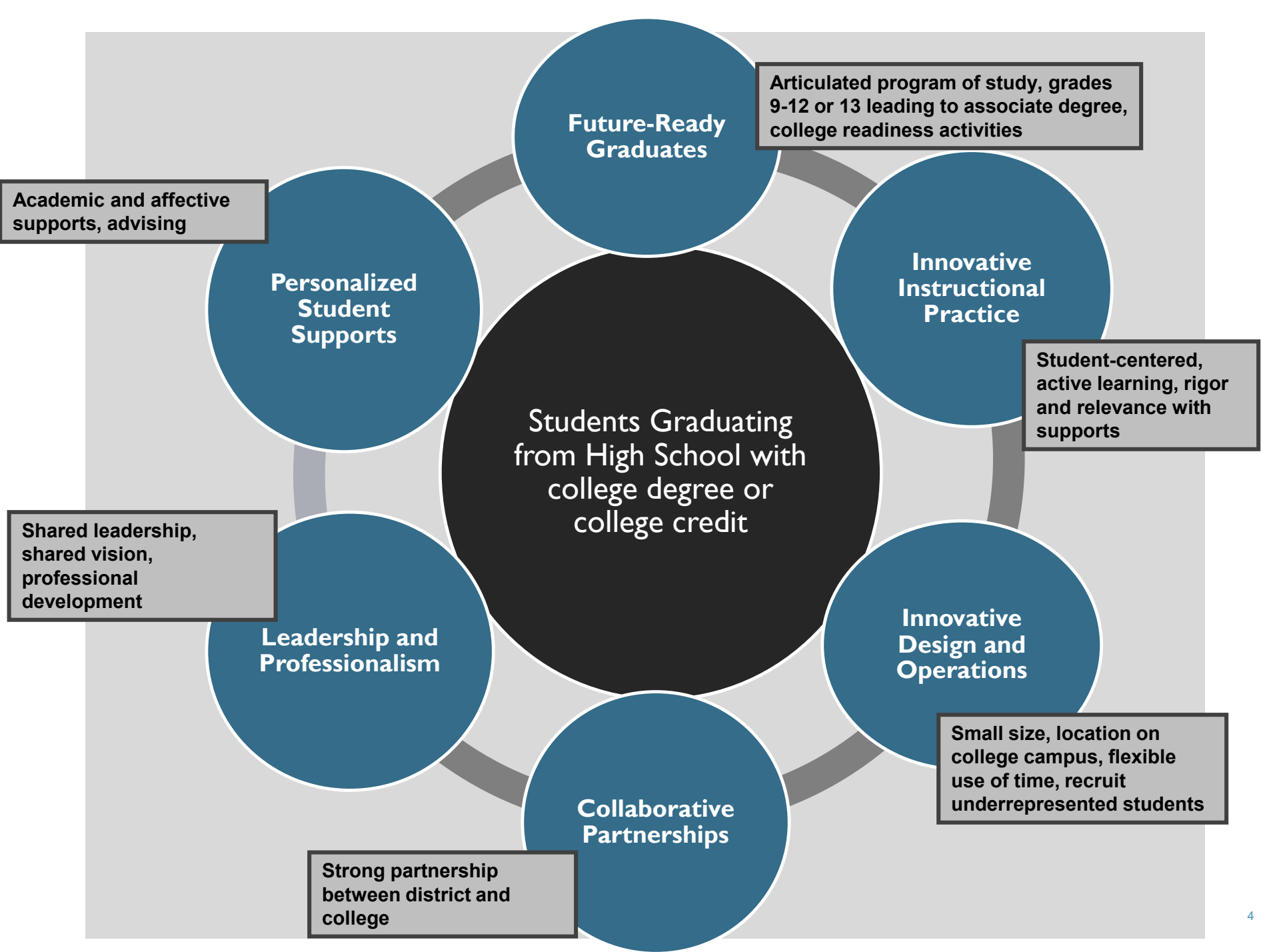
Serve students in grades 9-12 or 13

Targeted at students who are underrepresented in college

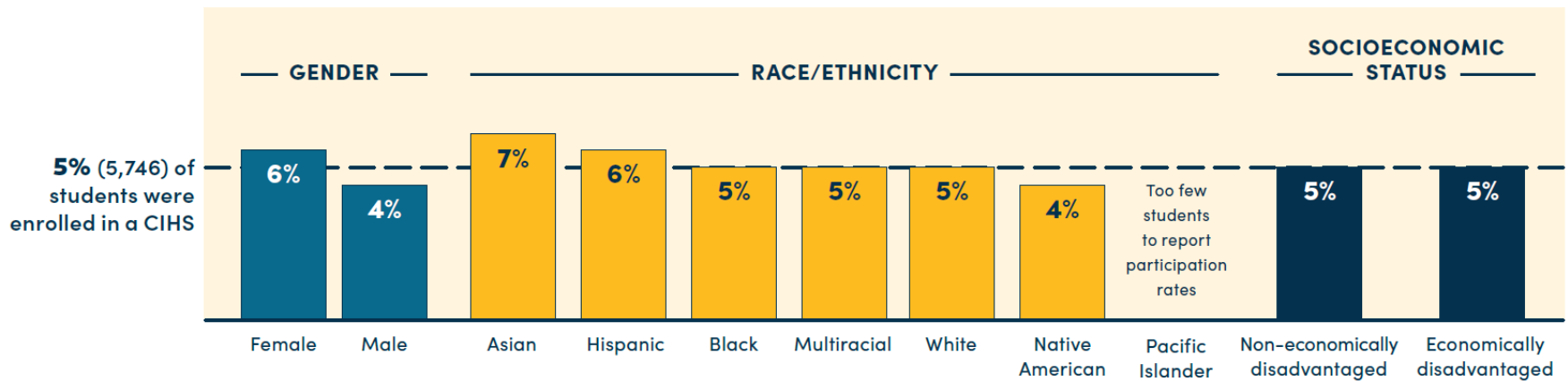
- First generation; low-income; minority

Goal is to get a high school diploma and two years of college credit/AA

Represents a comprehensive re-envisioning of high school experience:



# EARLY COLLEGES GENERALLY HAVE MUCH MORE EQUITABLE PARTICIPATION THAN TRADITIONAL DUAL ENROLLMENT PROGRAMS.



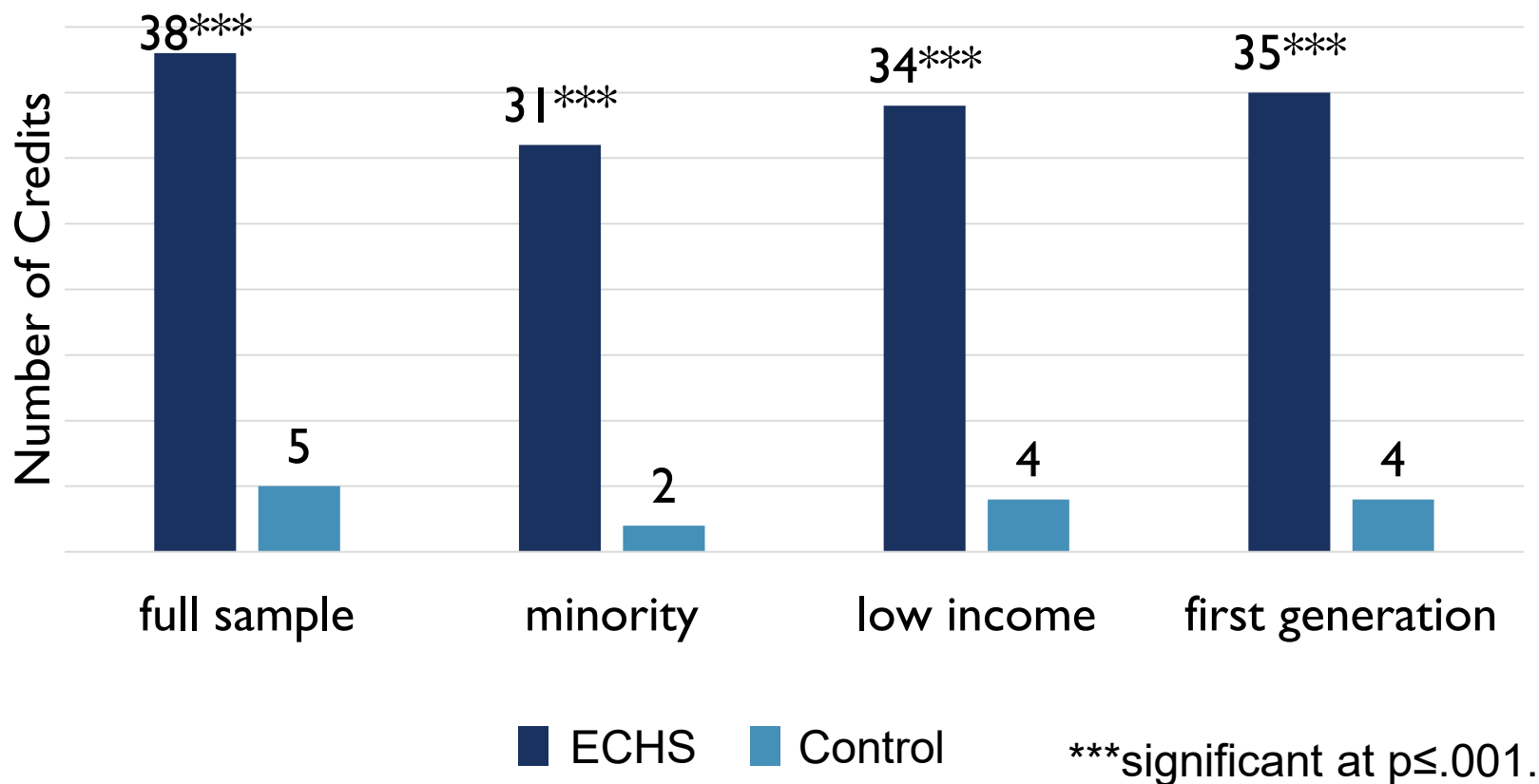
## Key Takeaways

- CIHS participants are generally representative of the student population with gender, race/ethnicity; and economic disadvantage.

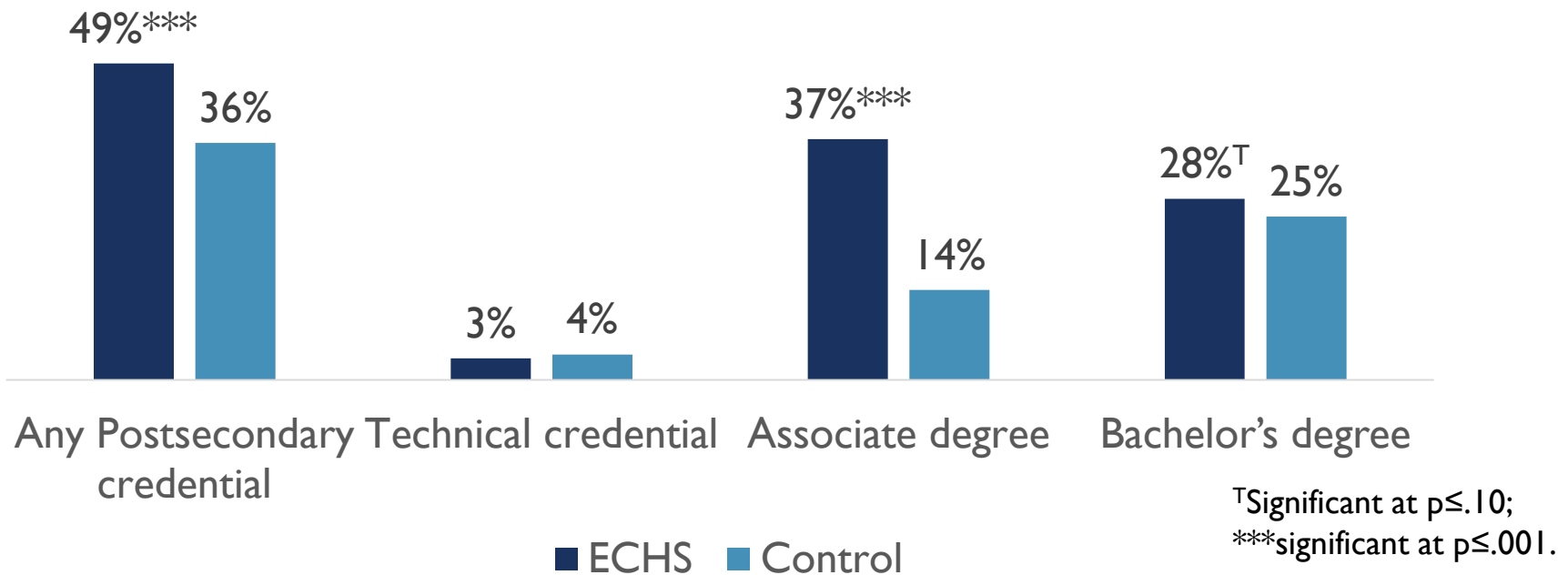
# TESTING THE IMPACT OF NC'S MODEL

- Funded by four grants from the Institute of Education Sciences and one from Arnold Ventures
- Seventeen-year experimental study comparing students who applied and were randomly offered a slot in the early college with students who applied and were randomly turned down
- Examines the impact of the model on core outcomes: coursetaking, academic performance, behavior, attitudes, dropout, graduation from high school, postsecondary enrollment, **college credit attainment, postsecondary performance and postsecondary credentials**

## EARLY COLLEGE STUDENTS EARNED MANY MORE COLLEGE CREDITS BY THE END OF 12<sup>TH</sup> GRADE



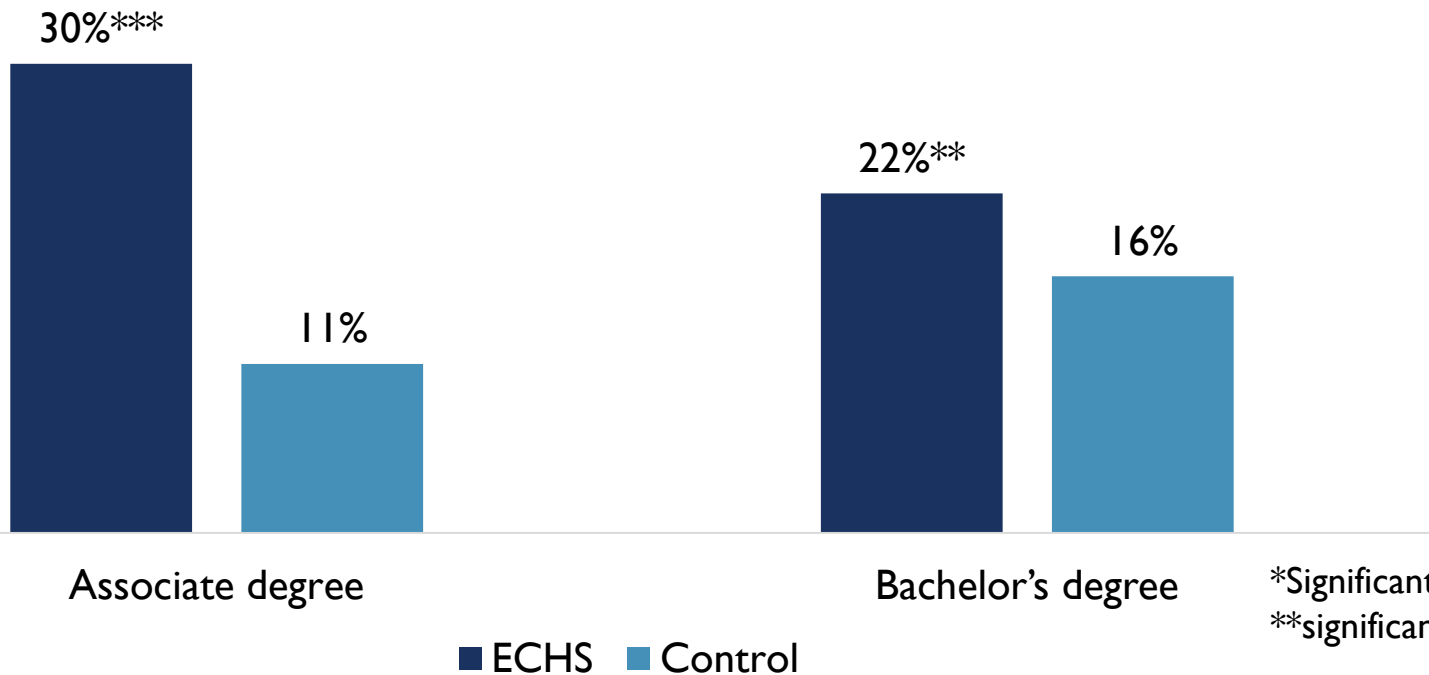
# Impact on Postsecondary Credentials: 6 years after 12<sup>th</sup> grade



Early college students also earned their degrees more rapidly: two years more rapidly for associate degrees and 6 months for bachelor's degrees



# IMPACT ON ECONOMICALLY DISADVANTAGED STUDENTS—BY SIX YEARS AFTER 12<sup>TH</sup> GRADE



\*Significant at  $p \leq .01$ ;  
\*\*significant at  $p \leq .001$ .

WHAT WE  
KNOW SO FAR  
ABOUT THE  
IMPACT OF  
EARLY  
COLLEGES...

---

Early college students are more likely to earn a postsecondary credential, mostly associate degrees

---

Economically disadvantaged students are more likely to earn a 4-year degree

---

Early college students earn degrees more rapidly

---

BUT does all of this emphasis on “speed” and “efficiency” mean that something is being lost?

---

We can look at various measures of postsecondary performance to see how they do after they leave the early college.

# EARLY COLLEGE STUDENTS HAD THE SAME GPA AS REGULAR COLLEGE STUDENTS

	Early College	Control Group	Impact Estimate
<b>Cumulative UNC System GPA</b>			
<b>Through two years after 12<sup>th</sup> grade (grade 14)</b>	2.66	2.59	.07
<b>Through three years after 12<sup>th</sup> grade (grade 15)</b>	2.60	2.57	.03
<b>First Year in College</b>	2.67	2.63	.06
<b>Second Year in College</b>	2.74	2.76	-.02

## EARLY COLLEGE STUDENTS TOOK MORE ADVANCED CREDITS AND WERE LESS LIKELY TO SWITCH MAJORS.

Outcome	Early college	Control group	Impact Estimate
% of credits earned in advanced courses (300+) as of receipt of BA	38.0%	25.7%	12.3%***
% of students with double major as of receipt of BA	8.8%	7.9%	0.8%
% of students switching major	30.5%	37.3%	-6.8%**

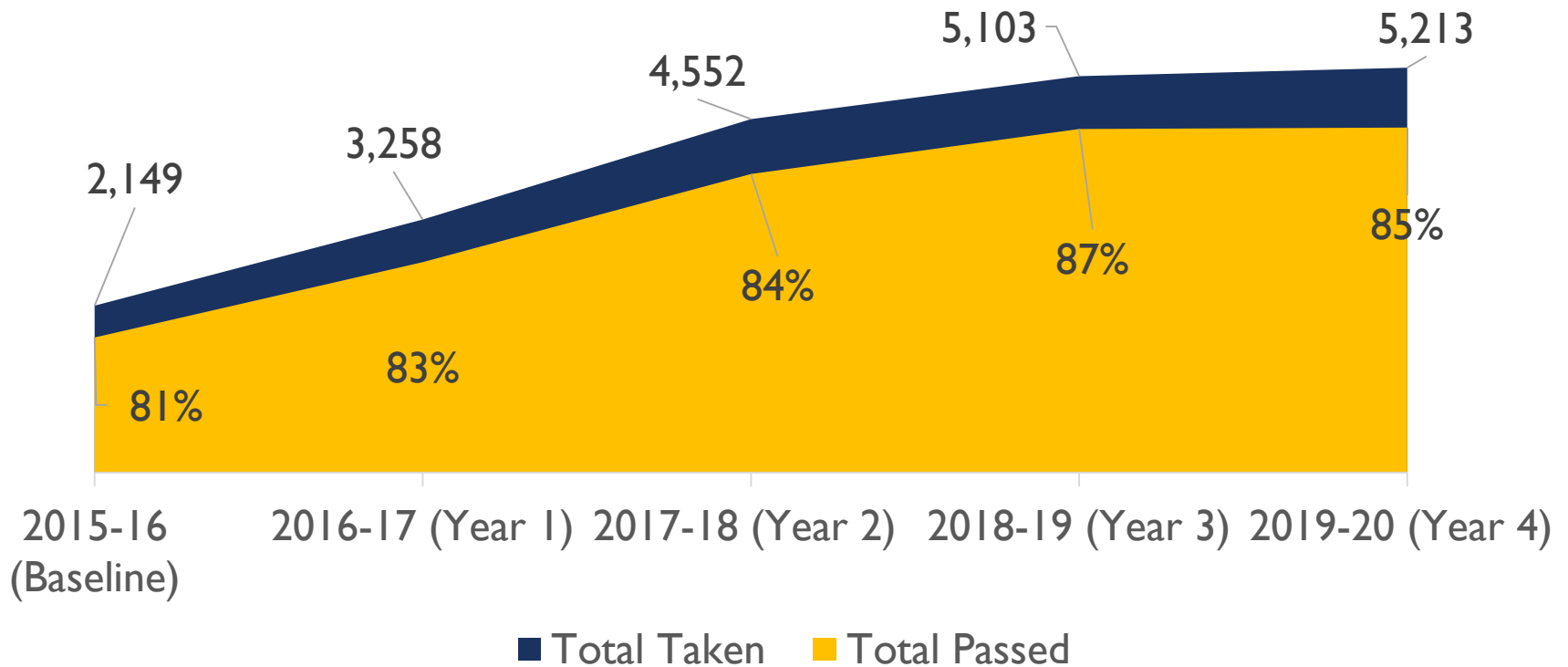
\*\* $p \leq .01$ ; \*\*\* $p \leq .001$

WHAT  
SUPPORTS ARE  
NECESSARY TO  
HELP  
STUDENTS  
SUCCEED?

INSIGHTS  
FROM  
MULTIPLE  
STATES

# EXPANDING ACCESS TO COLLEGE COURSES SHOULD NOT COME AT THE EXPENSE OF STUDENT SUCCESS

## Dual Enrollment Expansion in Columbus, Ohio Region



# STRATEGIES USED TO SUPPORT STUDENT SUCCESS IN THE EARLY COLLEGE AND BEYOND

1

Build academic readiness

2

Pay explicit attention to academic behaviors

3

Provide proactive supports for students taking college classes

4

Support the logistics of the transition to college

## BUILD ACADEMIC READINESS

- Focused instruction on critical thinking skills
- Emphasized effective writing and communication
- Used software or other programs to improve math and reading skills

Rigor. All of our courses we are expecting students to read and write above grade level because just writing in ninth grade is not going to get you successful in [college] courses. They read and write in every class. My math class is structured where it's not, "Solve equation one, solve equation two." It's, "Here's a scenario. How would you write an equation? What does this mean?" It's deep higher-level thinking, thinking deeper about concepts.  
–Early College Math Teacher



**PAY EXPLICIT  
ATTENTION  
TO  
ACADEMIC  
BEHAVIORS**

---

Taught students organizational skills  
(time management, note taking, study  
skills)

---

Scaffolded students around self-advocacy

---

Taught students how to behave in a  
college class

---

Built students' ownership for learning by  
having them set their own goals

## HOW DID EARLY COLLEGES BUILD THESE ACADEMIC BEHAVIORS?

- Embedded academic behavior instruction in high school classes
- Provided seminars or advisories with a curriculum focused on these topics
- Offered the AVID curriculum
- Offered a college success skills course (usually a one-credit college course)
- Included grades for academic behaviors on the report card

## PROACTIVE SUPPORT FOR STUDENTS TAKING COLLEGE COURSES

- Systematic monitoring
  - High school staff checking on student performance during advisories
  - In Ohio, high schools had access to the college's Early Alert System
- Tutoring activities
  - High school teachers
  - Peer tutoring (Supplemental Instruction)
  - Online college tutoring
- Paired high school and college courses

“I get an email and, if I log into Starfish, I can also view all of those alerts. For example, right now, I got an alert from an English professor for a student that [had a] participation concern, attendance concern, class completion concern—and all for the same student. That student has [health challenges]. So, knowing that they're struggling in the class and might not be able to attend class for a while, I reached out to [the Columbus State advisor] today to see what the options were. If we have a medical note, we can drop the class without penalty of a W [on the student's transcript].”-High school counselor

## SUPPORT THE LOGISTICS OF THE TRANSITION TO COLLEGE

Support students as they select colleges, develop college applications

Provide support for FAFSA completion

House these tasks within advisory or part of a senior project

Check out sessions on supports at Dual Enrollment Conference, including one on financial aid: <https://www.youtube.com/channel/UCNmJyc6KlyrQtjZ9k06ITLg>

# CONCLUDING IDEAS

- Early college is not just about dual enrollment; it is a comprehensive experience that includes supports.
- Early college has the potential to improve outcomes for students.
- Helping students successfully make the transition to college courses--and then to college--requires:
  - Promoting academic readiness
  - Building academic behaviors
  - Supporting students in college classes
  - Helping students through the college application process

FOR MORE INFORMATION

Julie Edmunds  
[jedmunds@serve.org](mailto:jedmunds@serve.org)  
336-315-7415