

Student success on different credit attainment pathways

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Background

- The transition from high school to college can be difficult for unprepared students.
- The National Assessment of Educational Progress (NAEP) found that only 38% of 12th Grade students performed above the proficient level in reading and only 26% performed above the proficient level in math.
 - Remedial classes

Background

- There are a number of different ways in which students prepare for this transition.
- Preparing for college in high school utilizing Dual Credit course.
- Junior/community colleges are commonly advertised as advantageous by slowly integrating students into college life.



Objective

- The objective of this study was to determine differences in GPA and standardized entry exams (SAT and ACT) based on how students prepared for and began their college careers.

Materials and Methods

- Incoming freshman were classified as either:
 - Student participation in dual credit in high school and then transferring into the 4-year public university (DC)
 - Student attendance at a community college (approximately 60 hrs) and then transferring into the 4-year public (CC)
 - First time undergraduate with no dual credits earned or no community college transfer credits (FTU)



Materials and Methods

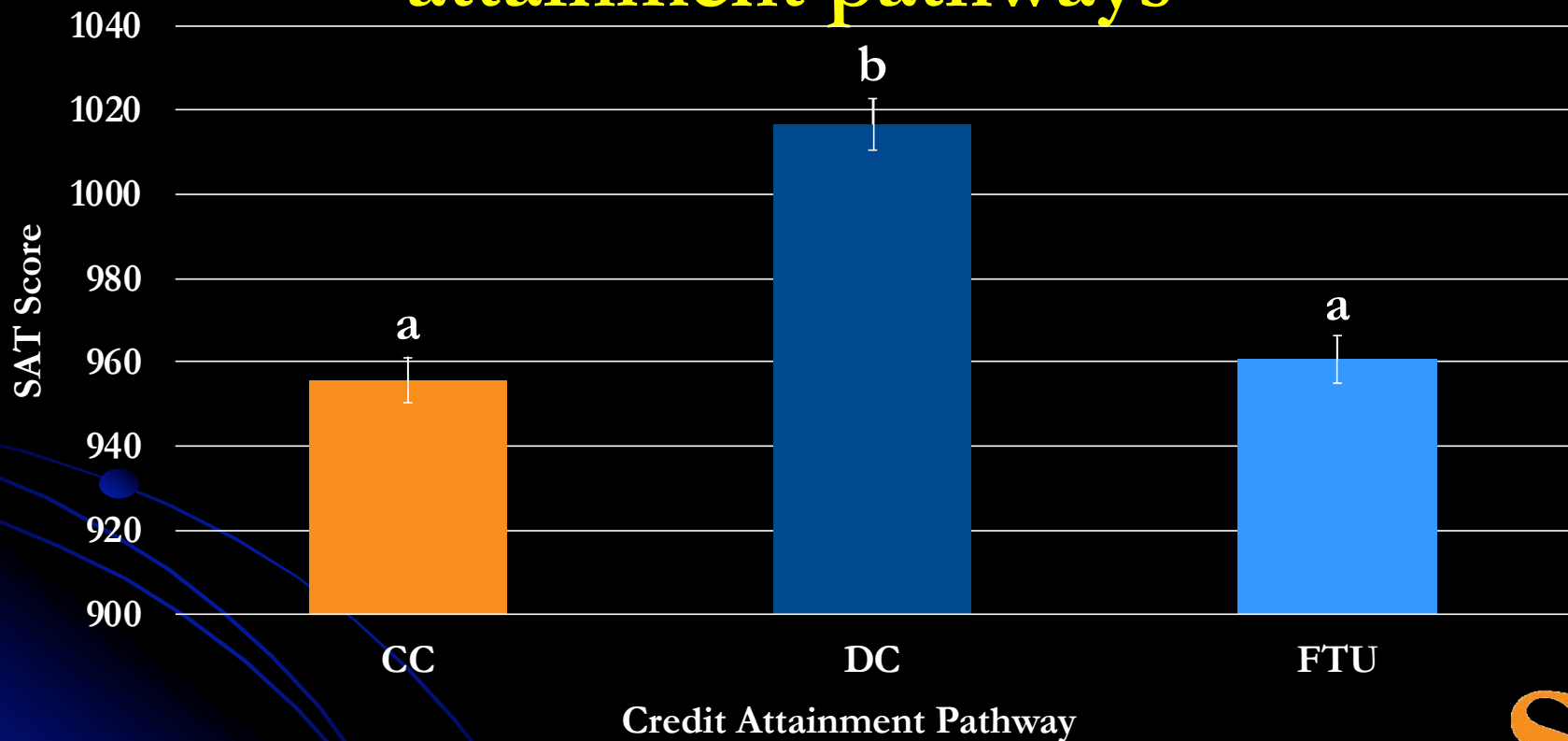
- Data were collected from incoming students at SHSU over an eight year period (n = 11582).
- Data collected included
 - SAT scores
 - ACT scores
 - GPA at 60 hrs, 90 hrs, and graduation
 - Age of admittance



Materials and Methods

- GPAs and entry scores were compared across the three credit attainment pathways (DC, CC, and FTU) using the GLM procedure in SAS.

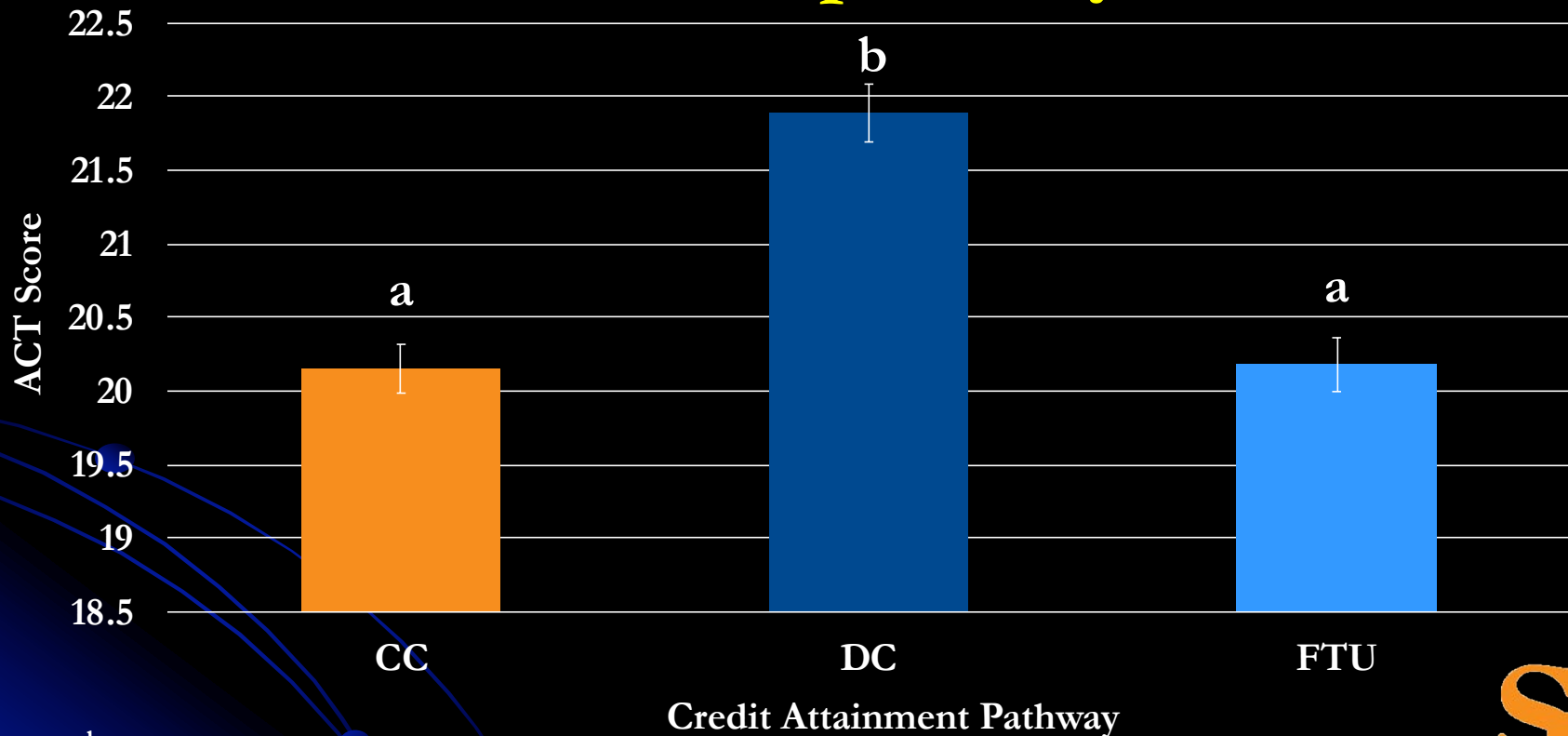
SAT scores for students with different credit attainment pathways



^{ab} Credit attainment pathways with different superscripts differ at $P > 0.05$



ACT scores for students with different credit attainment pathways



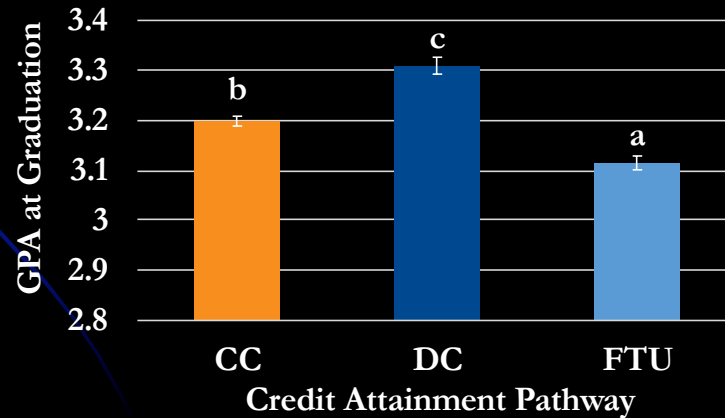
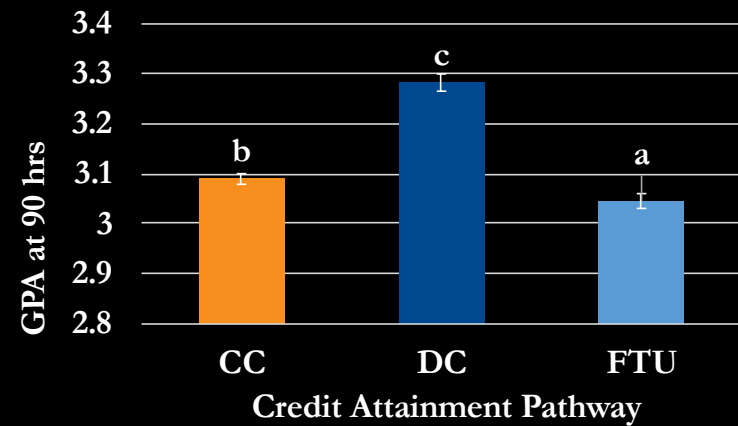
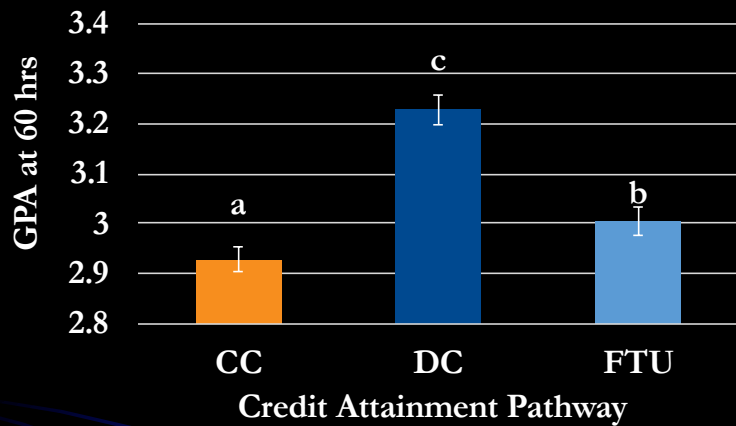
^{ab} Credit attainment pathways with different superscripts differ at $P > 0.05$



Results

- DC students may be more motivated in high school and therefore perform better on entrance exams in college.
- Same pattern seen for both SAT and ACT scores

GPA for students with different credit attainment pathways at 60 hrs, 90 hrs and graduation

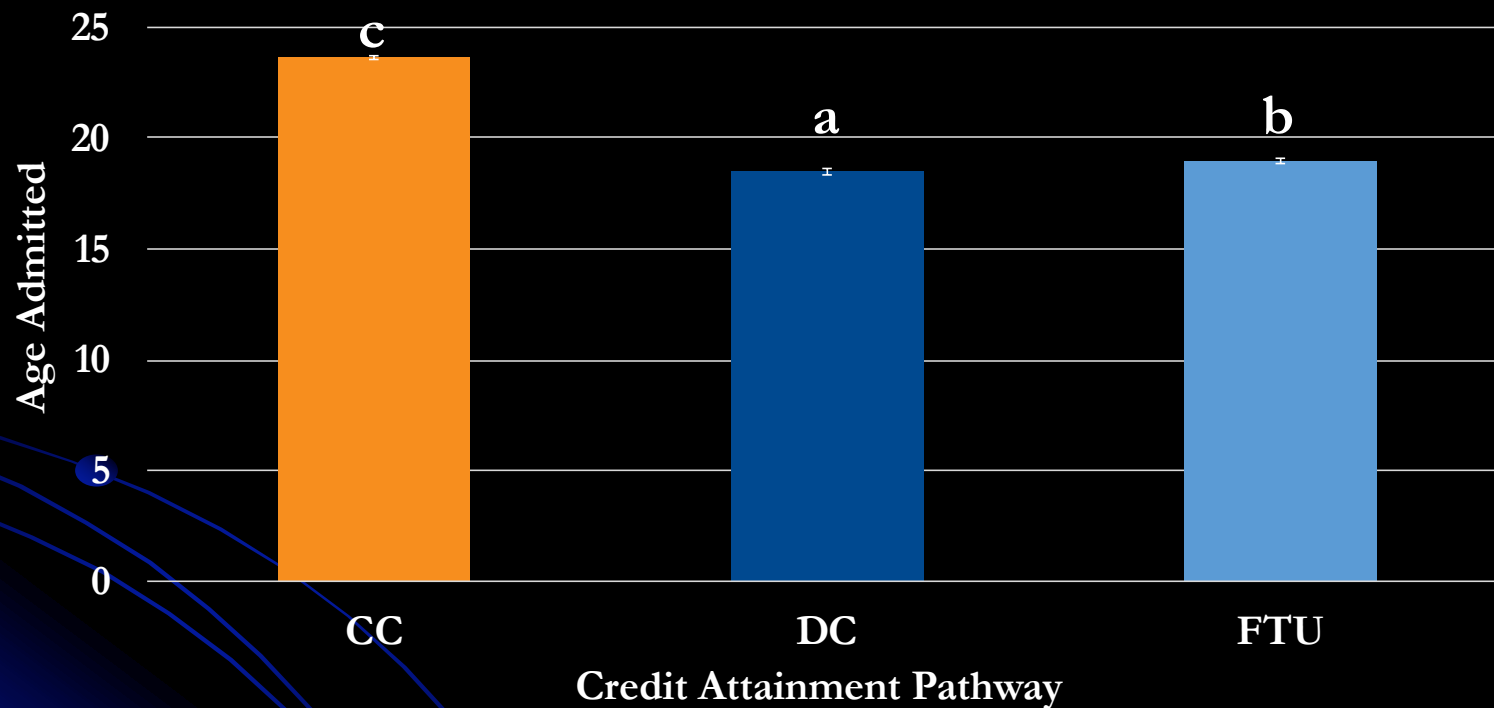


Results

- Dual credit students exceed other pathways
- While FTU students outperform CC students at 60 hrs, at 90 hrs and graduation CC students outperform FTU students



Average age admitted for students with different credit attainment pathways



^{abc} Credit attainment pathways with different superscripts differ at $P > 0.05$



Results

- Average age of FTU and DC is 18 (at 0 hrs)
- Average age of CC is 24 (at 60 hrs)
- CC Students are approximately 2 years older than both DC and FTU students.



Discussion

- Freshmen with Dual Credit are likely motivated, and that translates to better performance in college.
- Students who attend a community college may take time to adjust, but ultimately outperform undergraduates who spend their entire career at a four year institution.
 - Age of students may affect this



Conclusions

- Average SAT and ACT are likely not strong predictors of college performance.
- Students' motivations play a large role in their academic success.
 - Dual credit hours are a good indication of this motivation.



Conclusions

- Students who spend 2 years (60 hrs) at a community college come out better prepared for the rest of their undergraduate degree.

Questions?

