

DETERMINING THE ESSENTIAL COMPONENTS OF STATE AND INSTITUTION DUAL
CREDIT PROGRAM POLICY IN NEW MEXICO: A DELPHI STUDY WITH HIGH
SCHOOL AND COLLEGE EXPERTS

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and College Experts

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DOCTOR OF PHILOSOPHY

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ABSTRACT

The purpose of this Delphi study was to determine the essential components of dual credit in New Mexico. Dual credit experts from colleges and high schools in New Mexico were asked to participate in a three-round Delphi study to determine what the future policy of dual credit should be, and why it should be that way.

Definitions of dual credit may vary significantly from one state or program to another. For the purpose of this study, *dual credit program* will be defined as “a program that allows high school students to enroll in college-level courses offered by a postsecondary institution that may be academic or career technical but not remedial or developmental, and simultaneously to earn credit toward high school graduation and a postsecondary degree or certificate” (SB 943, 2007, p. 1; Title 5, Chapter 55, Part 4, New Mexico Administrative Code, 2008, p. 1; Title 6, Chapter 30, Part 7, New Mexico Administrative Code, 2010, p. 1). Dual credit courses may be offered on a college campus, online, or at a high school location.

The first round instrument was developed by the researcher based upon an extensive literature review regarding dual credit and specific items relating to the structure of dual credit in New Mexico. Subsequent instruments were developed based upon responses from the expert panel in the previous round. Consensus and non-consensus items were used to develop recommendations for dual credit policy and can be used by stakeholders to guide institution dual credit procedures. Recommendations from this study may be used by other states to analyze dual credit policies.

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DEDICATION

This dissertation is dedicated to the loving memory of my parents, Gordon D. Carlson and Rose M. Carlson. I am eternally grateful for their lifelong love, encouragement, support, and sacrifices. They maintained a strong passion for the value of education, never wavering in their confidence that I would fulfill any goals that I set for myself. Without them, this achievement would not have been possible.

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CHAPTER 1. INTRODUCTION

This Delphi study will determine the essential components of dual credit in New Mexico. Insight will be gleaned from individuals working with dual credit at secondary and postsecondary institutions in New Mexico.

It was noted that, “Historically a few high-achieving, highly-motivated high school students who, having exhausted course offerings in their special area of interest, had attended college or university to continue their studies, often apparently without receiving high school credit for their work” (Scott, 2010). Responding to increased interest in this issue, the New Mexico legislature adopted “concurrent enrollment” procedures in 1990, permitting postsecondary institutions to include secondary students enrolled in postsecondary courses within their student enrollment count for funding purposes. Postsecondary expenses for these students would be paid by the secondary districts.

Questions arose regarding postsecondary tuition waivers or transfer, guidelines for determining acceptable concurrent enrollment courses, transportation, tuition arrangements, course schedule coordination, the relationship with existing programs (Advanced Placement, honors, and tech prep), and inconsistency of standards. Based upon these concerns, the New Mexico legislature called for the formation of an advisory committee from the Commission of Higher Education and Public Education department to examine the concurrent enrollment program and recommend improvements.

Dual credit, as it is currently constituted in New Mexico, began with SB 943 (2007) and SB 31 (2008) sponsored by New Mexico State Senator Cynthia Nava (New Mexico Higher Education Department and Public Education Department, 2008). This legislation was integrated into New Mexico Administrative Code (NMAC) with identical postsecondary (Title 5, Chapter

55, Part 4 (2008)) and secondary (Title 6, Chapter 30, Part 7 (2010)) language. In 2010, Title 5, Chapter 55, Part 4 was repealed and replaced with a reference to Title 6, Chapter 30, Part 7. Dual credit in New Mexico is “a program that allows high school students to enroll in college-level courses offered by a postsecondary institution that may be academic or career technical but not remedial or developmental, and simultaneously to earn credit toward high school graduation and a postsecondary degree or certificate” (SB 943, 2007, p. 1; Title 5, Chapter 55, Part 4, New Mexico Administrative Code, 2008, p. 1; Title 6, Chapter 30, Part 7, New Mexico Administrative Code, 2010, p. 1). Students must (a) be enrolled in a regular public school or charter school in one-half or more of the minimum course requirements approved by the public education department for public school students and (b) obtain permission from a school counselor, the school principal or head administrator of a charter school prior to enrolling in a dual credit course (New Mexico Legislature, 2007a, p. 1; New Mexico Legislature, 2008, pp. 1-2). To be eligible for dual credit designation and funding, courses offered at the high school must be part of the postsecondary program leading to a certificate or degree, and enrollment must be available to the general public.

Application and tuition expenses are waived for public secondary school and charter school dual credit students. Textbooks are purchased by the secondary institution, at no cost to dual credit students; though, secondary institutions are reimbursed for this expense and retain the textbooks. Postsecondary institutions must collect data, including (a) the number of students taking dual credit courses; (b) the participating school districts, charter schools and public postsecondary educational institutions; (c) the courses taken and grades earned; (d) the high school graduation rates for participating school districts and charter schools; (e) the public postsecondary educational institutions that participating students ultimately attend; and (f) the cost of

providing dual credit courses (New Mexico Legislature, 2007a, pp. 3-4; New Mexico Legislature, 2008, pp. 4-5).

Accompanying this legislation was *SB 561: The High School Redesign Act*, proposed by New Mexico State Senator Cynthia Nava, a portion of which stated, “For students entering the ninth grade beginning in the 2009-2010 school year, at least one of the units required for graduation shall be earned as an advanced placement or honors course, a dual-credit course offered in cooperation with an institution of higher education or a distance learning course” (New Mexico Legislature, 2007b, p. 16). This legislation further codified state support for dual credit offerings in New Mexico.

In 2010, New Mexico House Bill 90 provided for expansion of the dual credit program to include Bureau of Indian Education high schools and tribal colleges in New Mexico with the same provisions as the previous dual credit legislation (New Mexico Legislature, 2010). Prior to 2011, dual credit statute in New Mexico was present in Title 5, Chapter 55, Part 4, New Mexico Administrative Code and Title 6, Chapter 30, Part 7, New Mexico Administrative Code. In 2011, Title 5, Chapter 55, Part 4, New Mexico Administrative Code was replaced with a statement referring to Title 6, Chapter 30, Part 7, New Mexico Administrative Code as the policy governing dual credit in New Mexico.

Statement of the Problem

The problem addressed in this study is the need to determine essential components of dual credit in New Mexico from the perspective of experts at secondary and postsecondary institutions in New Mexico. Stakeholder priorities must be ascertained in order to determine what the future state of dual credit in New Mexico should look like, and why it should look that way. Issues addressed will include student access, eligibility, program information, secondary

institution requirements, postsecondary institution responsibilities, education agency perspectives, and policymaker expectations.

Financial constraints upon higher education institutions and students enhance the importance of ensuring that educational opportunities maintain academic quality and economic value. Some states provide substantial financial support for dual credit participation, substantially decreasing the costs for student participation in dual credit coursework while enrolled in high school. New Mexico prohibits charging students for tuition and books for dual credit courses. This provision helps remove financial barriers for secondary students seeking to enroll in dual credit coursework.

Significance of the Problem

Education is a foundation of our society. By examining the role of dual credit in providing educational opportunities for high school students, institutional and governmental policies may be better tailored to address student education needs. Dual credit (sometimes referred to as dual enrollment) has been implemented in many states, allowing high school students to take college courses and earn credits toward high school graduation. Dual credit has implications for students, higher education, and secondary education institutions. Catron (2001b) highlighted the growth and appeal of dual credit in rural areas. Students may be able to access courses for which their local high school does not have the resources to employ instructors, especially relevant in small, rural school districts. Students may get a head start in advancing their postsecondary education.

Some dual credit students have indicated “that taking classes with traditional college age students and adults adds a new and demanding dimension to learning” (State Board of Community and Technical Colleges, 2006, p.3). Students may also be delayed in completing a

higher education associate degree without opportunities to enroll in dual credit courses while in high school.

Dual credit program objectives include (a) establishing a learning continuum from high school through college, (b) reducing time to postsecondary degree completion, (c) reducing course duplication, (d) enhancing academic preparedness, (e) increasing curricular options, and (f) expanding technical education options (Fincher-Ford, 1997, p. xiii). Indeed:

Dual-credit programs consistently create opportunities and real incentives for high school students to work hard academically, explore their educational interests before full-time college study, review various career options, and understand what is required of them to be successful in a career or profession. (p. 5)

Andrews (2000) observed that “enlightened state government and educational coordinating agencies can do much to improve on the delivery, expansion, and financial support available for schools offering dual-credit options and for those students enrolling in dual-credit programs.” (p. 101). Noting the lack of research supporting these benefits, it was suggested that, “Programs should engage in data collection in order to confirm that students, particularly middle- and low-achieving students, do achieve these outcomes from their program participation” (p. 3).

Arguments in support of dual credit enrollment were highlighted by researchers (Fincher-Ford, 1997; U. S. Department of Education 2005; Andrews, 2000; Catron, 2001a, 2001b; Porter 2003; Johnstone & del Genio, 2001; Chapman, 2001; Decker, 2006; O’Connor, 2007; Hoffman, Vargas, & Santos, 2009). Opposing arguments were highlighted by researchers including Porter (2003) and Dougan (2005). These will be discussed at length in Chapter Two.

Emerging technologies have allowed distance learning (also called distance education) to facilitate the use of online, interactive video, hybrid, correspondence, or other methods to deliver

instruction to individuals who may not otherwise be able to access these opportunities. Dual credit instruction may also be delivered through these technologies.

Procedural barriers to student dual credit enrollment may be addressed at the state level and among secondary and postsecondary institutions. Oversight, coordination, financial, and other considerations may be addressed on a larger level.

Purpose of the Study

The purpose of this study is to determine the essential components of dual credit in New Mexico from the perspective of individuals working with dual credit at secondary and postsecondary institutions in New Mexico to determine the future state of dual credit in New Mexico. Issues addressed will include student access, eligibility, program information, secondary institution requirements, postsecondary institution responsibilities, education agency perspectives, and policymaker expectations.

Research Questions

The following research questions will guide this study:

1. What is the historical context from which current practices and educational philosophy in dual credit has emerged?
2. What has been the impact of dual credit upon postsecondary institutions, secondary institutions, and students?
3. What actions should be taken regarding dual credit?
4. What should be the philosophy and practice of dual credit in the state?

Definition of Terms

Definitions of dual credit may vary significantly from one state or program to another. For the purpose of this study, *dual credit program* will be defined as “a program that allows high

school students to enroll in college-level courses offered by a postsecondary institution that may be academic or career technical but not remedial or developmental, and simultaneously to earn credit toward high school graduation and a postsecondary degree or certificate” (SB 943, 2007, p. 1; Title 5, Chapter 55, Part 4, New Mexico Administrative Code, 2008, p. 1; Title 6, Chapter 30, Part 7, New Mexico Administrative Code, 2010, p. 1). This statute established the provisions for dual credit in New Mexico, and thus is appropriate to the scope of the study. Dual credit offerings are governed by a *Uniform Master Agreement* which is a document “developed in collaboration with school districts, charter schools and the public post-secondary educational institutions, that govern the roles, responsibilities and liabilities of the school district or charter school, the institution and the student and the student's family (SB 943, 2007, p. 3; SB 31, 2008, pp. 3-4). Dual credit courses may be offered on a college campus, online, or at a high school location.

Robertson, Chapman, and Gaskin (2001) noted, “The terms concurrent enrollment, dual credit, dual enrollment, postsecondary enrollment, and coenrollment (sic) are used interchangeably to describe a rising trend in academic programming at community colleges that supports seamless education” (p.1). *Dual enrollment* is defined by the glossary for the Integrated Postsecondary Education Data System (IPEDS) developed by the United States Department of Education’s National Center for Education Statistics, as “a program through which high school students may enroll in college courses while still enrolled in high school” (IPEDS, 2007). Though some literature from other states may refer to dual enrollment, subsequent references to dual enrollment will be viewed within dual credit as defined above. IPEDS defines dual credit as “A program through which high school students are enrolled in Advanced Placement (AP)

courses, taught at their high school, that fulfill high school graduation requirements and may earn the student college credits” (IPEDS, 2007).

Assumptions

This study is based upon the assumption that data garnered from the panelists in this study will help provide sufficient information to determine essential criteria for dual credit in New Mexico. It is assumed that this information will be able to be utilized by state legislators, agencies, postsecondary, and secondary institutions to enhance dual credit opportunities for students in New Mexico. It is also assumed that panelist viewpoints will be portrayed as clearly as possible from the Delphi survey responses, free of researcher bias.

Limitations

Limitations “are potential weaknesses or problems in quantitative research that are identified by the researcher” that “often relate to inadequate measures of variables, loss or lack of participants, small sample sizes, errors in measurement, and other factors typically related to data collection and analysis” (Creswell, 2005, p. 593). The Delphi results constitute an informed consensus based on compromise, though not always the best judgments (Mitroff & Turoff, 1975). Potential limitations of Delphi research include: (a) expertise of panel members as it impacts their decision-making, (b) time constraints limiting panel member consideration of questions, (c) the impact of group ratings upon individual panelist responses, and (d) the resulting list of ideas may not be all-inclusive (Clayton, 1997, Conclusions, para. 2).

Delimitations

This study will seek to determine the essential components of dual credit in New Mexico from the perspective of individuals working with dual credit at secondary and postsecondary institutions in New Mexico.

Organization of the Study

Chapter one has been an introduction to the problem, purpose, significance, research questions, and important definitions guiding this study. Chapter two will review literature related to issues of dual credit enrollment and the movement of students from secondary institutions through postsecondary degree completion. Chapter three will outline the methodology and procedures for conducting the study. Chapter four will demonstrate the findings from the data analysis. Chapter five will summarize the findings, articulate conclusions for the study, and offer recommendations for further study.

CHAPTER 2. LITERATURE REVIEW

Purpose of the Study

The purpose of this study is to determine the essential components of dual credit in New Mexico from the perspective of individuals working with dual credit at secondary and postsecondary institutions in New Mexico to determine the future state of dual credit in New Mexico. Issues addressed will include student access, eligibility, program information, secondary institution requirements, postsecondary institution responsibilities, education agency perspectives, and policymaker expectations.

Research Questions

The following research questions will guide this study:

1. What is the historical context from which current practices and educational philosophy in dual credit has emerged?
2. What has been the impact of dual credit upon postsecondary institutions, secondary institutions, and students?
3. What actions should be taken regarding dual credit?
4. What should be the philosophy and practice of dual credit in the state?

Introduction

Dual credit programs have been a valuable example of enhanced collaboration between higher education institutions and high schools. Though many states have implemented dual credit programs, details vary by state.

An extensive literature review was conducted to provide background for a discussion of dual credit. High school topics include academic preparation, transition from high school to college, transition programs, and access to dual credit opportunities. Dual credit topics include

distinctions in state dual credit policy, dual credit in New Mexico, institutional dual credit policy differences, criteria for dual credit program evaluation, college admission criteria for dual enrollment, student reflections upon dual enrollment experiences, and the impact of dual enrollment experiences upon college enrollment decisions. College factors include collaboration with secondary institutions, student development, recruitment, retention, student persistence, degree completion, and student tracking systems. The Delphi research methodology is discussed, emphasizing use in higher education and institutional research.

History and Background of Dual or Concurrent Enrollment

Puyear, Thor, and Mills (2001) wrote, “The exact beginnings of concurrent enrollment are vague, but some attribute the original concept of eliminating the repetitive curriculum by awarding joint high school and college credit for a single course to J. W. Osborn” in 1928 (p. 34). Some in Connecticut claimed having a concurrent enrollment program as early as 1955. Likewise, Saint Louis University indicated efforts to address curricular duplication between high school and college with a partner high school in 1959. The development of a standardized advanced placement (AP) examination in 1956 was helped assess student proficiency with a goal of reducing duplication. Beginning in 1978, Jamestown Community College in New York offered high school juniors an opportunity to enroll in two college courses in the summer before their senior year.

They Went to College Early (Fund for the Advancement of Education, 1957) examined a program designed to prepare military leaders and demonstrated the ability for some high school students to complete college coursework (Gemma, 2004, p. 11). *Concurrent Enrollment Programs: College Credit for High School Students* (Greenberg, 1989) examined dual credit, Advanced Placement, and International Baccalaureate programs (Gemma, 2004, p. 11).

“College level Learning in High School: Purposes, Policies and Practical Implications,” (Johnstone & Del Genio, 2001) focused on the quality of learning in dual credit programs (Gemma, 2004, p. 11). *High School Students Earning College Credit, A Guide to Creating Dual Credit Programs*, (Fincher-Ford, 1997) outlined the history and purposes of dual credit programs (Gemma, 2004, p. 12). In “*Dual Credit: A Report of the Programs and Policies that Offer High School Students College Credit*,” (Clark, 2001) reviewed dual credit programs from a state and institutional perspective (Gemma, 2004, p. 12). “Learning and Understanding: Improving Advanced Study of Mathematics and Sciences in U.S. High Schools” by (Golleb et al., 2002) explored exam-based programs and highlighted principles for learning (Gemma, 2004, p. 12). Speroni (2001a) noted positive associations between dual enrollment (DE) courses taken on a college campus and Advanced Placement (AP) enrollment with college enrollment and degree completion. “While DE students are, on average, more likely to go to college after high school, AP students are more likely to first enroll in a four-year institution” (Speroni, 2011a, p. 33).

Speroni (2011a) noted in regard to dual enrollment and Advanced Placement, “As these programs continue to expand, it is important to increase our knowledge about which students choose to participate in each program, how their choice affects their educational prospects, and whether high-stakes policies that treat these programs differently are justified” (p. 33). Analysis of dual credit programs has frequently focused upon the advantages, disadvantages, strengths, and weaknesses of dual credit programs; providing little empirical evidence comparing the benefits of various programs (Gemma, 2004).

In 1973 Syracuse University’s Project Advance enabled high school seniors who had already completed graduation requirements with college coursework opportunities. In one study on Project Advance, “93% of students who graduated from the program maintained a B average

or better through four years of college” and “68% of Project Advance graduates said they planned to attend graduate school” (Pierce, 2001, p. 5). This program has been highlighted as a means of bridging the gaps between secondary and postsecondary faculty and administrators to enhance the student learning experience (Diamond & Holloway, 2010).

Institutional partnerships, course availability at local high schools, and financial agreements have contributed to dual credit program success in rural communities within the Virginia Community College System (Catron, 2001b, p. 55). Demand for career and technical education and distance education opportunities will likely facilitate further growth in these programs.

Arguments Supporting and Opposing Dual Credit and Dual Enrollment

Dual credit program objectives include: (a) establishing a learning continuum from high school through college, (b) reducing time to postsecondary degree completion, (c) reducing course duplication, (d) enhancing academic preparedness, (e) increasing curricular options, and (f) expanding technical education options (Fincher-Ford, 1997, p. xiii). Indeed, “Dual-credit programs consistently create opportunities and real incentives for high school students to work hard academically, explore their educational interests before full-time college study, review various career options, and understand what is required of them to be successful in a career or profession” (p. 5).

Positive dual credit program outcomes include (a) collaboration between secondary and postsecondary institutions, (b) helping acclimate students to college, (c) opportunities for students to complete as much as an associate’s degree by the time of high school graduation, (d) the ability to transfer college dual-credit courses to higher education institutions, and (e) providing student opportunities for challenging academic course content (Andrews, 2000; Duffy,

2002). States and educational agencies can “improve on the delivery, expansion, and financial support available for schools offering dual-credit options and for those students enrolling in dual-credit programs” (Andrews, 2000, p. 101). Increased dual credit program assessment can provide data to determine whether students, especially moderately or low-achieving students, experience these outcomes.

Noted dual credit program benefits include (a) reducing postsecondary costs for students, parents, and taxpayers by allowing students to earn college credit at reduced or no cost while in high school; (b) allowing students to gain “a taste” for college; (c) reassurance for parents regarding their children’s ability to succeed in college; (d) increasing academic confidence; (e) accelerated progress toward a postsecondary degree; (f) increasing academic challenge to relieve boredom and “senioritis;” (g) facilitating student recruitment; (h) addressing student equity; (i) increased academic preparation for college; (j) strengthening ties between a college and the community; (k) assisting in college recruitment; and (l) bridging the gaps between high school and college (Andrews, 2000; Andrews & Davis, 2003; Catron, 2001a, 2001b; Chapman, 2001; Decker, 2006; Fincher-Ford, 1997; Helfgot, 2001; Hoffman & Robins, 2005; Hoffman et al., 2009; Johnstone & del Genio, 2001; Mark, 2011; O’Connor, 2007; Porter 2003; U. S. Department of Education 2005).

The academic performance of dual credit students is often similar to or better than the general college student population, including moderately and under-prepared students (Porter, 2003). Students, secondary administrators, teachers, and parents benefit from bringing postsecondary courses into high schools, as these programs “save school districts money; keep academically strong students in their home schools; eliminate travel time, risks, and costs to and

from a participating college campus; and provide professional development opportunities to participating instructors” (Denecker, 2007, p. 115).

A study of students at five high schools in Kansas demonstrated a significant increase in educational aspirations for students taking dual credit courses, particularly for students taking courses at a college campus (Smith, 2007). Smith (2007) recommended further research to compare educational attainment for dual credit and non-dual credit students and analyze the impact of counselors and high school organizational structures upon dual credit enrollment.

Dual credit program opponents frequently argue that the required quality controls are not present to ensure that the courses and instructor credentials meet college standards (Porter, 2003). Insufficient high school student maturity, community college dual credit and four-year college general education coursework inequities, and postsecondary institution efforts to boost headcounts and full time equivalents were also noted.

Dougan (2005) suggested that stated that some dual enrollment students are potentially being done a disservice through discussion of dual credit as a “fast-track” and opposed the idea that high school students could complete their required high school courses in two years (B20). Rather than “offering courses for college credit, high schools should be ensuring that their own curricula result in every graduate's ability to read and comprehend at the 12th-grade level” (Dougan, 2005, p. B20). It was suggested that dual credit program growth embodied “the pitcher principle” implying “that learning can be poured into a student and that when the pitcher is full, a student should receive a degree” (p. B20). Faculty and administrators were urged to oppose dual credit programs and work to improve student learning outcomes.

High School-College Transition

The lack of collaboration between secondary and higher education institutions hinders efforts to promote a college preparatory curriculum. Notably, “College admissions requirements vary from simply requiring graduation from high school to requiring high performance on tests of ‘ability’ and high grades on college-level courses taken while in high school” (England, 2001, p. 3). The majority of high school students were categorized as (a) college-prep students bound for selective college, (b) college-prep students bound for nonselective college, (c) students in the ‘general track’ and (d) students who do not complete high school (p. 4). It was suggested that, “Dual credit programs are an appropriate interim way to meet the needs of one segment of high school students,” and education stakeholders are responsible for ensuring that student needs are being met (p. 7).

The report *Greater expectations: A new vision for learning as a nation goes to college* (2002) indicated that 75% of high school graduates attend some postsecondary education within the first two years of graduating (p. viii). Varying perspectives of stakeholders were addressed as policymakers emphasize economic and workforce development. Business leaders seek graduates who think critically and analytically, communicate and collaborate effectively, and can effectively solve problems. Faculty members seek to instill a broad base of knowledge and skills across the curriculum and foster intellectual development (p. ix). Collaboration among education, business, and community stakeholder is essential for promoting college and life success.

Many youths who desire a college education experience a significant disparity between high school academic preparation and college entrance requirements (Bragg & Barnett, 2006). As a result, more attention needs to be directed at students graduating high school possess the

required skills for success in college. Federal, state, and local policies, along with partnerships among educational institutions are helping meet educational needs of underserved populations.

With the exception of dual credit and tech-prep programs, there has been a disconnect between higher education and the K-12 system reform efforts (Pierce, 2001). More specifically, (Pierce, 2001) suggested that the connection between the final two years of high school and the first college year is “in serious need of fresh thinking” as this is “a period of frustration and wasted time” for many students (p. 2). Academic pathways are “boundary spanning curriculum and organizational structures that link K-12 with higher education to facilitate student transition to college” (Kim, 2006, p. 1). Moreover, “A Pathways Commission should be created in each state to monitor and provide leadership on strategies and policies for improving the connectivity between high schools and colleges” (Pierce, 2001, p. 9). Indeed, “On-going dialogue between the secondary and postsecondary levels is necessary to facilitate student transition from high school to college and success in college” (Kim, 2006, p. 4).

It was observed that, “Although three-quarters of all high school graduates now enter a four-year institution of higher education or a community college within two years of high school graduation, hundreds of thousands drop out without having earned a degree or certificate because they are underprepared when they arrive” (Plucker, Chien, & Zaman, 2006, p. 1). Accentuating concerns over college preparedness, in 2000 “66 percent of high school graduates between the ages of 25 and 29 had completed some college, but only 33 percent held a bachelor’s degree” (p. 1). Dual credit and Advanced Placement opportunities for minority and lower-income students results are favorable when they receive peer support from taking AP courses in similar cohorts.

Some students believe that high schools are “uninteresting and boring places that do not provide challenges,” place them “on hold” or “in limbo,” and that they are in school only to get

somewhere else (Renzulli & Park, 2000, p. 263; Sizer, 2002, pp. 139, 158). Senioritis, described as, “that period when high school coursework is not quite enough to keep them challenged and engaged in learning, when the desire to move on becomes almost overwhelming,” may be reduced by offering dual credit opportunities (Andrews & Davis, 2003, p. 38). To help prevent students from dropping out, educators need to present “challenging and difficult problems within the real world, some competition and challenge from others, the ability to make decisions for self regarding what will be learned and how it will be learned” (Robertson, 1991, pp. 69-70).

Decker (2006) cited the suggestion by Vargas (2005) that it is “imperative, timely, and right” for high school students to be afforded the opportunity to take college courses and noted that these “opportunities don’t just help the gifted but can and need to be about so many of our older adolescents” (Decker, 2006, p. 22). Dual credit may enhance motivation for those students who have experienced less educational success in high school. State funding can help alleviate opposition from secondary institutions. Transportation and transfer issues may discourage students from dual credit courses.

Until states and individual school districts “require a rigorous academic curriculum for all students, accelerated learning options may be the only alternatives that provide consistently more challenging courses and the opportunity to earn college credit while in high school” (Western Interstate Commission for Higher Education, 2006, p. vii). Colleges need to “focus on student success, not just access—persistence to a degree not just getting students in the door” (Gladieux & Swail, 2000, pp. 688-689).

Criterion Three of *The New Criteria for Accreditation* established by Higher Learning Commission titled “Teaching and Learning: Quality, Resources, and Support” is important to reference at this point. It stated, “The institution provides high quality education, wherever and

however its offerings are delivered” (Higher Learning Commission, 2012, p. 6). Further, “The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality)” (p. 6).

In the last quarter-century, higher education participation rates have increased for all segments of the population; however, “low-income 18-to-24-year-olds attend college at much lower rates than those with high incomes, and participation gaps are about as wide today as they were in 1970” (Gladioux & Swail, 2000, p. 689). Distance education technologies will help expand educational opportunities for some, though not necessarily for low socioeconomic status students with potentially limited technology experience or access. Postsecondary enrollment and success are influenced by “prior schooling and academic achievement, the rigor and pattern of courses taken in secondary school, family and cultural attitudes, motivation, and awareness of opportunities” and “it is not solely a matter of ability to pay, which has been the primary emphasis of federal policy” (p. 690). It was observed that, “Of all the variables that influence who enters and who succeeds in college, aspirations and academic preparation are the most powerful” and these must be instilled early in the school years (p. 690). Amidst increasing demographic challenges, institutions should “invest more heavily in partnerships with school systems to expand the pool of potential applicants who are qualified for college” (p. 692). Colleges should enhance “student orientation, advising, mentoring, and support programs designed to boost persistence and degree completion” (p. 692). An essential question was offered, “Do institutions serve the needs of students, or is it the other way around?” (p. 692).

Secondary and postsecondary expectations of students as they graduate high school and enter college should “be identical: a body of knowledge, skills, habits, and dispositions that

equips young people to exit the K-12 system and enter the tertiary system with no need for remediation and no undue duplication or boredom” (Finn, 2006, para. 4). Obstacles to creating a smooth transition included (a) separate state and institutional governing systems; (b) a substantial “remediation industry” within higher education; (c) reluctance of state officials to press for enhanced standards; (d) insufficient belief among those in the United States that all students need to possess skills that are necessary for college, regardless of whether they are going to college or the workforce; and (d) the difficulty of establishing a single entrance standard from the diverse student environment (Finn, 2006).

The *American Freshman: National Norms Fall 2009* survey reported that 39% of all freshmen believed they would need tutoring in college; with 24% of freshmen overall and 36% of military freshmen believing they will need tutoring in mathematics (Marchand, 2010, para. 11, 12). According to one source, “The senior year is often a lost opportunity, during which many students let one-quarter of their high school learning time slip through their fingers” (National Commission on the High School Senior Year, 2001a, p. 11). We must ask whether the high school senior year should be an extended farewell to adolescence or an integral part of preparation for life” (p. 19). Insufficient younger grade preparation, internal school issues, and ineffective communication with postsecondary institutions and employers regarding necessary skills contribute to inadequacies in the senior year.

“Alignment, assessment, and alternatives—the ‘Triple-A Program,’” is necessary “to prepare more students for college and an increasingly complex world of work, to enroll more students in rigorous academic programs, to provide greater economic returns, and to ensure that our democracy continues to flourish” (National Commission on the High School Senior Year, 2001b, pp. 4-5). The nation must establish a more unified education system “stretching from

preschool to post-secondary education, in which students at each level will know exactly what must be done to advance to the next” (p. 5). Students need additional “and more rigorous alternatives to traditional senior years that merely prolongs ‘seat-time’ by encouraging the development of capstone projects, the development of meaningful internships, and opportunities to take college-level courses” (p. 5).

According to one 1997 study, “only 43 percent of high school seniors reported themselves to be in demanding ‘academic’ programs, compared with 45 percent in ‘general education’ and 12 percent in vocational education programs” (National Commission on the High School Senior Year, 2001b, p. 7). The high school senior year needs to build upon previous academic achievement and prepare students to transition into postsecondary education or the workforce (National Commission on the High School Senior Year, 2001b; Peterson, Anjewierden & Corser, 2001). Students will be better able to meet college admission requirements during their junior and senior years of college through increased college enrollment opportunities, such as those provided by dual enrollment programs (National Commission on the High School Senior Year, 2001b, p. 32).

Rural areas should seek to create “‘virtual high schools’ that employ distance learning techniques to provide the highest quality instruction and programming, particularly in low-income or isolated communities experiencing difficulty attracting well-qualified teachers” (National Commission on the High School Senior Year (2001b, p. 33).

An education continuum is “A barrier-free, seamless approach to education that allows students access to differing levels of study based upon student academic preparedness and readiness (Fincher-Ford, 1997, p. 7). Essential tenets for concurrent enrollment programs include: (a) education is a continuum in which students continue to accrue and apply knowledge,

(b) program offerings complement rather than replace the secondary curriculum, (c) providing access through on campus or distance education methods, (d) providing necessary financial support, (e) providing academic support. In addition, “Quality instruction is crucial to the success and credibility of concurrent enrollment programs” (Robertson, Chapman, & Gaskin, 2001, p. 3).

It was suggested that, “Because a general academic core of 15 semester-credit hours is required of all degree-seeking students, virtually all students, if they are qualified to enroll in college courses, would benefit from dual credit” (Fincher-Ford, 1997, p. 17). It was argued, “Today, it is an ‘evil’ when capable students are denied an opportunity to accelerate their learning” (p. 78).

Based upon the study *The Toolbox Revisited: Paths to Degree Completion From High School Through College*, it was suggested that, “Students who had not matriculated by the January after their high school graduation saw their chances of earning a degree plummet” (Hoover, 2006, p. A37). Twenty-two percent of four year college students who earned fewer than 20 credits in the first year completed a baccalaureate degree (Hoover, 2006). Adelman (2006) suggested that the first year of college “has to begin in high school,” as “part and parcel of the 11th and 12th grade curricula,” “if not by AP then by the growing dual enrollment movement or other, more structured current efforts” (Adelman, 2006, pp. xx, 105, 108-109). Further, “If all traditional-age students entered college or community college with a minimum of 6 credits of ‘real stuff,’ not fluff, their adaptation in the critical first year will not be short-circuited by either poor placement or credit overload” (pp. xx, 108). The sophomore year is important for college students to regain any momentum lost during the freshman year. Students who take advanced math and science courses in high school may enhance college success in those areas. Adelman, as cited in Akst (2007), stated “Noncontinuous enrollment—meaning stopping out of college for

more than 1 semester—is a kiss of death” and “If students withdraw or repeat 20% or more of their courses in college, they have a guaranteed kiss of death” (Akst, 2007, p. 14).

Transition Programs

In 1862, the St. Louis, Missouri school district began offering accelerated courses to high performing students (Porter, 2003). In the 1950s, some colleges allowed students to enroll prior to high school graduation. In 1977, the University of Washington allowed qualified high school students to enroll from high school following completion of a one year academic preparation program. California State University in Los Angeles allowed gifted students 11 and older to participate in an early entrance program.

Haycock, Barth, Mitchell, and Wilkins (1999) cited the National Association of System Heads, comprised of state secondary and postsecondary leaders, as concluding:

Our nation is no longer well served by an education system that prepares a few to attend college to develop their minds for learned pursuits while the rest are expected only to build their muscles for useful labor. In the twenty-first century, all students must meet higher achievement standards in elementary, secondary, and postsecondary schools and thus be better prepared for the challenges of work and citizenship. (Haycock, Barth, Mitchell, & Wilkins, 1999, p. 3)

Those implementing academic pathways should consider: (a) availability of multiple pathway options, (b) creation of new and innovative pathways, (c) incorporating multiple education levels into pathways, (d) include career and technical education courses, (e) increase efforts toward enhancing underserved students’ access and success, (f) help instill an understanding of skills for college success, (g) enhanced assessment efforts to determine academic preparation levels, (h) identify and address curricular gaps, and (i) obtain clear

institutional or state agreements (Barnett & Bragg, 2006, pp. 102-107). Indeed, “Collaboration among education sectors will continue to spur important discussions about policy and practice, and should result in new and better ways to prepare students for the changing world” (p. 107).

States should think strategically, “by identifying multiple pathways to address the needs of their varied student populations, which enhances access and opportunity for underserved students” (Kim, 2006, p. 3). Pathways consisting of Career Academies, Tech Prep, and dual credit programs “would accommodate all high school students and that the differences in student goals would be accommodated by the design of elected courses” and “At least some of the required courses would be taught contextually, and career exploration experiences would be available to satisfy some objectives” (Pierce, 2001, p. 8). Notably, “AP, dual credit and dual enrollment, tech prep or college tech prep, and distance learning/virtual high schools and colleges were implemented at the local level in all 50 states” (Kim, 2006, p. 1). Regarding transition programs, Lerner and Brand (2006) declared, “policymakers need to be deliberate in standardizing certain aspects of these programs, particularly with regard to equity, access, funding, and data collection” (p. 129).

Middle and early college high schools have been utilized to support and accelerate learning through personal and academic support. These schools “send students the message that school is important, their futures are important, and therefore *they* are important” (Born, 2006, p. 57). In a study upon one “early college,” “More than a third of the students surveyed said that high school had been ‘easy,’ and two-thirds said they would work harder if they felt more challenged in their classes” (Marcy, 2006, p. B16). These institutions tend to involve all faculty members in teaching critical components of the curriculum, emphasize the importance of faculty advising, and encourage integration of student experiences inside and outside of the classroom.

An ethnographic study of students attending five “Early College High Schools” in Texas suggested that students and parents chose these schools over traditional high schools to experience a different environment and allow students to take college courses at no cost (Cravey, 2007). Study of this unique high school setting also highlighted characteristics such as democracy, social justice, academic rigor, and the caring environment.

Community colleges can help enhance collaboration among and bridge gaps between secondary institutions, businesses, communities, and four year colleges through programs such as dual credit (Johnstone & del Genio, 2001; St. Arnauld, 2006; Dare, 2006; Hoffman et al., 2009). St. Arnauld (2006) suggested that “Curriculum and competency alignment across institutions is key to a successful career pathway” (p. 98). Educators “must integrate the goals and strategies of the career pathway into the mission, vision, and practices of their institution” (p. 99).

Colleges and universities can help students transition from high school to college and the workforce by identifying and meeting high school student needs for academic and career technical coursework (Dare, 2006). Many community colleges in the United States “have created and forged new academic pathways to the baccalaureate by articulating degrees and classes, through partnerships with university centers, and by offering stand-alone workforce baccalaureate degrees” (Floyd, 2006, p. 71). Students are often able to complete baccalaureate and advanced degrees through community colleges.

Postsecondary faculty in collaboration with workforce partners, need to emphasize “relationships between abstract concepts and practical applications” (Draeger, 2006, p. 88). Indeed, “preparation in the basics—reading, writing, and arithmetic—remains indispensable in

secondary and postsecondary education, along with the ability to think critically, systematically, creatively, and collaboratively” (Draeger, 2006, p. 88).

Educational Investment and the Value of Higher Education

Dual credit enrollment has implications for discussions of educational investment and the value of education to students, employers, and society. The National Center on Education and the Economy (2008) discussed the “leaky education pipeline” noting that approximately two thirds of high school freshmen graduate high school and two thirds of those enroll in postsecondary education (The National Center on Education and the Economy, 2008). Less than 20% of those students earn either an associate’s or baccalaureate degree within 150% of the recognized time (3 years for an Associates and 6 years for a Baccalaureate). Remediation efforts by colleges may cost “between \$260 million and \$1 billion, annually” (National Commission on the High School Senior Year, 2001a, p. 14). Students without “at least two years of real college-level work will be in real trouble as adults” (p. 35). Enhanced needs for technological skills in the workforce, combined with an increasingly global economy, have made postsecondary education more valuable (Washington Alliance for Economic Competitiveness, 2006; Plucker et al., 2006).

Further underscoring economic factors impacting education, it has been observed, “Only in the United States is working during high school commonplace, particularly among those bound for university studies” (National Commission on the High School Senior Year, 2001a, p. 14, 16). Further, “No other advanced country expects students to work, or permits them to work long hours just to have spending money” (p. 16). This may impact the opportunity for high school students to concentrate upon mastering essential knowledge and skills and preparing for success in college and the workforce.

Education “is an individual and social investment,” “the path to a successful career and to knowledgeable citizenship,” and represents a primary example of human capital, with implications for our nation and the world (Washington Research Council, 1999, p. 6; Washington Alliance for Economic Competitiveness, 2006, p. 8; American Association of Colleges and Universities, 2002, p. iii, viii). Increased lifetime earnings, voter participation rates, volunteerism, literacy, health, life expectancy, and blood donation have been noted (Baum & Ma, 2007). Crime rates and healthcare costs decreased as educational attainment increased.

The Washington Research Council (1999) lamented, “Students of ability from economically disadvantaged backgrounds might decline to invest in higher education because of financial risk” (p. 7). Johnson and Duffett with Ott (2005) noted the optimism of individuals aged 18-25 upon their future, highlighting value of postsecondary education in enhancing prospects and acknowledging that limited financial resources impacted their decisions to attend or continue higher education. Insufficient career counseling contributed to indecision upon career paths. Some believed that college was not for everyone, reported working in a job as a means toward a career, and indicated that working harder in high school would have helped them. The *American Freshman: National Norms Fall 2009* survey noted students reporting “some” (55.4%) or “major” (11.3%) concerns about financially being able to afford college (Marchand 2010, para. 2). Students with less financial resources or who are uncertain about college may benefit from starting their college careers at two-year institutions in order to decrease the financial costs (Porter, 2002).

Immerwahr with Foleno (2000) examined public perceptions of higher education, noting the increased importance of higher education for life success, the role of postsecondary faculty and programs in providing students with life and career skills, student responsibility for learning,

the challenges of paying for postsecondary education, and overall public satisfaction with postsecondary education accompanied with a lower level of familiarity with the process.

Student Development

Arthur W. Chickering's Seven Vectors of college student development suggested, in no specific order, that students must (a) manage emotions, (b) develop competence, (c) develop autonomy, (d) establish identity, (e) free interpersonal relations, (f) develop purpose, and (g) develop integrity (Hamrick, Evans, & Schuh, 2002, p. 145; Oltersdorf, n.d.; Chickering & Reiser, 1993). Chickering referenced the *three R's* of effective learning, stating "We need to learn how to recognize, respect, and respond to the wide-ranging individual differences among our diverse learners" (Chickering, 2006, p. 11).

Chickering's principles were used to train individuals in the residence life department at Indiana University, "because it is possible to translate each of the vectors into specific, understandable terms that can be demonstrated by concrete student behaviors" (Schuh, 1989, p. 297). Training was facilitated by a workshop that (a) explained the theory, (b) linked examples of student behaviors to these principles, and (c) identified campus activities that can aid in student development (p. 297).

Design of postsecondary opportunities should consider (a) What current policies, programs, and activities as students move in, move through, and move on are consistent with the three R's?; (b) What additional policies and practices would be helpful as part of recruitment, admissions, orientation, and first-year experiences?; (c) What changes would be helpful as students contemplate and choose their majors and move through them?; (d) What changes would be helpful in the ways products and performances are evaluated within courses or other learning activities and in final course evaluations?; and (e) What culminating experiences would help

each person have an educationally powerful final year and leave well-positioned for her or his next steps? (Chickering, 2006, p. 15).

Student Access to Dual Enrollment

A critical incident technique research design, in a survey conducted with high school seniors in Texas, identified more effective (275) than ineffective (243) factors influencing student enrollment in dual credit courses (O'Connor, 2007). Primary effective aspects were pursuit of academic challenges, getting ready for college, and the ability to get college courses out of the way. Aspects discouraging dual credit enrollment were financial constraints, scheduling, and their preference for taking Advanced Placement courses. Recommendations included making dual credit eligibility and program information more available, coordination of high school and college schedules to facilitate scheduling, and giving dual credit courses equal weight as regular high school courses in calculating high school grade point averages.

Bartlett (2008) utilized student database information, student interviews, and a student questionnaire to examine the impact of college planning, postsecondary aspirations, and dual credit program knowledge in influencing student decisions to enroll in dual credit coursework. Insufficient program information was provided to students and parents. Additional efforts were suggested for encouraging first-generation students to enroll. Students should receive enhanced advising and be encouraged to consider college goals during or prior to their freshman high school year, as a part of dual credit programs. Financial savings as a motivation for dual credit enrollment could be reduced if the dual credit coursework does not coincide with their postsecondary goals. Financial incentives may also increase the economic spectrum of student enrollment in dual credit programs.

The Western Interstate Commission for Higher Education (WICHE) noted enhanced access to postsecondary opportunities as 42 states have some form of postsecondary enrollment options policy (WICHE, 2006). The Education Commission of the States (ECS) noted the growth of college access for all economic, racial, and ethnic groups, but Girardi (2001) noted “the rural or urban character of high schools, inasmuch as it is reflected in district enrollment per square mile, is not, in itself, predict of dual credit partnership programming” (Girardi, 2001, p. 85). Decker, (2006) noted ECS (2000) dual credit program recommendations including: (a) alignment of secondary and higher education course objectives; (b) communication of academic skills requirements for higher education; (c) reducing the need for remedial coursework in higher education; (d) integration of vocational and technical programs in secondary and higher education; (e) development of state information tracking systems for K-12, higher education, and the workforce; (f) state consideration of funding for high school student dual credit efforts; (g) earlier identification of at risk students in the K-12 system; and (h) exploring distance education opportunities to aid the transition from secondary to higher education (pp. 53-54).

Opportunities for dual credit program participation “are not distributed equally; access depends on demographic, geographic, and economic variables” (Bragg, Kim, & Barnett, 2006, pp. 12-13). Despite the existence of several state K-16 programs, efforts at system coordination to expand academic opportunities and lay a foundation for lifelong student success have been inadequate (Kirst & Venezia, 2006, p. 30). Creation of seamless transitions has been hindered by insufficient coordination between secondary and postsecondary institutions (p. 30). This disconnect may be witnessed in “access to college prep courses, grade inflation, placement into remedial-level coursework in college, conflicting conceptions of student assessment, special problems endemic to the second year in high school, and a lack of early and high-quality college

counseling for all students” (p. 30). Notably, “Many students are not comfortable socially or emotionally in high school environments, while others complete their schools’ highest-level courses as sophomores and juniors and have trouble finding appropriate courses as seniors” (p. 37). Concurrent enrollment programs can promote curriculum evaluation and revision.

An examination of Ocean County College, New Jersey, dual credit policies revealed that students and administrators felt the program could be improved by “making additional courses available on-site at the high school” and “letting freshman and sophomore students know of the programs early enough in their high school career so they can plan to participate” (Duffy, 2002, p. 28). Involving high school juniors and seniors in specific college orientation programs and instituting a college experience course may also help.

Decker, (2006) noted:

A 1998 quality control study involving the assessment of student outcomes at Northern Iowa Area Community College showed that during the review period (1990 through 1994), in virtually every class reviewed, outcomes for dually enrolled students were not significantly different from those of ‘regular’ college students in the course. Student achievement using statistical measurement on seven different classes showed no significant difference based on where the course was taught. (p. 51)

Dual credit “program structure is the least governed area, while student admissions and program finances are most often addressed by state policy” (U. S. Department of Education, 2004, p. 30). States should: (a) clarify program goals, (b) identify funding mechanisms, (c) think through the implications of both minimal and detailed dual enrollment policies, (d) develop ways to ensure the rigor of dual enrollment courses, (e) consider the needs of students beyond

academic course taking, and (f) meet the needs of students interested in technical courses as well as academic courses (pp. 31-32).

Opportunities for Students Who Are “Other Than Traditionally College-Bound”

Green (2006) suggested that “For historically underserved students—defined in this chapter as low-income students, those who are first in their families to attend college, and students of color—gaining access to and transitioning to college can be a great challenge” (p. 21). Federal, state, and local governing bodies have enacted policies to help foster increased participation of underserved students in higher education. The concept of a linear “pipeline” model and a view of capacity “deficits” related to underserved student inabilities must be remedied to enhance their academic success.

Little is known about the characteristics and impact of transition programs for students “other than traditionally college-bound” (Bailey & Karp, 2003, Introduction, para. 4, Conclusion and Directions for Further Research, para. 4). Additional information is needed regarding program size, course content, student characteristics, mechanisms promoting access and success for low and middle achieving students, and program evaluation. Notably:

The literature suggests that transition programs potentially hold promise, yet does not convincingly document that this promise is realized. It offers evidence for continued support of such transition programs, but also draws attention to the need first for much more comprehensive and reliable information on program and student characteristics, and also for sound research that both evaluates program outcomes and explores the mechanisms and program features that contribute to any positive influence they may have on students’ transitions into and through postsecondary education. (Conclusion and Directions for Further Research, para. 11)

A “student’s academic program in college preparatory courses is the single most important factor in the college admissions process” (Hugo, 2001, p. 68). Dual credit opportunities provide “a curricular means for disadvantaged students to augment their academic portfolios” as “the more quickly student gain access to challenging courses, the more likely they are able to complete a degree program” (p. 68). Dual credit programs can help acclimate students to college and promote student success as dual credit courses often feature smaller class sizes and a less threatening environment than the rigorous exam required to receive credit from an Advanced Placement course (Finken, 2003). It must be noted that, “exposing all students to rigorous college preparatory courses in high school and encouraging them to aspire to higher education has only lately come to be commonly viewed as good educational practice” (Hugo, 2001, p. 70). Dual enrollment also “supports the establishment of a long-term dialogue that strengthens ties between the K-16 sectors and leads to more partnerships and stronger collaborations” (p. 72). Calvert (as cited in Finken 2003) alluded to maturity concerns stating, “Not every 16-year-old is motivated to excel in an environment where we may not take daily attendance and where no one is going to monitor whether they have completed their calculus homework” (p. 8).

One study found that while 90% of high school sophomore students desired postsecondary education and 70% believed they would complete a baccalaureate degree; 62 percent enrolled in college, and approximately half did not enroll for a second year (Bragg, Kim & Barnett, 2006, p. 5). More effort is needed to help facilitate college transitions and success for these underserved students.

“Community colleges are often the most innovative postsecondary institutions when it comes to precollege outreach and educating underserved students” but they must also

communicate the importance of academic preparation and maintain high standards for student success (Bueschel & Venezia, 2006, p. 29).

While many Advanced Placement programs target gifted students, “dual enrollment courses are often available to a much broader range of students—not just those who have traditionally attended college—and introduces them to college expectations, culture, and curricula” (Hunt & Carroll, 2006, p. 39). Dual enrollment may be a valuable option for facilitating students’ college transition into and their prospects for success.

Some suggest that students with lower Grade Point Averages and of lower income families may benefit more than other students from dual enrollment opportunities (Karp et al., 2007; Hoffman et al., 2009). Edwards, Hughes, and Weisberg (2011) noted that dual enrollment programs can serve a broader range of students, including academically under-represented populations, through career and technical education (CTE) courses; particularly when those courses are integrated into career pathways. Hughes, Rodriguez, Edwards, and Belfield (2012) found that students participating in career focused concurrent enrollment programs experienced higher high school graduation rates, were better prepared for four-year college enrollment, had a reduced need for college remediation, accumulated more college credits, and persisted to degree completion at higher levels than students not participating in concurrent enrollment (p. 5). Providing dual credit opportunities at little or no cost to students can make dual enrollment available to more low income students (Karp et al., 2008; Edwards, Hughes, & Weisberg, 2011). New Mexico prohibits postsecondary institutions from charging tuition to dual credit students and requires secondary institutions to purchase textbooks for the dual credit courses.

State Dual Credit and Dual Enrollment Policies

“Dual credit programs for high school students should become the number-one educational revolution in the country as the new century gets underway” and “will challenge honor students as well as other students seeking a challenge in technology careers” (Andrews, 2001, p. vi). Dual credit can help address national issues of “(1) what to do with the senior year, and (2) how to shorten time to degree (baccalaureate) that is now averaging 5 to 5.5 years for students” (Andrews, 2004, p. 415). Notably, “The federal government, while acknowledging to this author their interest in dual credit programs, have yet to add anything of significance to the movement” (p. 421). Through collaboration between secondary and postsecondary stakeholders, dual credit programs can help students experience academic challenges and complete college level coursework. Support from school boards, school administrators, college trustee boards, college administrators, and college faculty is crucial.

An examination of the dual enrollment programs in Florida, Utah, and at the City College of New York concluded that, “if framed as a part of a high school pathway and with appropriate supports added, has the potential to launch young people more successfully into productive adulthood” (Hoffman, 2005, p. 25). State dual credit policies should focus upon (a) smooth transfer of college credits to other institutions of higher education; (b) ensuring tuition is not an obstacle for enrollees, (c) holding colleges and high schools harmless in financing dual enrollment so that they can provide joint support of dual enrollees, (d) setting eligibility criteria that are agreed on by the secondary and postsecondary sectors and allow students to take college courses in subject areas for which they have demonstrated readiness based on a variety of measures, (e) promoting quality through policies that set minimum instructor qualifications and support teacher training, and (f) collecting and reporting data on dual-enrollment participation

and outcomes—best done with longitudinal student-level data across high school and college (Hoffman, Vargas, & Santos, 2009, pp. 55-56).

State support for dual enrollment in New England states has been low; possibly due to the tradition of private control of higher education, the strong presence of Advanced Placement in the region, and limited statewide K-16 collaboration; though support is growing due to increased state emphasis upon improving student academic preparation and reduce high school dropout rates (Hoffman & Robins, 2005). Indeed, “Without legislation, there is no statewide mechanism that permits the replacement of high school courses with college courses or provides a means to pay tuition or the state contribution (FTE) to a student’s education at a public postsecondary institution” (p. 10). Overall, “Public high schools in the Central region were the most likely to offer courses for dual credit (80 vs. 58 to 71 percent) and schools in the Northeast were the least likely to do so (58 vs. 69 to 80 percent) (NCES, E.D. TAB, 2005, p. 4). Policymakers and educators, however, must avoid believing that “if students are college-ready, college access and degree attainment will take care of themselves” (Hoffman & Robins, 2005, p. 10).

Dual credit programs have increasingly targeted “a wide range of students, including average and even under-achieving students” (Kim, Kirby, & Bragg, 2006, p. 1). It was suggested that, “Early program initiatives were mostly implemented in local settings, especially led by community colleges,” citing Project Advance at Syracuse University, Middle College High School program at LaGuardia Community College, Florida International University’s Partners in Progress (PIP), and City University of New York’s College Now (pp. 1-2). Indeed, “Access to dual credit has been identified as an important issue by several national level research initiatives” (p. 3). Additional research was suggested upon the reasons for dual credit growth and the impact of these opportunities on student success in college.

Many states now have “mandated programs that allow students to earn high school and college credits simultaneously by taking courses at their schools, on college campuses, or online” with more than seventy percent of public high schools offering dual credit course opportunities (Plucker, Chien, & Zaman, 2006, p. 4). Reasons for dual credit program growth include: (a) increased access to rigorous academic and technical coursework, (b) financial and time savings in college, (c) seamless pathways to and through college, (d) increased secondary and postsecondary administrative and faculty collaboration, and (e) enhanced support for students’ postsecondary goals (State Board of Community and Technical Colleges, 2006, p. 6).

Regarding dual credit, policy makers should: (a) provide all students information about transition programs, (b) encourage participation by students from various backgrounds and academic levels, (c) enhance program access, (d) establish institutional roles and benefits, (e) promote secondary and postsecondary collaboration, (f) simplify the transfer process, and (g) enhance data collection efforts (U. S. Department of Education, 2005, pp. 48-50). Hughes, Rodriguez, Edwards, and Belfield (2012) emphasized the importance of states encouraging concurrent enrollment by addressing funding restrictions as well as establishing consistency in program design and admission requirements. Intermediate and long term outcomes need to be explored.

Reasons for increased policymaker interest in dual credit, include: (a) reducing college costs, (b) enhancing student progress toward degree completion, (c) providing academic challenges to help prevent “senioritis,” (d) encouraging secondary and postsecondary faculty collaboration, (e) increasing student desires for postsecondary education, (f) expanding education opportunities in rural areas, and (g) strengthen the role of community colleges within the community (Boswell, 2001, p. 9). Policy discussions should continue to maintain these priorities.

Dual enrollment programs “promote rigorous educational pursuits and encourage learning as a lifelong process while recognizing that high school students who accrue college credit are more likely to continue their education beyond high school than those who do not” (Puyear, Thor, & Mills, 2001, p. 35).

In 1980, Florida approved legislation for “articulated acceleration” emphasizing the goals of reduced time to degree and enhanced academic options. “Dual enrollment, early admission, advanced placement, credit by examination, and the International Baccalaureate program” were available (Wolcott, 2001, p. 59).

Student dual credit participation in Illinois increased upon state funding provisions to allay concerns of secondary and postsecondary institutions. In 2001 the Accelerated College Enrollment (ACE) grants began to help cover the student costs of dual credit enrollment in the state (Andrews & Barnett, 2001). To participate in dual credit coursework, Illinois students must meet qualifications including “a high level of motivation, and adequate time to devote to college-level work” (Porter, 2003, p. 17). Arizona allows courses to be taken for college and high school credit or college credit only. Arkansas allows students in grades 9 through 12 to take courses for college and high school credit or for only college credit.

Ohio enacted Postsecondary Enrollment Options (PSEO) for high school juniors and seniors, expanding this to include qualified freshmen and sophomores in 1997 (Jordan, 2001). Courses may be taken for dual credit or college credit only. Students may choose at the time of enrollment to either take a course solely for college credit.

In 1997 the North Dakota legislative assembly enacted the Postsecondary Enrollment Options (PSEO) Program (North Dakota Century Code, 2008; Decker, 2006, p. 1). Decker (2006) concluded “in the University system, all dual credit cohorts show an average grade point

average above a 3.0, generally considered a B average” (p. 106). Decker recommended increased access, academic preparation, collaboration, and provisions for relieving the financial burden upon students. Course offerings and academic achievement have also been examined (North Dakota University System, 2003, 2005; National Inventory of Academic Pathways, 2004; Misner, 2007; Brauhn, 2002). In 2009, the North Dakota legislature allowed students in grade ten to qualify for PSEO (North Dakota Legislative Assembly, House Bill No. 1273, 2009; North Dakota Legislative Assembly, Measure Actions, 2009).

Carlson (2009) conducted a comparative analysis of dual credit policies in Minnesota, North Dakota, and Montana. The Postsecondary Enrollment Options (PSEO) program in Minnesota, enacted in 1985, influenced the design of the later program in North Dakota that held the same name. Dual credit in Montana was examined along with the other policies for comparison with a differing structure and to enhance the geographical picture. The policy analysis was conducted utilizing the framework of Bardach (2005) and the discussion of higher education administration in Birnbaum (1988). Comparison factors included the presence of a state mandate, access, eligibility, K-12 versus higher education control, and financial arrangements. North Dakota and Minnesota maintained statewide mandates with control placed in the higher education institutions. Funding in Minnesota follows the students, while North Dakota funding responsibility rests with the students and parents, and funding in Montana is subject to partnership agreements. Students in grades 11 and 12 in Minnesota and Montana were eligible, while North Dakota expanded eligibility to students in grade 10. Minnesota’s PSEO program “is considered to be comprehensive as students’ costs are deducted from state aid to school districts (Decker, 2006, p. 50; Education Commission of the States, 2000).

Osumi (2010) examined the Running Start program in Hawaii; with specific attention to student demographics, courses, postsecondary enrollment, and postsecondary degree attainment. The research found that 1.5% of eligible students enrolled in the Running Start program in the seven year period being explored; however, program participants entered college and earned degrees at higher rates than non-program participants (Osumi, 2010, pp. 121, 139). The research noted counselor interaction and administrative barriers. In many cases, counselors waited for students to approach them and attend information sessions. Administrative barriers such as scheduling, financial considerations, transportation, and placement testing requirements also impacted student participation in the program (pp. 121-122). Suggestions for addressing these issues included: (a) publishing an annual report of program participation by school, (b) scheduling collaboration, (c) offering placement testing at the high school locations, and (d) training for high school personnel on the meaning and interpretation of placement test scores (Osumi, 2010, pp. 133-135). Making program information more readily available as early as the ninth grade was noted as a way to help increase enrollment.

Mokher and McLendon (2009) analyzed state implementation of dual enrollment policies enacted between 1976 and 2005 to determine the characteristics associated with policy adoption and the reasons for the spread of dual enrollment policies. A large number of two-year colleges, Republican controlled legislatures, centralized postsecondary governing boards, and the presence of voucher or merit-based assistance programs were noted as common traits in states at the time dual enrollment policies were adopted. Further research was recommended to determine whether different political characteristics lead to implementation of different high school to college transition policies being implemented. They declared “Continued efforts on this research agenda will improve our understanding of the various pressures faced by states as they seek to improve

the transition from high school to college by uniting secondary and postsecondary education” (Mokher & McLendon, 2009, p. 272).

Wozniak (2010) explored administrator perceptions of dual enrollment opportunities available in Michigan through a survey of secondary and postsecondary administrators. Recommendations included offering joint professional development opportunities for college and high school personnel, improved communication between high schools and colleges, expansion of dual enrollment opportunities, improved data reporting, development of individualized education plans for all students, and development of a first-year experience course to be offered to students in the high schools.

Durand (2011) explored changes in national and state P-16 educational policy formation from organizational, sociological, and economic perspectives. The study found that P-16 education advocacy influenced the resulting P-16 education policies (Durand, 2011, p. 189). Policies prior to 1998 were seen as focusing more on practical matters of forming councils or producing reports related to policy formation and implementation (p. 192). A consistent organizational thread to P-16 policies was present, while the sociological and economic arguments promoting early policies has given way to more strictly economic arguments in recent policy debates (pp. 193-194). In a message to those developing and implementing policy, Durand (2011) declared, “Do not forget that the ultimate goal of P-16 policy reform is to create a better system for the students who are using it” (p. 199).

Institutional Dual Credit Policies

Findings from a national survey of administrators familiar with dual credit policies and procedures were categorized as: (a) Prevalence of and enrollment in dual enrollment programs and college level courses outside of dual enrollment programs; (b) Characteristics of dual

enrollment programs and courses, such as location, instructors, curriculum, eligibility requirements, and funding; and (c) Dual enrollment programs specifically geared toward students at risk of education failure (Kleiner & Lewis, 2005, p. 4).

The National Center for Education Statistics (NCES) reported an increasing number of state and institutional dual credit programs, but lamented, “at present, there is no existing national source of information on dual enrollment of high school students at postsecondary institutions” (NCES, 2005, p. 1). During the 2002-2003 academic year, 45% of participating institutions enrolled high school students in dual credit programs, 15% enrolled only non-dual credit students, and 40 percent enrolled dual credit and non-dual credit students (p. 5).

Institutional dual credit program guidelines should include: (a) secondary-postsecondary partnerships, (b) college control over college courses, (c) allowing high achieving high school students to enroll, (d) texts and instructional materials mirroring regular college courses, and (e) instructors meeting qualifications of regular adjunct college faculty (Peterson et al., 2001, p. 24). Indeed, “A thoughtfully planned and executed concurrent enrollment program can be an asset to any community college, bringing benefits above and beyond any related program costs” (Chapman, 2001, p. 22). Hughes, Rodriguez, Edwards, and Belfield (2012) recommended pursuing accreditation opportunities through organizations such as the National Alliance of Concurrent Enrollment Partnerships to ensure program rigor, offering dual enrollment opportunities at the college and high school campus, make professional development available to instructors, and college employment of staff for coordination.

Based upon an examination of Cerritos College, it was suggested that dual enrollment may benefit colleges through (a) increased visibility for the college among potential students, (b) promotion of the college as a place for real academic engagement, and (c) income for the

college's own programs (Helfgot, 2001). High school benefits have included the ability to offer college-oriented programming, including a "College Fair" and "Senior Preview Day" (p. 48)." Indeed, "it is worth investing in and building those relationships consistently and over an extended period of time" (p. 49).

New World School of the Arts, began in 1987 with Miami Dade Community College and area high schools as "an energetic, enthusiastic community in which students have an opportunity to work full strength at what they love, with adults who offer both challenges and support" (Wolcott, 2001, p. 66). It was suggested that, "students who might be at risk elsewhere thrive in a small school created to value and nurture their gifts" (p. 66). Collaboration between secondary and postsecondary institutions on programs such as dual credit can help reduce costs for secondary and postsecondary institutions. Former Virginia Governor, Mark Warner, was cited as noting that "the enrollment-partnership programs within his state can reduce a student's tuition burden by as much as \$5,000" (Coplin, 2006, p. B16). Increased credit accumulation while in high school can help freshmen expedite their transition to upper level coursework, as well as, "explore career interests and develop their capacities for civic engagement and lifelong learning" (p. B17).

VanWagoner, Bowman, and Spraggs (2005) observed:

The new significant community college must attract and retain the most qualified faculty: those who are dedicated to access and success, who understand assessment of student outcomes and accountability, and who embrace their partnership with K-12 and their significant role in K-16 and beyond. (p. 49)

Community colleges must also “figure out new strategies and support systems that break the cycle of students who enter the front door but exit the back—without the skills or credentials or dreams they sought” (p. 49).

Anderson (2010) examined student perceptions of dual enrollment at a community college in Wyoming to provide information to policy makers and facilitate National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation efforts. The largest influences upon student enrollment in dual enrollment were the opportunity to earn postsecondary credit during high school and the ability to take courses free of cost; with the least influential factor being the opportunity for students to gain career skills through dual enrollment (Anderson, 2010, p. 90). Dual enrollment was found to prepare students for postsecondary study, though it did not necessarily help influence their major of study (pp. 98-99). Students viewed their dual enrollment experience favorably (p. 100). Future research using longitudinal student data was recommended to compare the postsecondary performance of dual enrollment and non-dual enrollment student (pp. 103-104).

Dodge (2012) examined student enrollment patterns at a large state university in Pennsylvania, noting that 96.2% of students passed the dual credit courses, with no significant difference in grades based on gender (p. 225). English, science, and mathematics courses were taken more frequently by females, while 83% of males enrolled in computer courses (p. 225). Enrollment in the program has grown with English, history, and being the most frequently selected courses, while language arts, foreign language, and geography were the least selected (p. 227). Future institutional considerations include additional classroom space, more entry-level course sections, additional distance learning options, and means of ensuring quality instruction (p. 228).

Discipline-Based Dual Credit Programs

The dual credit English program at Wytheville Community College has helped students reduce their time to degree, prepare for college level work, and save money due to the school districts paying tuition (Catron, 2001a). Qualitative (educator interview) and quantitative (student survey) data suggested “that most administrators and students were satisfied with the quality of most dual credit English programs” (p. 129). Grade analysis found “most students earning the same or better grades in subsequent courses at Wytheville Community College” (p. 119). Indeed, “because English is a core requirement of most community college degree programs, dual credit English courses will likely remain a strong component of overall dual credit programs” (p. 131).

Dutkowsky, Evensky, and Edmonds (2006) examined the effectiveness of offering a concurrent enrollment economics course in high schools through Syracuse University’s *Project Advance*. They suggested that “a well-designed and well-maintained CEP [concurrent enrollment program] in economics serves as an effective alternative to AP [Advanced Placement] and IB [International Baccalaureate]” (p. 481).

Bloom and Chambers (2009) discussed the collaborative experience of a University of Nebraska Omaha instructor and Omaha South High School instructor on the design and instruction of a dual credit Spanish course. Their recommendations for future implementation of such programs included determining the role of the high school and college instructors, administrative support at the high school and college, where the course will be taught, student benefits, and transfer of dual credit courses (Bloom & Chambers, 2009, p. 332).

In another study, faculty and student interviews suggested that alignment between secondary and postsecondary composition courses may not occur to the degree that it should,

recommending increased dialogue between secondary and postsecondary composition instructors on necessary standards and possibly an undergraduate teacher education course emphasizing writing instruction at certain grade levels (Denecker, 2007). Integration of secondary and postsecondary students within composition courses, including through distance education technologies, was noted as a way to enhance writing quality through the process of peer interaction and review. The practice of teaching biology courses within Syracuse University's Project Advance program has enhanced collaboration between high school and college science instructors (Tocci, 2010).

Bishop-Clark et al., (2010) discussed collaboration between a university and career technical education (CTE) center to offer dual credit courses. The study revealed a positive student experience, noting that "courses more rigorous than the CTE academic courses, the courses better prepared them for college, and the students were more confident of their ability to be accepted into college" (p. 90). This study bolstered findings by Karp et. al, (2007) that dual credit students in career and technical education programs graduated high school and enrolled in college at higher rates, and attained postsecondary degrees in less time.

Foster (2010) examined the retention and completion rates of high school and adult students who enrolled in the one of the Cooperative Alliance Programs (CAP) that was created between the various technology centers and community colleges in Oklahoma with the goal of increasing retention and degree completion rates. Initial results suggested that retention and progress toward a degree tended to be higher for the CAP students than non-CAP students (Foster, 2010, p. 41). More research was recommended upon the long term effects of this program at a state level.

Student Reflection Upon Dual Credit Experiences

Burns and Lewis (2000) examined student perceptions regarding the impact of high school versus college course location on student satisfaction, academic independence, and desire to enroll in more college courses. Additional research is needed upon the impact of course location on the student learning experience.

Survey examination of student perceptions of their experience in the dual credit program between Illinois Valley Community College and Marquette high school found two students who would not recommend the program to others; one due to transfer difficulties and the other did not realize the impact of a low course grade upon future college coursework (Marshall & Andrews, 2002). During the 16 year program no student “has come back to complain that they did not benefit or find the program anything other than a plus in their education” (p. 241). Indeed, “keeping juniors and seniors engaged in meaningful work has been, and continues to be, one of the outstanding outcomes from these dual-credit programs” and “improving relationships between community colleges and secondary schools is one of the most valuable outcomes” (p. 242). Further research upon program quality and student impact was recommended.

Touchstone (2010) examined student perceptions of their experience in an Idaho dual credit program, including motivations for taking dual credit courses and postsecondary academic plans. Results of the research suggested that the high school instructor was instrumental in providing information and encouraging students to enroll in the dual credit courses. Students perceived the benefit of being able to enroll in college courses and accrue college credits while still in high school.

Mark (2011) studied graduate perceptions of career-technical dual enrollment programs at three technical colleges in the southeast United States; with particular attention to perceived

weaknesses in the programs and whether students were employed. A majority of graduates praised the programs as being strong and assisting in their learning; despite being dissatisfied with the assistance received from the program in helping them find employment (Mark, 2011, p. 93, 102). Further, “more than one-third of the graduates surveyed indicated that there was a high probability that they would not complete high school if they had not entered the dual-enrollment program” (Mark, 2011, p. 106).

Student Recruitment and Retention Issues

The Toolbox Revisited: Paths to Degree Completion from High School Through College suggested a curricular disconnect between high school and the skills required for success in college (Adelman, 2006). Hoover stated, “90 percent of traditional-age students who had matriculated at one college remained in academe during the second academic year after they first enrolled—though they may have switched institutions or returned after the fall term of the second year” (Hoover, 2006, p. A37). Chris Adelman, cited in Hoover (2006), indicated that policies that are too restrictive upon when students may drop courses “are killing your students, eating up your instructional budget, and creating untenable blockages in enrollment management” (p. A37). It was observed “Students who had not matriculated by the January after their high school graduation saw their chances of earning a degree plummet” (p. A37). Likewise, 20 credits was slated as a first-year benchmark noting that “Among students who attended a four-year college and earned fewer credits, only 22 percent went on to earn bachelor’s degrees” (p. A37). Expanding summer offerings may help as “Earning more than four credits during summer terms correlated positively to degree completion, particularly for black students” (p. A37). Institutions may also offer scholarships to dual credit students to promote enrollment after high school graduation (Carlson & Eighmy, 2009).

It was suggested that, “If traditional-age students entered college or community college with a minimum of six credits of ‘real stuff,’ not fluff,” their adjustment to college curriculum will be facilitated (Hoover, 2006, A37). Momentum lost during the freshman year must often be revived during the sophomore year. Students who take advanced math and science courses in high school may experience greater college success in those areas.

An estimated “27% to 28% of 4-year college freshmen and as high as 48% of 2-year college freshmen drop out” (Porter, 2003, p. 23). Students take “an average of six-years” to finish a baccalaureate degree (p. 23). Unfortunately, “more than one-quarter of freshman at four-year colleges and nearly half of those at two-year colleges do not make it to their second year” (Kirst & Venezia, 2006, p. 31). These statistics pose increased educational costs for students and taxpayers. Indeed, “Of all students who enter two- and four-year colleges and universities, over 60 percent leave their first institution before completing a degree, and approximately 73 percent of students leave higher education altogether” (Plucker et al., 2006, p. 1).

Dual Credit in New Mexico

The New Mexico Legislative Education Study Committee (2008) emphasized the importance of providing equal access to dual credit options by implementing standards requirements to enhance consistency. One example was the creation by the Dual Credit Task Force of the Uniform Master Agreement under which dual credit programs are governed. Efforts to achieve consistent eligibility requirements, data collection, reporting, and funding guidelines were also noted. Identical Higher Education Department and Public Education Department guidelines governing dual credit were published in 2008. The New Mexico Legislative Education Study Committee (2009) report highlighted the full implementation of the dual credit program, including a provision in the 2008 legislation allowing dual credit enrollment in summer

term courses. This group also recommended creating a statute establishing a textbook fund for dual credit courses (New Mexico Legislative Education Study Committee, 2009).

The New Mexico Higher Education Department (2009) delivered a report to the Legislative Education Study Committee, chaired by Senator Cynthia Nava, upon the dual credit program in New Mexico for the 2008-2009 academic year. For the combined Fall 2008 and Spring 2009 semesters, an unduplicated count of 9,951 students were noted as enrolling in dual credit courses, with approximately 52% (5,171) of these students being female. Forty-seven percent of students were identified as Hispanic, while 32% were White. High school grade level distribution was seniors (48%), juniors (31%), (16%) and freshmen (6%). A majority of students each semester enrolled in one course. Among the subject areas with the highest enrollments were English, health professions, computer and information science, and mathematics.

While noting progress upon dual credit policy in New Mexico, The New Mexico Higher Education Department (2010) highlighted issues of continued debate, including: (a) the current credit ratio of 3 higher education credits for 1 high school unit, b) the relationship of Advanced Placement Courses to the dual credit Program, (c) the use of year-long courses on high school campuses for dual credit, (d) further revisions of the Dual Credit Request Form, and (e) issues related to the Uniform Master Agreement and its Course Appendix (p. 2).

Morimoto (2011) explored the impact of course location upon dual credit student performance and whether the number of dual credit courses taken impacts future college performance. Students who only enrolled in dual credit courses at high school locations “required less remedial courses in general, less remedial math courses, and enrolled in higher numbers of credit hours in their first semester of college” (p. 59). No significant difference was seen in the number of first semester remedial English courses required, the type of college

attended, or second semester retention rates. In addition, remediation in mathematics and English declined as the number of dual credit courses taken increased. Research using quasi-experimental methodologies and statewide longitudinal databases was recommended.

Carlson (2011) highlighted best practices for dual credit, based upon as an administrator of a college dual credit program in New Mexico. Recommendations included (a) maintaining strong relationships with academic affairs, student affairs, program/department heads and faculty at colleges; (b) maintaining strong relationships with administrators, counselors, and instructors at participating high schools; (c) appropriate course placement with distinctions for academic and vocational or career technical courses; (d) program and courses assessment; (e) appropriate course alignment; and (f) establishing faculty expectations to help integrate part time faculty into the appropriate college departments.

Dual Credit and College Success

The Community College Research Center (CCRC) (2012) wrote, “Participation in dual enrollment can help students succeed in higher education by giving them a realistic idea of what college requires and giving them a head start on college-level work” (p. 1). Regarding career and technical education (CTE) courses, “Research has found that student participation in CTE dual enrollment is associated with gains in college enrollment, GPA, and credit accumulation” (Community College Research Center, 2012, p. 3). Students taking dual enrollment courses on a college campus were noted to enroll in college and attain degrees at higher rates than those taking courses on a high school campus (Community College Research Center, 2012).

In an effort to provide guidance for states and schools, the Community College Research Center (2012) suggested: (a) Eliminate restrictive eligibility requirements for dual enrollment; (b) Expand outreach to underserved populations and provide dual enrollment courses tuition free

for low-income students (if not for all students); (c) Integrate dual enrollment into high school CTE pathways and programs; (d) Include dual enrollment as part of a high school senior year redesign effort; (e) Create measures within high school accountability programs to reward high schools; (f) Whenever possible, offer dual enrollment courses on college campuses; and (g) Take measures to ensure that DE courses are high quality and rigorous (p. 6).

Colleges should contemplate giving more credence to college courses students take while in high school as, the college course experience may relate to subsequent academic performance in college (Chapman & Holloway, 1977; Lambert & Ruiz, 2010). Dual credit enrollment can improve student persistence toward baccalaureate and advanced degree completion (Swanson, 2007, p. 361). This may provide students with a “nest egg” of credits and “a psychological boost of confidence about their chances of college success while still within the safer confines of the high school” (pp. 361-362).

Dual credit students in one study at the University of Colorado and Health Sciences Center achieved a higher mean grade point average in first year courses than non-dual credit students (Hartman, 2007). Indeed, “admissions officers, transcript evaluators, academic program coordinators, college instructors, and administrators should treat former dual-enrollment students with equitable consideration of their abilities and subject knowledge” (p. 99). Students must have “adequate academic preparation so they can be retained in college and earn credentials” (Bragg, Kim, & Barnett, 2006, p. 6).

One study noted, “During the 2002-03 12-month academic year, there were approximately 6,400 students enrolled in dual enrollment programs geared specifically toward high school students at risk of education failure” (National Center for Education Statistics, 2005, p. 15). Of these programs, 39% were noted as being primarily career and technical while 34% of

these programs were academic, while twenty-one percent suggested that the focus was equally career and technical, with six percent noting other concentrations (p. 15). It was observed that, “Sixty percent of institutions with programs for at-risk students provided extra support services specifically for the students in the program, such as tutoring, academic advising, study skills workshops, and precollege counseling” (p. 16).

Washington’s “Running Start” program, created by the legislature in 1990, helps students (a) reduce time to degree and college costs; (b) perform well in the program and at universities, with a 3.12 average GPA at the University of Washington; and (c) complete a higher proportion of credits attempted with better grades than non-program participants (State Board for Community and Technical Colleges, 2006, p. 1). It was suggested that, “Students who have earned Running Start credits while in high school complete their bachelor’s degree with 33 fewer state supported credits than those who do not participate in Running Start and enter universities as freshmen” (p. 5). Notably, “about 5 percent of Running Start students complete both high school and community college at the same time” indicating “It is much more common for students to take the credits earned through Running Start and continue at the two-year college or transfer to a university” (p. 5). A U.S. Department of Education study in 2004 was referenced, suggesting, “students who earn at least 9 semester credits (20 quarter credits) while in high school had an increased likelihood of continuing on to finish a four-year degree within 8 years” (p. 5). This timeline was based in part on Adelman’s analysis for the United States Department of Education suggesting “using an 8.5-year timetable to look at graduation rates” (“Getting a clearer picture of who graduates and why”, 2006, p. 1). Funding and coordination are among the continued challenges for implementing dual credit and other transition programs (Washington Higher Education Coordinating Board, 2005). One study suggested that students who earned

college credit while in high school, reduced their time to postsecondary degree completion. A majority of these students earned their degrees within four years of high school graduation, while many without credits from these methods took in excess of four years to earn their degrees (Western Interstate Commission for Higher Education, 2006).

Dual enrollment students in Iowa got a jump start on college, completing degrees and diplomas at a higher rate and in less time than non-dual enrolled students (Nitzke, 2002). Educational experience had a more significant impact on degree completion than socioeconomic status. The program “improved access for less advantaged groups of individuals, thus it satisfied commonly stated goals,” “expanding access to college for students whose plans likely did not go beyond finishing high school” (p. 101).

Lerner and Brand (2006) noted that while transition programs are helping to improve college access and success, the present data provide little more than a description of student achievement at specific points in time. Additional research is needed to determine whether dual credit enrollment reduces the time to higher education degree completion (Decker, 2006, p. 119; Lerner & Brand, 2006, p. 123; Porter 2003, p. 78). Porter (2003) suggested “students who participated in dual/joint-enrollment programs had more academic success than those students who did not participate in such programs” and those students “earned their four-year degree in four years or fewer,” reducing time to degree and financial costs (p. 77). Research conducted by Speroni (2011b) in Florida suggested that placing into and taking a college algebra course through dual enrollment “significantly increased students’ likelihood of enrolling in college by about 16 percentage points and of obtaining a college degree by about 23 percentage points, with some indication of positive effects on high school graduation” (pp. 55-56).

Concurrent enrollment students at Collin County Community College District (CCCCD) had (a) a higher course GPA, (b) higher Fall-to-Fall and Fall-to-Spring retention rates, (c) higher overall GPA, and (d) higher percentage of credit hours successfully completed (Swanson, 2003, p. 129). These concurrent enrollment students, who earned an associate degree, did so in a shorter time frame averaging 2.5 years, compared with the matched sample averaging 2.9 years” (p. 130). It was observed, “To develop a more complete understanding of how participation in the concurrent enrollment program impacts future academic performance, data related to student success factors from transfer colleges and universities would fill in the gaps for students who did not take additional coursework at CCCCCD” (p. 134). Dual credit enrollment contributed to college success for lower income and male students in Florida and New York City, though more research is needed (Karp, et. al., 2008).

Shaughnessy (2009) examined postsecondary retention and degree completion rates for one cohort of Kentucky students. Dual enrollment students were found to have significantly higher year-to-year retention and degree completion rates than non-dual enrollment participants (p. 65). The number of dual enrollment courses completed positively impacted baccalaureate degree completion rates for these students (p. 65). Shaughnessy (2009) declared, “These findings provide a foundation for a new strategy to align the requirements for high schools and the expectations for success in college” (p. 76).

Westcott (2009) compared degree attainment for dual credit and non-dual credit students who enrolled at a Virginia Community College System institution; finding that dual credit students completed baccalaureate degrees in less time and at a higher rate than non-dual credit students. Completion of “gatekeeper” courses such as English and Mathematics coursework

during dual credit enrollment related positively to baccalaureate degree attainment (Westcott, 2009, p. 59).

Mead (2009) compared dual credit and non-dual credit students at Des Moines Area Community College; finding similar overall demographics between the groups and no significant difference in the retention of students within the term. Variables significantly impacting student success “were dual credit English, 1st semester GPA, taking DMACC English and math, and ACT English” (Mead, 2009, p. 151). Mead (2009) declared, “The importance of examining the impact and effectiveness of this programming as part of a systematic continuous improvement process is imperative and this study has formally begun that process” (p. 160).

Duffy (2009) explored the relationship between dual credit enrollment and student performance at a four year university in Tennessee, finding no significant difference between dual credit and non-dual credit participants in persistence through the first year of college, GPA in the first year of college, overall GPA, and earning a degree within five years. Duffy (2009) suggested that the findings regarding dual credit should not be negatively construed; noting “this study is one small step forward to identify relationships and substantiate that dual credit programs have become a viable component of higher education that requires equal consideration in terms of planning, funding, research, and review” (p. 74).

Barker (2010) explored the relationship between high school dual enrollment and postsecondary transition in northern Louisiana. Students rated their program experience through use of the National Alliance of Concurrent Enrollment Partnerships (NACEP) *1Year Out Survey*, administered to students who have been out of concurrent enrollment programs for one year. This research noted no significant relationship between the variables of ethnicity, socioeconomic status, state standardized test scores, and future postsecondary success for dual enrollment

students (pp. 134-135). Conversely, ACT scores and cumulative high school grade point averages were significant variables in postsecondary success for these students (p. 136).

McComas (2010) examined the impact of concurrent enrollment on time to degree and degree completion rates in Iowa community colleges. Females, in this study, completed degrees at significantly higher rates and shorter times than males did. Future research was recommended upon time to degree and degree completion rates.

Simms (2010) examined the postsecondary outcomes of dual enrollment students in Kentucky Community and Technical Colleges. Program participation more than doubled between the 200-2001 and 2007-2008 academic years. Technical and career courses accounted for 77.8% of enrollment while 16.9% of courses were general education transfer courses (Simms, 2010, p. 112). Dual enrollment students matriculated to postsecondary institutions at a 56.8% rate and 14.8% of dual enrollment students earning a degree (Simms, 2010, p. 111). A qualitative study of why students choose to participate in dual enrollment courses was recommended.

Fara (2010) examined the relationship between earning college credit while in high school and academic success at Iowa State University. This research suggested that first-year students at Iowa State University who took college courses, whether general education or career technical, while in high school earned a higher first semester Grade Point Average and were more likely to re-enroll in the subsequent Fall semester than students not earning college credit while in high school (Fara 2010, p. 79). Future qualitative and quantitative upon pre-entry dual credit student attributes was recommended in order to get a more complete picture of specific student demographics.

Student Tracking Systems

Student tracking systems have received increasing attention. Information to track may include student persistence, degree completion, remediation rates, and Grade Point Averages. Efforts have been made toward establishing longitudinal student tracking systems. Fergus, Djurovich, & Misukanis (2009) noted provisions of the American Recovery and Reinvestment Act of 2009 promoting these systems. Education data systems should (a) identify factors that correlate to students' ability to successfully engage in and complete postsecondary-level general education coursework without the need for prior developmental coursework; (b) identify factors to increase the percentage of low-income and minority students who are academically prepared to enter and successfully complete postsecondary-level general education coursework; and (c) use the data in the system to otherwise inform education policy and practice in order to better align state academic content standards, and curricula, with the demands of postsecondary education, the 21st century workforce, and the Armed Forces (Fergus, Djurovich, & Misukanis, 2009). Minnesota is currently considering implementing a data system to link K-12 and postsecondary data to identify factors of student demographics, persistence, program performance, and help inform policymaking processes. Postsecondary Enrollment Options (PSEO) data was among the data recommended for inclusion. North Dakota is among the other states that also have a longitudinal data system.

Statewide student databases with postsecondary components existed in at least 31 states, with at least 14 more states collecting some postsecondary student information (Baskin, 2010). Peter T. Ewell, Vice President of the National Center for Higher Education Management Systems, was quoted (in Baskin, 2009) as stating "The accountability push is such that these numbers are just simply going to be produced, whether anyone likes it or not" (para. 3).

Education Secretary Arne Duncan was cited as stating, “Hopefully, some day we can track children from preschool to high school and from high school to college and from college to career” (Baskin, 2010, “From preschool to career,” para. 2). Duncan (in Baskin, 2010) noted privacy concerns but declared that strong student educational data systems are essential for “understanding what’s working and what’s not” in educational institutions. Florida was noted as having a strong educational data system. The National Center on Education and the Economy (2008) discussed the importance for national support in linking education data with labor department data to enhance system accountability. National standards for data tracking may help students select which colleges to attend and may help researchers track students who attend private institutions or cross state lines during their educational career (Baskin, 2010). Eklund (2009) examined student populations, coursework selection patterns, and data alignment among Texas dual credit students. Eklund observed:

The findings of this research indicate a need for more consistent and aligned dual credit data reporting requirements at the state level, standards for aligning high school and college courses and determining dual credit course crosswalks, closer state and local monitoring of dual credit programs to ensure quality, and a state-level effort to bring together state, regional, and local dual credit stakeholders to discuss appropriate means to achieve these recommendations” (Eklund, 2009, p. 272).

Based upon the input of administrators in Michigan, Wozniak (2010) suggested creation of a K-20 state database including electronic transcripts and student progress reports that could be accessed by institution stakeholders and facilitate national data sharing as needed (Wozniak, 2010, p. 214). Anderson (2010) recommended future research in Wyoming using longitudinal student data to compare the postsecondary performance of dual enrollment and non-dual

enrollment student (pp. 103-104). Available state dual credit program information often includes program name, course location, instructor credentials, curriculum, and program requirements (Dodge, 2012, pp. 225-226). State data inconsistencies were noted in areas such as No Child Left Behind course alignment and detailed curriculum information (p. 226).

The presence of longitudinal data systems can facilitate various studies, including data mining and knowledge management research to enhance understanding of student enrollment trends and inform decision making through institutional research. For more information upon data mining research, refer to (Han & Kamber, 2006; Hand, Mannila, & Smyth, 2001; Delmater & Hancock, 2001; Romero & Ventura, 2007, Dunham, 2003; Roiger & Gaetz, 2003; O'Dell, Grayson, & Essaides, 1998; Santo, 2005; Pechenizkiy, Puuronen, & Tsymbal, 2008; Zhao & Luan, 2006; Herzog, 2006; Luan & Zhao, 2006; Bailey, 2006; Luan, 2002; Serban, 2002; Eykanp, 2006).

The Delphi Technique

The term Delphi derives its origins from Greek mythology, associated with power to look into the future (Witkin & Altschuld, 1995; Mitchell, 1991; Williams & Webb, 1994; Hasson, Keeney, & McKenna, 2000). This research technique was developed as a tool to help predict future needs (Williams & Webb, 1994; Mitchell, 1991; Hartman, 1981; Pollard & Tomlin, 1995; Stewart, 2001; McKenna, 1995; Delbecq, Van de Ven, & Gustafson, 1975; Fischer, 1978). The technique was utilized by the Rand Corporation:

To apply expert opinion to the selection, from the viewpoint of a Soviet strategic planner, of an optimal U.S. industrial target system and to the estimation of the number of A-bombs required to reduce the munitions output by a prescribed amount. (Dalkey & Helmer, 1963, p. 458)

In addition to the fields of education and institutional research which will be discussed in upcoming sections, the Delphi technique has been used in a variety of fields including by the Rand Corporation (Dalkey & Helmer, (1963; Rice, 2009; Linstone & Turoff, 1975, Franklin & Hart, 2007; Williams & Webb, 1994; Uhl, 1971; Uhl, 1983; Judd, 1971; Judd, 1972) and in medicine (Price, 2005; Udoh, 2007).

Forms of the Delphi technique include the policy Delphi, modified Delphi, the real-time Delphi, and the e-Delphi (Hasson, Keeney, & McKenna, 2000; Chou, 2002). The e-Delphi will be examined in greater detail as it is the method being employed in this study. Delphi formats have also been described as:(a) *classical* to establish general facts of the situation, (b) *decision-making* to facilitate group discussion ideas to promote collaborative decision making, and (c) *policy* Delphi to explore feasibility and consequences of varied alternatives to garner a “rich, meaty stimulating body of opinion” and help determine what *should* happen (Franklin & Hart, 2007, p. 238; Murray, 1992, p. 15).

The e-Delphi model facilitates dissemination of questionnaires by the researcher and completion by the experts while maintaining the essential characteristics of the Delphi technique (Chou, 2002). Components of the e-Delphi model include (a) a friendly interface that allows the project leader to develop and send questionnaires to panel members, (b) a friendly interface that allows members to input data, (c) perform calculations on panel members’ input entries, (d) prepare individual questionnaires with multimedia presentation, (e) helping the project leader determine the stability of each item of the questionnaire, and (f) allowing the project leader to monitor the execution of the study and to communicate with panel members easily (Chou, 2002, pp. 233-234).

There seems to be little consensus in the literature upon the exact required size for a Delphi research study (Last & Fulbrook, 2003; Rowe & Wright, 2001). The minimum size for a Delphi panel is frequently considered to be 10, though increased size tends to improve reliability of the results (Osborne et al., 2003; Williams & Webb, 1994; Cochran, 1983). It has been suggested, however, that “few new ideas are generated in a homogenous group once the size exceeds 30 well-chosen participants” (Osborne et al., 2003; Debecq et al., 1975). Hasson et al. (2000) noted that Delphi studies have ranged in size from 15 to 60 participants. Armstrong (1985) asserted that groups should be within the range of 5 to 20 members (cited in Rowe & Wright, 2001). Rowe & Wright (2001) noted the limited empirical research upon appropriate Delphi group size; however, “Brockhoff (1975) compared Delphi groups comprising five, seven, nine, and 11 panelists and found no clear distinctions in panel accuracy” and “Boje and Murningham (1982) compared the effectiveness of groups of three, seven, and 11, and found no significant differences among them” (p. 129).

Strengths and weaknesses of the Delphi research technique have been discussed. Advantages include the ability to achieve consensus from experts with a broad range of experience without being limited by logistical implications of gathering these experts at a single time and place (Powell, 2003). Expert opinions can be gathered without dominant viewpoints dominating or influencing other responses (Tigelaar, Dolmans, Wolfhagen, & Van Der Vleuten, 2004). In addition, “Delphi has the advantage that opinions and ideas are crystallised and not only based on critical tasks in which only conspicuous elements” of an issue that are important are considered (Tigelaar et al., 2004). It is well-suited for examining complex or quickly changing events (Franklin & Hart, 2007). Some have highlighted additional advantages of minimizing misunderstandings of program improvement discussions and providing each panelist

an equal opportunity to express their viewpoints and have those viewpoints accepted (Eighmy, 1995, p. 93; Coppola, 1991, p. 21; Kurth, McKinney, Sutter, Grossman, & Drier, 1989, p. 27). Indeed, “Delphi-like groups perform judgmental and forecasting tasks more effectively than other judgmental approaches” (Rowe & Wright, 2001, p. 141). Uhl (1971) explained that “the Delphi technique may be a more useful way of deciding upon goals than the more usual procedure of committees or faculty meetings, meetings of department heads, etc. which are time consuming and less likely to achieve consensus” (p. 51). The Delphi technique can help achieve consensus in on values and can serve as a valuable tool in higher education planning (Judd, 1971; Judd, 1972).

The Delphi Technique in Education

Eighmy (1995) examined the guiding principles and philosophy for the development of technology curricula in undergraduate agricultural educator preparation programs, and serves as the faculty advisor for this research. Moquin and Travis (1999) explored the perceptions of community college faculty, administrators and leaders, including information technology personnel, upon the most important issues facing colleges regarding the “information superhighway.” Tigelaar, Dolmans, Wolfhagen, & Van Der Vleuten (2004) utilized the Delphi technique to develop a framework for higher education teaching competencies while ensuring flexibility for professional development and differentiation. Rice (2009) sought to glean five year priorities of K-12 distance education from experienced researchers, policymakers, and practitioners in the United States. Franklin and Hart (2007) used the policy Delphi approach to examine views of academic department chairpersons upon the future of web-based distance education for public metropolitan universities. Williams, Boone, and Kingsley (2004) examined whether software in education was meeting instructional needs and what changes were needed to

make this software more effective. Coppola (1991) examined perceptual differences between teachers and school administrators of a preschool program through a mailed Delphi study of preschool teachers, principals, and assistant principals. Kurth, McKinney, Sutter, Grossman, and Drier (1989) used a policy Delphi and other techniques to explore alternative designs for vocational education delivery in Pennsylvania. Watba and Farmer (2006) examined challenges confronting community college deans in Florida, North Carolina, Virginia, and Maryland. Murray (1992) highlighted use of the policy Delphi technique in determining standards and responsibilities for postsecondary academic department chairpersons.

The techniques differed in these studies. Moquin and Travis (1999) identified one institutional technology expert from each of the community college districts in Texas. Tigelaar, et al. (2004) selected higher education experts from varied disciplines with a minimum of five years of postsecondary experience and maintain views upon teaching competencies. Franklin and Hart (2007) selected academic department chairs with web-based graduate or undergraduate programs from 14 metropolitan institutions. Williams, Boone, and Kingsley (2004) selected specialists upon computer use in education and instructors who were using technology in metropolitan elementary (10), middle (10), and high (10) schools. Coppola (1991) mailed Delphi surveys to preschool teachers, principals, and assistant principals in a metropolitan school district. In the policy Delphi portion of their study, Kurth, McKinney, Sutter, Grossman, & Drier (1989) mailed surveys to individuals familiar with vocational and technical education in Pennsylvania. Watba and Farmer (2006) selected deans of occupational education and continuing education within the selected states. Murray (1992) selected faculty, administrators, and advisory board members of the focus institution.

The Delphi Technique and Institutional Research

As the doctoral program concentration for this researcher is institutional analysis, it is important to examine the use of the Delphi technique within the field of institutional research. Uhl (1978) used the Delphi technique with the Institutional Goals Inventory (IGI) to determine institutional goals at North Carolina Central University, allowing the discourse to evolve and serve as a part of the strategic planning process. Hecht (1979) discussed the use of a modified Delphi for determining institutional research priorities, consisting of individual or group interviews, distributing the instrument, providing feedback, planning in conjunction with administrators, and issuing a final report. Jones (2001) suggested that institutional researchers use Developing a Curriculum (DACUM) and Delphi techniques as a means to empower faculty and achieve greater faculty acceptance of institutional efforts to establish undergraduate learning models. Institutional research expertise is valuable in designing meaningful survey items and research procedures to gain insight from a representative sample of stakeholders to establish reliable and valid results (Jones, 2001). Uhl (1983) suggested that “The Delphi technique, while not highly recommended for forecasting, is a useful communication tool which institutional researchers can use to assist all phases of planning” (p. 92). Lenning (1988) discussed the Delphi technique as one form of consensus-building, noncognitive assessments for determining institutional effectiveness in meeting learning objectives.

CHAPTER 3. METHODOLOGY AND PROCEDURES

Purpose of the Study

The purpose of this study is to determine the essential components of dual credit in New Mexico from the perspective of individuals working with dual credit at secondary and postsecondary institutions in New Mexico to determine the future state of dual credit in New Mexico. Issues addressed will include student access, eligibility, program information, secondary institution requirements, postsecondary institution responsibilities, education agency perspectives, and policymaker expectations.

Research Questions

The following research questions will guide this study:

1. What is the historical context from which current practices and educational philosophy in dual credit has emerged?
2. What has been the impact of dual credit upon postsecondary institutions, secondary institutions, and students?
3. What actions should be taken regarding dual credit?
4. What should be the philosophy and practice of dual credit in the state?

Methodology

The Delphi method, as defined by Witkin and Altschuld (1995), comprises “a set of procedures characterized by the iterative use of a survey over time with the same panel of respondents” (pp. 193-4). According to Listone and Turoff (1975), “the Delphi method can effectively gather expert views, maintaining flexibility to allow the experts, rather than researcher bias, to drive research findings (Listone & Turoff, 1975, p. 3; Price, 2005). Indeed, it is “an established method for obtaining consensus and has been used to identify problems, define

needs, establish priorities, plan curriculum, and identify and evaluate solutions” (Nieger, Barnes, Thackeray, & Lindman, 2001, p. 113). Anonymity, a structured information flow, and system for controlled feedback are required (Rice, 2009).

The degree of expert consensus or agreement upon these items over time is evaluated and an overall consensus is constructed (Witkin & Altschuld, 1995). During this process the researcher must allow the consensus to emerge from the experts, “rather than specifying a suitable criterion prior to the enquiry” (Williams & Webb, 1994, p. 184).

Noted advantages of the Delphi method include the ability to achieve consensus from experts with a broad range of experience without being limited by logistical implications of gathering these experts at a single time and place (Powell, 2003). Expert opinions can be gathered without dominant viewpoints dominating or influencing other responses (Tieglar, Dolmans, Wolfhagen, & Van Der Vleuten, 2004). The Delphi method also allows ideas to be crystallized within the complete context of an issue (Tieglar et al., 2004). It is well-suited for examining complex or quickly changing events (Franklin & Hart, 2007). Some have highlighted additional advantages of minimizing misunderstandings of program improvement discussions and providing each panelist an equal opportunity to express their viewpoints and have those viewpoints accepted (Eighmy, 1995, p. 93; Coppola, 1991, p. 21; Kurth, McKinney, Sutter, Grossman, & Drier, 1989, p. 27). It has been suggested that, “Delphi-like groups perform judgmental and forecasting tasks more effectively than other judgmental approaches” (Rowe & Wright, 2001, p. 141).

Population and Sample

Allowing the respondents consensus to emerge helps avoid the influence of researcher bias in the results of the study by letting the expert responses guide subsequent rounds of the

Delphi study. The emphasis upon expert perspectives highlights the importance of the nomination criteria discussed in this chapter.

Sampling Procedures

The minimum size for a Delphi panel is frequently considered to be 10, though increased size tends to improve reliability of the results (Osborne et al., 2003; Williams & Webb, 1994; Cochran, 1983). It has been suggested, however, that “few new ideas are generated in a homogenous group once the size exceeds 30 well-chosen participants” (Osborne et al., 2003; Debecq et al., 1975). Hasson et al. (2000) noted that Delphi studies have ranged in size from 15 to 60 participants. Armstrong (1985) asserted that groups should be within the range of 5 to 20 members (cited in Rowe & Wright, 2001). Rowe & Wright (2001) noted the limited empirical research upon appropriate Delphi group size, however, “Brockhoff (1975) compared Delphi groups comprising five, seven, nine, and 11 panelists and found no clear distinctions in panel accuracy” and “Boje and Murningham (1982) compared the effectiveness of groups of three, seven, and 11, and found no significant differences among them” (p. 129).

Dual credit experts were sought from public and tribal colleges and public, tribal, and charter schools in New Mexico. This criterion is consistent with dual credit restrictions under New Mexico Administrative Code. Invitation Letters explaining the purpose and Delphi methodology employed in the study were sent by email to the 58 prospective participants who were asked to consent to participation in the study and to having their names released in the research report as required in the Delphi method. Upon receipt of the participant consent to participate and to have their names released in the research report, the participants received another email with a Survey Monkey link to the Round 1 instrument. Upon completion of the

Round 3 instrument, the overall results of the study were analyzed and a determination was made by the researcher and dissertation advisor that no further Delphi rounds were needed.

In order to address the research questions in this study, individuals working with dual credit at secondary and postsecondary institutions in New Mexico were invited to participate in a Delphi study to ascertain the essential components of dual credit in New Mexico. This group was selected because of their experience working with dual credit in New Mexico from a postsecondary perspective.

Panel Identification and Selection

As required for use of the Delphi technique, participants were identified and selected based upon nomination criteria (Goetz & LeCompte, 1984; Stone Fish & Busby, 1996). As the structure of dual credit in New Mexico differs from other states, limiting participation to panelists in New Mexico will help assure that all ideas presented are based upon experience in New Mexico and are relevant to New Mexico.

To be included in this study, participants should:

1. Possess statutory knowledge of dual credit provisions in New Mexico.
2. Possess procedural knowledge of dual credit provisions in New Mexico.
3. Currently hold or have previously held a position described previously that requires knowledge of and interaction with dual credit instruction and administration efforts.
4. Be committed to providing educational opportunities for students.

The researcher composed an invitation email and accompanying invitation letter (presented in Appendix C and Appendix D, respectively) and sent them by electronic mail to 58 prospective expert respondents for this study. Of the 58 experts initially invited, 22 agreed to participate in the study. Informed consent was received from each of the experts prior to

distribution of the Delphi study instrument. This consent request included explanation of the research study and the Delphi research methodology. A list of expert panel members will be provided later in this chapter.

The following individuals consented to participate in the study, consented to have their identity revealed in the research report, and completed the Round 1, Round 2, and Round 3 instruments:

Mrs. Patricia Parsons
Superintendent of Dexter Consolidated
Schools
P.O. Box 159
Dexter, New Mexico, 88230

Mr. Richard Hazen
Superintendent
Logan Municipal Schools
P.O. Box 67
Logan, New Mexico 88426

Mr. Jerry Manuelito
Recruiter
Navajo Technical College
P.O. Box 1392
Crownpoint, New Mexico 87313

Mr. Scott Karlman
Dual Credit Program Coordinator
University Advisement Center
University of New Mexico
University Advisement and Enrichment
Center
(Formerly Student Services Center) Room
105
Albuquerque, New Mexico 87131

Mr. Craig DeYoung
Principal
Socorro High School
1200 Michigan Avenue
Socorro, New Mexico 87801

Judith A. Weicherding
Dual Credit Coordinator
New Mexico State University
University Admissions, MSC 3 A, P.O. Box
30001
Las Cruces, New Mexico 88003-8001

Dr. John B. Gratton
Vice President for Instruction
New Mexico Junior College
1 Thunderbird Circle
Hobbs, New Mexico 88240

Julie Fisher
Interim Director
School Relations Department
Central New Mexico Community College
525 Buena Vista SE
Albuquerque, New Mexico 87111

Ms. Diane Brent
Retired Superintendent
Registrar
Los Alamos High School
1300 Diamond Dr.
Los Alamos, New Mexico 87544

Rebecca Estrada-Anderson
Director of Recruitment and Dual Credit
Programs
Santa Fe Community College
6401 Richards Avenue
Santa Fe, New Mexico 87508

Carol McAlister
Data Analyst
Data Analyst/Perkins Coordinator/Dual
Credit Coordinator
Carlsbad Municipal Schools
408 N. Canyon
Carlsbad, New Mexico 88220

James C. Olguin
Dual Credit Coordinator
New Mexico State University Grants
1500 N. Third Street
Grants, New Mexico 87020

Dr. George Bickert
Principal
Crownpoint High School
PO Box 700
Crownpoint, New Mexico 87313

Rose Pena
Dual Credit Coordinator/Transfer Advisor
New Mexico State University Alamogordo
2400 N. Scenic Drive
Alamogordo, New Mexico 88310

Tracy M. Steenholdt
Dual Credit Coordinator
Eastern New Mexico University-Roswell
P.O. Box 6000
Roswell, New Mexico 88201

Rita Logan
Sr. Program Manager, Community
Education Services
University of New Mexico Valencia
208 La Entrada
Los Lunas, New Mexico 87031

Judith Spillane
Director, Extended Learning
Clovis Community College
417 Schepps Blvd.
Clovis, New Mexico 88101

Becky Ordunez
Manager, Dual Credit Program
Dona Ana Community College
MSC 3 DA, P.O. Box 30001
Las Cruces, New Mexico 88001

Michael Stanton, Ph.D.
Principal
nex+gen Academy
5325 Montgomery Blvd. NE
Albuquerque, New Mexico 87109

Instrumentation

The first round instrument was developed by the researcher based upon an extensive literature review of aspects relating to dual credit enrollment programs that feature secondary institution students enrolling in postsecondary courses during high school. Participants were asked to respond to statements on a Likert scale with *Strongly Agree* (4), *Agree* (3), *Disagree* (2), *Strongly Disagree* (1), or *No Judgment* (Null). These Likert scale items were placed within the following seven constructs for the study. The Round 1 instrument composition included:

- Education Philosophy (1 statement)
- Transition from High School to College (11 statements)
- Dual Credit Programs (13 statements)
- Dual Credit Courses (4 statements)
- Dual Credit Students (3 statements)
- Data Collection and Analysis (2 statements)
- Dual Credit in New Mexico (18 statements)

Each of the Likert scale items in this study was accompanied by a statement saying “Make comments and/or revise the statement” with a box for respondents to type this feedback.

The research design was submitted to the North Dakota State University Institutional Research Board (IRB) and the New Mexico State University Institutional Review Board (IRB) for review and approval prior to conducting this study. These are available in Appendices A and B respectively.

The first round of this Delphi study sought responses from 22 experts upon a series of questions related to dual credit in New Mexico. Based upon first round expert responses, experts were asked to respond to an instrument, modified based upon their previous responses. Experts were then be asked to respond to the second round instrument, modified based upon previous responses. Descriptive statistical analysis was performed on the second round instrument and modifications made for a third instrument. This process was repeated until the researcher determined based upon descriptive analysis that consensus was reached among the experts.

In addition to the 52 Likert scale items in Round 1, the expert panel was asked to contribute additional statements in each of the major categories of topics addressed in the

instrument based on open-ended statements. These same open-ended statements were used in Round 2 when the panel was asked to contribute items for Round 3. The Round 1 instrument may be viewed in Appendix G of this study.

Based upon panel feedback to the Round 1 instrument, 24 new Likert scale statements were added to the Round 2 instrument. Eight new items were added under Education Philosophy, twelve new statements were added to Transition from High School to College, one was added to Dual Credit Students, one was added to Data Collection and Analysis, and two new items were added to Dual Credit in New Mexico. The Round 2 instrument may be viewed in the Appendix J of this study.

The following open-ended questions were added for Round 2:

Data Collection and Analysis

- What data and reports are needed to assist in making decisions about dual credit in New Mexico?

Dual Credit in New Mexico

- What has been the impact of dual credit on colleges?
- What has been the impact of dual credit on universities?
- What has been the impact of dual credit on high school students?
- What should the policy be for transfer of dual credit courses in New Mexico?
- What should the criteria be for letting high school students enroll in dual credit courses?
- What should the goals be for dual credit policy in New Mexico?

Based upon Round 2 expert feedback, 45 new Likert scale items were added in Round 3 instrument. Transition from High School to College contained three new statements, one new Dual Credit Courses was present, Dual Credit Students contained two additional statements, Data

Collection and Analysis contained 10 new items, and Dual Credit in New Mexico contained 29 new statements. Please see the Round 3 instrument in Appendix L to this study.

The Round 1 instrument was also included in a detailed submission to the North Dakota State University Institutional Review Board (IRB) prior to being sent to participants. The survey was administered in an online format through use of Survey Monkey. This service was purchased by the researcher.

Respondents were asked in the first round and second round instruments to suggest other issues that should be included in subsequent rounds of the study. Statistical calculations of frequency, mean, and standard deviation of responses will be conducted on first and second round responses and placed under the topic statements. Participants in each round of this Delphi study were asked to respond to Likert scale survey items with *Strongly Agree* = 4, *Agree* = 3, *Disagree* = 2, *Strongly Disagree* = 1, and *No Judgment* = Null/Missing Value. The *No Judgment* = Null/Missing Value allows respondents an option if they do not believe they possess sufficient knowledge or experience upon a particular item to feel that they could make an informed decision.

The Round 1 Delphi instrument was developed based upon the literature review and approved by the dissertation advisor. Institutional Review Board approval was obtained from North Dakota State University and New Mexico State University. Upon completion of the Round 1 instrument, the researcher constructed the Round 2 Survey Monkey instrument based upon the Round 1 results, with approval of the dissertation advisor. Upon completion of the Round 2 instrument, the researcher constructed the Round 3 Survey Monkey instrument based upon the Round 2 results, with approval of the dissertation advisor.

Validity and Reliability

The Delphi process itself is a measure of validity as “the degree of consensus among experts is associated with the validity in a Delphi” (Mitroff & Turoff, 1975, p. 22). This Delphi research study has established a goal for expert consensus between 80 and 100% agreement, viewed as a high consensus standard (Eighmy, 1995). It has been suggested that the validity of a Delphi study is increased as the number of process participants increases; however, others suggest that the impact of panel size upon reliability and validity of the Delphi process is not conclusively demonstrated by empirical evidence (Powell, 2003). The Delphi process, like other research methodologies, requires justification for using the methodology, documentation of participant selection criteria, explanation of data collection process, acceptable consensus level, and plans for dissemination of results (Powell, 2003).

In Delphi research, reliability is contingent upon the experts participating in the study. Moreover, reliability of the Delphi study can be viewed as referring to its reproducibility among experts other than those participating in the specific research. Validity of results with the Delphi technique can be enhanced by developing appropriate criteria for determining consensus (Eighmy, 1995). The anonymity and confidentiality present in this research technique can facilitate the gathering of expert opinions without the logistical, time, resources, and psychological pressures that participants could experience in other group consensus research methods (Williams & Webb, 1994; Fischer, 1978; Wilson, Averis, & Walsh, 2003). Face and concurrent validity have been noted as strengths of the Delphi technique (Williams & Webb, 1994). Validity of a Delphi study can be negatively impacted by attrition of expert participants from the study, particular bias on the part of respondents, inappropriate standards for determining and selecting expert participants, and researcher bias in reporting findings.

Reliability of a Delphi study may be impacted by the reproducibility of the study with another group of experts possibly not reaching the same conclusions. Participant response rate as well as criteria for panel selection and consensus can impact validity and reliability of the Delphi (Williams & Webb, 1994). Tigelaar, Dolmans, Wolfhagen, & Van Der Vleuten (2004) viewed convergence as “occurring when there was minimal or no further shifting of panel responses from round to round” (p. 259).

Data Collection

Dual credit experts were sought from public and tribal colleges and public, tribal, and charter schools in New Mexico. This criterion is consistent with dual credit restrictions under New Mexico Administrative Code. On July 10, 2011, invitations were sent to 29 college experts and 29 high school experts. The sample size was based upon the number of public and tribal colleges in New Mexico, and including the same number of high school experts. The invitation to participate in the study included a statement of Informed Consent and a Request for Permission to publish the names, titles, and positions of participants in the dissertation study as required by Delphi study protocol. Participants were asked to respond with this information if they consented to participation in this study. Upon receipt of this response, the welcome email, including a Survey Monkey link, was sent to participants. Round 1 reminder emails with a link to the Survey Monkey instrument were sent to all non-respondents on August 31, September 29 and October 22, 2011. The Round 2 instrument was distributed by email to panelists on January 10, 2012. Reminder emails with a link to the Survey Monkey instrument were sent to all non-respondents on January 24 and February 6. The Round 3 instrument was distributed by email to panelists on February 22, 2012. Round 3 Reminder emails with a link to the Survey Monkey

instrument were sent by email to all non-respondents on February 29, 2012 and March 5, 2012. Data analysis commenced after the last participant response to the survey on March 23, 2012.

Data Analysis

Participants in the first, second, and third rounds of this Delphi study were asked to respond to a Likert scale survey items with *Strongly Agree* = 4, *Agree* = 3, *Disagree* = 2, *Strongly Disagree* = 1, and *No Judgment* = Null/Missing Value. As part of the Delphi process, “panelists examine the results and the degree to which their own responses are similar or different from those of the group. They rerate the items and provide reasons for any ratings that are out of the acceptable range (median plus or minus Q) of Q2 responses” (Witkin and Altschuld, 1995, p. 197). This Delphi research study has established a goal for expert consensus between 80 and 100% agreement, viewed as a high consensus standard (Eighmy, 1995). The Delphi technique may also be used with inductive analysis (Mitroff & Turoff, 1975).

Data analysis of collective and individually coded responses will utilize Statistical Package for the Social Sciences (SPSS) Version 20.0 for Windows. After submission, each response is also combined into the group calculation. Data analysis components will include rate of responses from each Delphi round, discussion of the issues provided by the experts as a result of the first round comments and solicitation of additional statements for the panel to consider, second round responses including the degree of expert support for the statements and new statements suggested, and discussion of overall study consensus results (Hasson, Keeney, & McKenna, 2000). A “percentage of opinion” measure will be calculated upon “Agreement” (Strongly Agree/Agree) and “Disagreement” (Strongly Disagree/Disagree) in order to determine how strongly panelists either disagreed or agreed with specific statements (Eighmy, 1995). Data for “No Judgment” will not be included in this measure as they cannot be used to determine

agreement or disagreement. Likewise, comments from participants responding “No Judgment” will not be included in measures for determining consensus within the findings of this study.

Mean response “Statistical consensus” and the standard deviation of response “strength of consensus will be utilized” (Eighmy, 1995). Agreement will be determined by a statistical consensus of 3.000 or higher while statistical consensus on disagreement will be determined by a mean response of 2.000 or lower; each with a standard deviation of less than 1.000 (Eighmy, 1995). Statistical consensus may be possible where responses are especially similar in nature, though a few outlying responses can negatively impact a conclusion of statistical consensus. Inclusion of the 80% agreement among the panel will help address the impact of outliers. Data analysis techniques including percentages and descriptive statistics were employed in order to understand data properties and draw conclusions. Panel comments were included for qualitative analysis in this study as required in the Delphi technique.

CHAPTER 4. ANALYSIS OF DATA

Purpose of the Study

The purpose of this study is to determine the essential components of dual credit in New Mexico from the perspective of individuals working with dual credit at secondary and postsecondary institutions in New Mexico to determine the future state of dual credit in New Mexico. Issues addressed will include student access, eligibility, program information, secondary institution requirements, postsecondary institution responsibilities, education agency perspectives, and policymaker expectations.

Research Questions

The following research questions will guide this study:

1. What is the historical context from which current practices and educational philosophy in dual credit has emerged?
2. What has been the impact of dual credit upon postsecondary institutions, secondary institutions, and students?
3. What factions should be taken regarding dual credit?
4. What should be the philosophy and practice of dual credit in the state?

Data Analysis

Participants in the first, second, and third rounds of this Delphi study were asked to respond to a Likert scale survey items with *Strongly Agree* = 4, *Agree* = 3, *Disagree* = 2, *Strongly Disagree* = 1, and *No Judgment* = Null/Missing Value. As part of the Delphi process, “panelists examine the results and the degree to which their own responses are similar or different from those of the group. They rerate the items and provide reasons for any ratings that are out of the acceptable range (median plus or minus Q) of Q2 responses” (Witkin and

Altschuld, 1995, p. 197). As stated previously, this Delphi research study has established a goal for expert consensus between 80 and 100% agreement, viewed as a high consensus standard (Eighmy, 1995). Measures of frequency, mean, and standard deviations will also be used.

Research Findings

Twenty-two experts responded to the Round 1 and Round 2 instruments. Nineteen experts responded to the Round 3 instrument. This constituted a response rate of 100.00% for Rounds 1 and 2 and an 86.36% response rate for Round 3.

In addition to items asking respondents to consent to the study and provide their name, the Round 1 instrument consisted of 52 Likert scale items, seven items asking respondents to contribute additional items for the panel to consider. Thirty-nine items achieved a mean of 3.0000 or greater and a standard deviation of 1.0000 or less and were removed from subsequent rounds of the instrument. Thirty-seven of these 39 items achieved 80% or more Agreement among the panelists.

In Round 2, 17 Likert scale items did not meet consensus criteria for a mean of 3.0000 or more and a Standard Deviation of 1.0000 or less. Two of these 17 items did not 80% or more Agreement among the panelists. Some of these items were revised according to suggestions by the expert panel and retained for Round 3 of the study. Some other items were retained with comments for Round 3 without revision to determine if movement would occur in the level of agreement or disagreement with the item.

In Round 3, 29 of the 61 Likert scale items did not meet the criteria for a mean of 3.0000 or more and a Standard Deviation of 1.0000 or less. Of these 29 items, 25 did not achieve 80% or more agreement among the panelists. Three Round 3 statements achieved consensus to disagree.

One of these statements was in the category of Dual Credit Students while the other two items were in the Dual Credit in New Mexico category.

The remainder of this chapter will present the data gleaned from the Delphi panel experts. Tables will represent the descriptive analysis and narrative discussion will attempt to tell the story of the panel experts participating in the study.

Education Philosophy

The expert panel responded to nine total Likert-scale statements in the category of Educational Philosophy. This included one item in Round 1 and eight items in Round 2. Consensus to agree was achieved upon all nine items in this category. The purpose of this category was to reach consensus upon a broader educational philosophy among the expert panel participants in an attempt to help address Research Question 1 for this study. Table 1 and Table 2 introduce the consensus to agree findings, with further discussion to follow. There were no Nonconsensus items and no Consensus-to-Disagree items in this category.

Table 1

Education Philosophy Consensus to Agree Frequency Distribution

Item	N	SA	A	D	SD	NJ
Education is a personal and social investment, with implications for factors such as lifetime earnings, voter participation, volunteerism, literacy, health, and life expectancy.	22	18	3	1	0	0
Education helps individuals improve their quality of life.	22	20	2	0	0	0
Education is a key factor in producing a viable economy.	22	18	4	0	0	0
The future job outlook depends heavily upon an educated and skilled workforce.	22	16	6	0	0	0
Policy makers and legislatures need to align state budgets with value systems that support education, our youth and community.	22	21	1	0	0	0
Education is an important solution to begin to break the cycle of poverty.	22	19	3	0	0	0
Education provides the bedrock for an individual's lifetime.	22	17	3	2	0	0
Education helps make a person more well-rounded as far as employment.	22	9	12	1	0	0
Education is more than learning of material, it is an investment in the future.	22	15	7	0	0	0

Note. SA= Strongly Agree (4), A = Agree (3), D = Disagree (2), SD = Strongly Disagree (1), NJ = No Judgment (Null)

Table 2

Education Philosophy Consensus to Agree Items

Item	<i>N</i> ^a	Mean ^b	<i>SD</i> ^b	% Agree ^b	% Disagree ^b	Comments
Education is a personal and social investment, with implications for factors such as lifetime earnings, voter participation, volunteerism, literacy, health, and life expectancy.	22	3.77	0.53	95.45	4.55	3
Education helps individuals improve their quality of life.	22	3.91	0.29	100.00	0.00	1
Education is a key factor in producing a viable economy.	22	3.82	0.39	100.00	0.00	0
The future job outlook depends heavily upon an educated and skilled workforce.	22	3.73	0.46	100.00	0.00	1
Policy makers and legislatures need to align state budgets with value systems that support education, our youth and community.	22	3.95	0.21	100.00	0.00	1
Education is an important solution to begin to break the cycle of poverty.	22	3.86	0.35	100.00	0.00	3
Education provides the bedrock for an individual's lifetime.	22	3.68	0.65	90.91	9.09	1
Education helps make a person more well-rounded as far as employment.	22	3.36	0.58	95.45	4.55	1
Education is more than learning of material, it is an investment in the future.	22	3.68	0.48	100.00	0.00	0

^a *N* excludes *No Judgment* responses.

^b Mean, Standard Deviation, and Percentages are rounded to the nearest two decimal points.

During Round 1, the expert panel was asked to respond to the statement “Education is a personal and social investment, with implications for factors such as lifetime earnings, voter participation, volunteerism, literacy, health, and life expectancy.” Three college experts offered comments. One agreed but questioned the use of the word “implications” in the statement; noting that this word suggested a correlation rather than a more direct relationship, but did not mention alternative wording. Another disagreed, indicating that the ‘social’ implications noted in the statement made it too political; suggesting “Education is a personal investment which can effect (sic) lifetime earnings and personal accomplishment, and could influence one's health and life expectancy and possible involvement in community or volunteer activities.” A third agreed, writing, “Mostly agree with the statement.”

Consensus was achieved on the Round 2 Statement “Education helps individuals improve their quality of life.” One college panelist strongly agreed, suggesting, “Not only the individual, but their communities, state and country.” Upon reaching agreement, the item was removed from the study.

The Round 2 statement “Education is a key factor in producing a viable economy” achieved consensus without any panel comments. The panel also agreed that “The future job outlook depends heavily upon an educated and skilled workforce,” with one college panelist who agreed with the statement indicating, “But would state it as: ‘The future job outlook will depend, in part, upon an educated and skilled workforce,’ adding “ Don't feel 'depends heavily' is a correct statement.” The statement was, however, removed from the instrument, having achieved consensus.

Consensus was achieved on the statement “Policy makers and legislators need to align state budgets with value systems that support education, our youth, and community.” One college panelist agreed, but wrote, “As long as government is not viewed 'as the answer to all our needs!’” adding “We should not keep throwing money into the same programs that have been proven to not work, just because money is allocated for 'education.’”

The expert panel affirmed the statement “Education is an important solution to begin to break the cycle of poverty,” with three college panelists offering three comments. One agreed, stating, “Education is not the only solution” continuing “There are many other variables which help contribute to poverty.” Another also agreed, suggesting, “But restate it as, "Education is an important part of the solution to begin to break the cycle of poverty.” A third panel member strongly agreed, noting, “Many people are held hostage in poverty due to their inability to read or write.” This statement was removed from the instrument as a consensus item.

Consensus was reached upon the statement “Education provides the bedrock for an individual’s lifetime.” The lone comment, offered by a college panelist in agreement, stated, “Education is only one element that provides the bedrock during an individual’s lifetime.” The panel agreed that “Education helps make a person more well-rounded as far as employment.” A college expert in agreement observed, “I think it greatly contributes to it but a person’s experience I believe contributes more.” Finally, consensus was reached upon the statement “Education is more than learning of material, it is an investment in the future,” without any comments being offered.

All of the *Educational Philosophy* instrument items achieved consensus among the expert panel. This category of items helped identify a common philosophical thread among the expert panel upon the purpose and benefits of education. This section achieved its objective of reaching consensus upon large educational themes with implications for dual credit policy.

Transition from High School to College

The expert panel responded to 31 total Likert-scale statements in the category of Transition from High School to College. This included eleven items in Round 1, fourteen items in Round 2, and six items in Round 3. Twenty-one of these items achieved consensus to agree among the expert panelists, while ten were nonconsensus items. The purpose of this category was to reach consensus among the expert panel participants upon aspects of the high school to college transition. This section addressed aspects of all four research questions guiding this study. Table 3 and Table 4 introduce the consensus to agree findings, with further discussion to follow. Nonconsensus Items will be addressed directly after. There were no consensus-to-disagree items in this category.

Table 3

Transition from High School to College Consensus to Agree Frequency Distribution

Item	N	SA	A	D	SD	NJ
Distinctions between high school graduation requirements and college admission requirements can hinder implementation of a college preparatory curriculum in high schools.	22	6	11	4	0	1
The decision to go to college and being successful in college are influenced by prior academic coursework and achievement, student motivation, awareness of academic opportunities, family financial resources, and cultural attitudes.	22	16	6	0	0	0
High school students, including those viewed as low achieving students may benefit from and should be encouraged to pursue educational opportunities outside of the traditional core high school curriculum, including academic or career technical college course options.	22	16	6	0	0	0
Enhanced collaboration between high school and college career and college admission counseling efforts can assist secondary students in deciding upon and preparing for a college or career path.	22	15	7	0	0	0
Coordination of high school and college course schedules can facilitate student access to dual credit coursework.	22	14	7	1	0	0
Students should be encouraged to consider possible career options prior to their high school freshman year in order to assist in planning high school and college course options through and beyond high school graduation.	22	5	15	1	1	0
Community colleges can serve as a gateway to higher education, including through implementation of dual credit programs for high school students.	22	15	6	0	0	1
Students may be motivated to enroll in dual credit coursework to get a head start on college coursework, especially when credits may be earned at reduced or no cost to students.	22	16	5	1	0	0
Community colleges serve as a gateway to higher education, especially to those low achieving students who most likely would not attend college.	22	10	11	0	0	1
Vocational and academic career pathways should be reviewed.	22	15	4	0	0	3
Review of vocational and academic career pathways would allow educators to identify a student's interests and skill sets which would collectively result in higher graduation rates and more skilled workers.	22	12	7	2	0	1
Secondary students should be allowed to choose educational pathways based upon skill sets and interests.	22	13	7	1	0	1
Students who participate in dual credit coursework remain in college programs at a higher percentage than students not participating in dual credit opportunities.	22	8	7	0	0	7
Students who participate in dual credit coursework graduate from college at a higher percentage than students not participating in dual credit opportunities.	22	6	9	0	0	7
Dual credit programs provide students with a means of transition to higher education by introducing higher education to the student with student support personnel at both the high school and college levels.	22	17	4	0	0	1
Increased emphasis should be placed on transforming the remedial programs into a module-based initiative that allows students to proceed at a pace best suited for each student.	22	8	5	3	0	6

(continued)

Table 3. *Transition from High School to College Consensus to Agree Frequency Distribution*

(continued)

Item	N	SA	A	D	SD	NJ
Through increased curricular collaboration between high schools and colleges in the subjects of English, Reading, and Mathematics to ensure that graduating high school students meet college entrance requirements, the need for remedial coursework in college may diminish.	22	6	13	2	0	1
Revised Statement: College entrance standards should be consistent for general core classes, with some practical variation for vocational courses and a means for student appeals.	22	8	13	0	0	1
Students who are interested in a career pathway / subject are more apt to stay interested in school.	19	9	10	0	0	0
A disconnect exists between the level of mastery required for high school graduation and the knowledge that will be required on college entrance exams.	19	6	8	3	0	2
More data is needed to determine whether dual credit students subsequently remain in college programs at a higher rate than those who do not participate in dual credit.	19	5	12	0	0	2

Note. SA= Strongly Agree (4), A = Agree (3), D = Disagree (2), SD = Strongly Disagree (1), NJ = No Judgment (Null)

Table 4

Transition from High School to College Consensus to Agree Items

Item	N ^a	Mean ^b	SD ^b	% Agree ^b	% Disagree ^b	Comments
Distinctions between high school graduation requirements and college admission requirements can hinder implementation of a college preparatory curriculum in high schools.	21	3.10	0.70	80.95	19.05	7
The decision to go to college and being successful in college are influenced by prior academic coursework and achievement, student motivation, awareness of academic opportunities, family financial resources, and cultural attitudes.	22	3.73	0.46	100.00	0.00	4
High school students, including those viewed as low achieving students may benefit from and should be encouraged to pursue educational opportunities outside of the traditional core high school curriculum, including academic or career technical college course options.	22	3.73	0.46	100.00	0.00	8
Enhanced collaboration between high school and college career and college admission counseling efforts can assist secondary students in deciding upon and preparing for a college or career path.	22	3.68	0.48	100.00	0.00	4
Coordination of high school and college course schedules can facilitate student access to dual credit coursework.	22	3.59	0.59	95.45	4.55	4

(continued)

Table 4. *Transition from High School to College Consensus to Agree Items* (continued)

Item	<i>N</i> ^a	Mean ^b	<i>SD</i> ^b	% Agree ^b	% Disagree ^b	Comments
Students should be encouraged to consider possible career options prior to their high school freshman year in order to assist in planning high school and college course options through and beyond high school graduation.	22	3.09	0.68	90.91	9.09	7
Community colleges can serve as a gateway to higher education, including through implementation of dual credit programs for high school students.	21	3.71	0.46	100.00	0.00	3
Students may be motivated to enroll in dual credit coursework to get a head start on college coursework, especially when credits may be earned at reduced or no cost to students.	22	3.68	0.57	95.45	4.55	4
Community colleges serve as a gateway to higher education, especially to those low achieving students who most likely would not attend college.	21	3.48	0.51	100.00	0.00	1
Vocational and academic career pathways should be reviewed.	19	3.79	0.42	100.00	0.00	6
Review of vocational and academic career pathways would allow educators to identify a student's interests and skill sets which would collectively result in higher graduation rates and more skilled workers.	21	3.48	0.68	90.48	9.52	4
Secondary students should be allowed to choose educational pathways based upon skill sets and interests.	21	3.57	0.60	95.24	4.76	1
Students who participate in dual credit coursework remain in college programs at a higher percentage than students not participating in dual credit opportunities.	15	3.53	0.52	100.00	0.00	5
Students who participate in dual credit coursework graduate from college at a higher percentage than students not participating in dual credit opportunities.	15	3.40	0.51	100.00	0.00	5
Dual credit programs provide students with a means of transition to higher education by introducing higher education to the student with student support personnel at both the high school and college levels.	21	3.81	0.40	100.00	0.00	1

(continued)

Table 4. *Transition from High School to College Consensus to Agree Items* (continued)

Item	<i>N</i> ^a	Mean ^b	<i>SD</i> ^b	% Agree ^b	% Disagree ^b	Comments
Increased emphasis should be placed on transforming the remedial programs into a module-based initiative that allows students to proceed at a pace best suited for each student.	16	3.31	0.79	81.25	18.75	4
Through increased curricular collaboration between high schools and colleges in the subjects of English, Reading, and Mathematics to ensure that graduating high school students meet college entrance requirements, the need for remedial coursework in college may diminish.	21	3.19	0.61	90.48	9.52	2
Revised Statement: College entrance standards should be consistent for general core classes, with some practical variation for vocational courses and a means for student appeals.	21	3.38	0.50	100.00	0.00	2
Students who are interested in a career pathway / subject are more apt to stay interested in school.	19	3.47	0.51	100.00	0.00	3
A disconnect exists between the level of mastery required for high school graduation and the knowledge that will be required on college entrance exams.	17	3.18	0.73	82.35	17.65	5
More data is needed to determine whether dual credit students subsequently remain in college programs at a higher rate than those who do not participate in dual credit.	17	3.29	0.47	100.00	0.00	3

^a *N* excludes *No Judgment* responses.

^b Mean, Standard Deviation, and Percentages are rounded to the nearest two decimal points.

In Round 1, expert consensus was reached on the statement “Distinctions between high school graduation requirements and college admission requirements can hinder implementation of a college preparatory curriculum in high schools.” Seven comments were made by the panel, four by college experts and three by high school experts. One college panelist, who strongly agreed, suggested that “high schools have lowered their standards while the colleges have not, thereby creating a gap in college readiness from high school to college.” A college panelist agreed, writing, “Students would benefit from a great discussion regarding academic preparation” and “having completed AP or Honor courses in high school do not always translate to high (placement/ACT/SAT) scores.” Another college participant agreed, responding, “For

example, foreign languages aren't mandated as high school course offerings and many state charter schools don't offer foreign language classes" and "The consequence is that these students don't meet state university entrance requirements." A college panelist who disagreed, asked, "Shouldn't a college preparatory curriculum in high school encourage students to excel, not lower expectations (i.e., any differences in high school and college admission requirements)?" A high school panel member who strongly agreed, wrote, "The line between high school and college is now blurred" and "We must work for a seamless transition." An agreeing high school participant argued, "Until Higher Ed and Public Ed begin to collaboratively discuss this issue, it will continue to be a hindrance." This item was removed from the instrument upon achieving consensus.

Consensus was reached upon the Round 1 statement "The decision to go to college and being successful in college are influenced by prior academic coursework and achievement, student motivation, awareness of academic opportunities, family financial resources, and cultural attitudes." Four comments were submitted for this item, one by a college panelist and three by high school panelists. The sole college expert comment strongly agreed, writing, "Parent/family expectations play a key role in whether or not a student succeeds in college." One high school panelist who strongly agreed, suggested, "Might want to list each area separately to prioritize which is most important." A second high school participant who strongly agreed, asked, "For some, why go to college when they can earn up to \$1000 on welfare and government assistance?" Finally, one high school participant who agreed, wrote, "I personally believe that the family expectations have the highest influence on a student's decision to go to college" noting "This is obviously not the case in all situations, but overall, has a large impact." This item was removed from the instrument upon achieving consensus.

Consensus was reached upon the statement, “High school students, including those viewed as low-achieving students may benefit from and should be encouraged to pursue educational opportunities outside of the traditional core high school curriculum, including academic or career technical college course options.” Eight comments were provided with this statement, with four each coming from college and high school panelists. A college expert who strongly agreed wrote, “I definitely agree,” noting “At times, low achieving students will not attend college as they may think they are not college material and wouldn’t do well.” A second college panelist who strongly agreed, reflected, “We have witnessed the transformation first hand that college level courses can have on students who are not achieving academically,” continuing “There were a few students during our summer program who had noted academic difficulties but who were engaged and self-motivated when challenged with college level coursework.” A third college participant who strongly agreed, explained, “We have students in our Dual Credit Program who are high performers in their college classes, yet struggle to be successful in their high school classes.” One college participant who agreed, surmised, “They should have that opportunity, however, traditional core curriculum should be emphasized in high school first and foremost.” One high school expert who strongly agreed, declared, “I strongly agree with this statement,” emphasizing “ALL students can benefit from varying academic and career technical education courses.” The other comment offered by a high school participant who strongly agreed, suggested, “Not all students are college bound, nor should they be.” One high school panelist who agreed, cautioned, “encouraged yes, Required, no.” Another high school participant who agreed, noted, “Not everyone wants to enter college.” This item was removed upon achieving consensus.

The statement “Enhanced collaboration between high school and college career and college admission counseling efforts can assist secondary students in deciding upon and preparing for a college or career path” achieved consensus among the expert panel. Four comments were included for this item, two from college participants and two from high school participants. A college expert who strongly agreed, explained that at their institution, “we host high school counselor professional development events and bring in college advisors and achievement coaches,” noting that “The collaboration helps support student matriculation efforts.” One college participant in agreement noted “I think this formula includes educating parents about these choices.” One high school panelist who strongly agreed, argued that, “The greater the collaboration between both parties, the easier the transition for students.” A second high school panel member who strongly agreed, observed, “This must start in middle school and become more focused as the student goes through high school.” This item was removed from the study upon achieving consensus.

The panel reached consensus upon the statement “Coordination of high school and college course schedules can facilitate student access to dual credit coursework.” Four comments were contributed for this item, three from college participants and one from a high school participant. One college panelist who strongly agreed, stated, “College programs of study should be aligned to high school career pathways.” A second college panel member who strongly agreed, observed, “By far, this has been one of the primary barriers” for students enrolling in courses on their campus,” adding “Schedule coordination and lack of transportation.” A comment from a college expert who disagreed, explained, “Colleges must schedule courses based on regular student enrollment, faculty availability, funding, etc.” and “If possible, I know some colleges at our university will schedule late afternoon and evening courses anticipating

some dual credit student enrollment.” A high school participant who agreed with the statement, explained, “While scheduling classes to fit all situations is impossible, the greater the flexibility for students, the easier it is for them to participate in both institutions.” This item was removed from the instrument upon achieving consensus.

Consensus was achieved upon the statement, “Students should be encouraged to consider possible career options prior to their high school freshman year in order to assist in planning high school and college course options through and beyond high school graduation.” Seven comments were offered by the expert panel, four from college participants and three from high school participants. One college expert who agreed with the statement, explained:

Encouraging career exploration prior to freshman year should be done; however, to expect a student to determine their career path at the age of 14 is impractical. The average college student changes their major at least 3 times during their college career so to a high school student or younger to choose what their career is going to be and that student having to stick to that particular career plan during high school is gets somewhat unrealistic. What if a student chooses a career path and takes the first class in that career area and decides that the career is not for them?

A second college panel member in agreement, suggested, “I would think most freshmen in high school have no idea what kind of career they want to pursue when they graduate from high school!” continuing “But to START looking at possibilities in their freshman year could plant the seed for pursuing some kind of education after graduation.” A third college panelist who agreed with the statement, reflected, “I think it might be helpful and if they later choose to stray from the original choice and opt for another this would also be an argument to have them have the option of beginning dual credit by 9th grade.” A college expert who

disagreed, respondent indicated, “Beginning as a freshman seems logical, prior to high school, it may be too abstract to the student.” A high school panelist who strongly agreed wrote, “Interest and aptitude enlightenment must begin in the Middle School.” One high school expert in agreement explained, “While this is absolutely ideal for students, it often is hard for them to be decided on a path, prior to enrolling in high school,” continuing “The greater the number of careers a student is exposed to, however, the easier for them to decide and begin their journey.” Finally, a high school participant strongly disagreeing with the statement asked, “prior to the freshman year?” This item was removed from the instrument upon achieving consensus.

The statement “Community colleges can serve as a gateway to higher education, including through implementation of dual credit programs for high school students” achieved consensus among the expert panel. Two comments were provided by college experts and one was submitted by a high school expert. A college panelist agreeing with the statement, observed, “The accessibility of community colleges is likely their strength.” A high school panel member strongly agreeing with the statement explained, “Many students will begin their higher education path by starting at a community college” adding, “The area community colleges serve a population that (sic) would not normally go on to pursue their post-secondary studies.” This item was removed from the instrument upon achieving consensus.

Consensus was achieved on the statement “Students may be motivated to enroll in dual credit coursework to get a head start on college coursework, especially when credits may be earned at reduced or no cost to students.” Four comments were offered by the expert panel, two each by college and high school panel members. One college panelist in agreement suggested, “Few high school students have a solid grasp on finances and “reduced or no cost” advertising will not motivate this group.” A second college expert, agreeing with the statement, noted that

“This could be true if students were educated about the cost of college attendance and how taking dual credit courses could alleviate much of that financial burden.” A high school panel member strongly agreeing with the item, suggested, “This plays a huge role in dual credit enrollment, from both the parents and student’s point of view.” Finally, a high school panelist who disagreed indicated that “Students don’t really seem concerned about finances.” This statement was removed from the instrument after achieving consensus.

In the Round 2 instrument, consensus was reached upon the statement “Community colleges serve as a gateway to higher education, especially to those low achieving students who most likely would not attend college.” The lone panel comment was from a college expert strongly agreeing with the statement and saying, “I previously worked in the Admissions Office and very frequently found when visiting with low achieving students that they don’t believe they can attend college” continuing “The community college serves as a gateway to give these students an opportunity to live a better quality of life.” This item was removed upon achieving consensus.

The expert panel agreed that “Vocational and academic career pathways should be reviewed.” Three comments each were provided by college and high school experts. A college participant strongly agreeing with the statement suggested, “This should happen when students enter high school.” A high school panelist, who strongly agreed, suggested that “Not everyone is paper and pencil, Harvard Law-type students.” One high school expert agreeing with the item stated, “All programs should be reviewed for continued improvement and maximized effectiveness.” A second high school expert who agreed asked, “By whom?” This panelist contributed item was removed from the instrument after gaining consensus levels of a mean of 3.00 or higher, a standard deviation less than 1.00, and 80% or more agreement amongst the

panelists. Some of the panel comments expressed uncertainty regarding what the statement was referring to. The presence of these comments brings the degree of item consensus into question and thus this item will not be included in the official study conclusions.

The statement “Review of vocational and academic career pathways would allow educators to identify a student's interests and skill sets which would collectively result in higher graduation rates and more skilled workers” achieved consensus. Four comments were offered by the expert panel, with college and high school participants each contributing one comment in agreement and disagreement with the statement. A college panelist who agreed wrote, “But restate as, "A review of vocational and academic career pathways may allow educators to identify interests and skill sets of students, which could result in higher graduation rates and more skilled workers." A college expert disagreeing with the item suggested, “I think this could work against many students who may be taught from childhood that they are not college material and therefore not strive for college at all.” A high school panel member agreed with the statement and suggested that “Students who are interested in a career pathway/subject are always more apt to stay interested in school.” Finally, a high school expert disagreeing with the statement observed, “As written if you mean just review pathway programs by itself,” “That doesn’t in itself identify student interests and skills.” This item was removed from the instrument upon achieving consensus. This panelist contributed item was removed from the instrument after gaining consensus levels of a mean of 3.00 or higher, a standard deviation less than 1.00, and 80% or more agreement amongst the panelists. Some of the panel comments expressed uncertainty regarding what the statement was referring to. The presence of these comments brings the degree of item consensus into question and thus this item will not be included in the official study conclusions.

The expert panel concurred that “Secondary students should be allowed to choose educational pathways based upon skill sets and interests.” The lone comment was offered by a college expert agreeing with the item, suggesting, “If the students’ themselves make the choice rather than being placed on a “review” this might be more feasible.” This item was removed from the instrument after consensus was achieved.

The expert panel reached consensus on the statement, “Students who participate in dual credit coursework remain in college programs at a higher percentage than students not participating in dual credit opportunities.” College panelists provided four comments and high school panelists provided one, all responding with no judgment on the statement. This item was removed from the instrument upon achieving consensus.

Consensus was reached upon the statement “Students who participate in dual credit coursework graduate from college at a higher percentage than students not participating in dual credit opportunities.” Five comments were contributed, all by college members of the panel. A college expert strongly agreeing with the item explained, “This may be a byproduct of the group- which first elects to take part in a DC program and second is eligible (i.e. qualified) to participate” adding “Worried about how such a statement may be interpreted, given the lurking variables.” After achieving consensus, this item was removed from the study.

The expert panel agreed that “Dual credit programs provide students with a means of transition to higher education by introducing higher education to the student with student support personnel at both the high school and college levels.” A college panelist agreeing with the item offered the lone comment, indicating that, “This also depends on the level of commitment of both institutions to educate the student on the processes and expectations involved in taking on

college and college level courses.” This item was removed from the instrument upon achieving consensus.

Consensus was reached upon the statement “Increased emphasis should be placed on transforming the remedial programs into a module-based initiative that allows students to proceed at a pace best suited for each student.” Four comments were contributed by the expert panel, three by college participants and one by a high school participant. One college panelist strongly agreed, noting, “Some work is being done on our campus with curriculum delivered electronically.” A college expert disagreed, suggesting, “I’m not sure if this would work as some students may choose to merely “cruise” along, neither improving nor regressing.” After achieving consensus, this item was removed from the study.

The statement “Through increased curricular collaboration between high schools and colleges in the subjects of English, Reading, and Mathematics to ensure that graduating high school students meet college entrance requirements, the need for remedial coursework in college may diminish” achieved consensus among the expert panel. College experts offered the two comments on this item. A panelist strongly agreeing with the statement indicated:

The high schools over many years have lowered their requirements while colleges have not. This has created a major disconnect between what high school students are required to master in order to graduate and what will be required on college placement exams. A college expert in agreement with the item explained, “Possibly, although some students who enter high school may be at a level which may require more intensive interventions than may be applicable to others,” adding “Some students get passed from grade to grade never learning the basics and some can barely read.” This item was removed from the instrument after achieving consensus.

The expert panel achieved consensus upon the Round 2 statement “College entrance standards should be consistent for general core classes, with some practical variation for vocational courses and a means for student appeals.” This statement was revised from a Round 1 Nonconsensus item originally reading “The lack of a single college entrance standard for a diverse population may hinder a student’s transition from high school to college.” Two comments were contributed, both by college experts. One panelist in strong agreement argued, “Particularly when courses are skills-based and result in an industry credential.” Another expert responded in agreement, noting, “Always give the students a voice.” This item was removed from the instrument upon achieving consensus.

The expert panel agreed with the Round 3 statement “Students who are interested in a career pathway / subject are more apt to stay interested in school.” One college and two high school panel member comments were offered, all strongly agreeing with the statement. A college participant stated, “True – Especially when the career pathway / subject matter is taught in an engaging manner.” One high school expert responded, “If and when, the high school can offer elective courses that align.” A second high school panelist explained, “I firmly believe that if a student’s interests are explored, they are much more likely to enjoy coming to class and will thus be more apt to stay in school.” This item was removed from the instrument upon achieving consensus.

Expert consensus was reached upon the statement “A disconnect exists between the level of mastery required for high school graduation and the knowledge that will be required on college entrance exams.” Five comments were offered by the panel, two by college participants and one by a high school participant. A college panelist in strong agreement suggested, “I strongly agree that there is a huge disconnect,” elaborating “I believe that the problem lies in the

fact that our high school teachers are required to teach toward the standardized test and not toward the preparation of college.” One high school panel member in agreement noted that “While it is the hopes that this would not be true, from the secondary education stand-point, it may indeed be the case in some cases.” A second high school panelist agreeing with the statement indicated, “State Education Departments and Higher Ed and Public schools all need to collaborate in order to answer this complex question.” Finally, a high school expert disagreeing with the statement, observed, “I do not believe the disconnect is the level of mastery, I believe it is the choice of information included.” This statement was removed from the instrument upon achieving expert consensus.

The final consensus item in this category stated, “More data is needed to determine whether dual credit students subsequently remain in college programs at a higher rate than those who do not participate in dual credit.” One college and two high school panel members offered comments, all in agreement with the statement. A college panelist suggested, “I would indeed be interested in knowing the data surrounding this issue.” One high school expert indicated “We have data but not enough of it.” Another high school participant observed, “That would indeed be very interesting information to obtain,” adding “While it is hoped that the statement would be proven true, without data it cannot be substantiated.” This item was removed from the instrument upon achieving consensus.

Table 5 and Table 6 introduce the Nonconsensus items, with further discussion to follow.

Table 5

Transition from High School to College Nonconsensus Frequency Distribution

Item	N	SA	A	D	SD	NJ
The emphasis upon remedial coursework within college can hinder a smooth student transition from secondary to postsecondary education.	20	4	7	6	3	2
The lack of a single college entrance standard for a diverse population may hinder a student's transition from high school to college.	22	1	6	9	2	4
The high school student's academic program in college preparatory coursework should be an important factor in the college admissions process.	22	3	13	5	1	0
If high school students do not receive the instruction required to be successful in college, it is up to the college or university to provide opportunities for students to learn foundational skills and then be able to progress in their education.	22	1	15	5	0	1
While remediation may be necessary for some students, it may result in a stigma and delay college graduation.	22	2	11	6	1	2
Uniform college entrance standards may unfairly disadvantage some students, including minority students.	22	3	12	6	0	1
The high school student's academic program in college preparatory coursework should be one factor considered in the college admissions process.	22	2	15	2	1	2
Revised Statement: If students do not receive the instruction in high school required to be successful in college, it is up to the college or university to provide opportunities for students to learn foundational skills for students to be able to progress in their education.	19	1	13	3	1	1
Revised Statement: If students need remediation in a subject area, it would be best for them to take the college level remediation course in high school.	19	4	11	3	1	0
Revised Statement: The high school student's college preparatory coursework should be considered in the college admissions process.	19	2	12	4	0	1

Note. SA= Strongly Agree (4), A = Agree (3), D = Disagree (2), SD = Strongly Disagree (1), NJ = No Judgment (Null)

Table 6

Transition from High School to College Nonconsensus Items

Item	N ^a	Mean ^b	SD ^b	% Agree ^b	% Disagree ^b	Comments
The emphasis upon remedial coursework within college can hinder a smooth student transition from secondary to postsecondary education.	20	2.60	0.99	55.00	45.00	12
The lack of a single college entrance standard for a diverse population may hinder a student's transition from high school to college.	18	2.33	0.77	38.89	61.11	5
The high school student's academic program in college preparatory coursework should be an important factor in the college admissions process.	22	2.82	0.73	72.73	27.27	6

(continued)

Table 6. *Transition from High School to College Nonconsensus Items* (continued)

Item	<i>N</i> ^a	Mean ^b	<i>SD</i> ^b	% Agree ^b	% Disagree ^b	Comments
If high school students do not receive the instruction required to be successful in college, it is up to the college or university to provide opportunities for students to learn foundational skills and then be able to progress in their education.	21	2.81	0.51	76.19	23.81	2
While remediation may be necessary for some students, it may result in a stigma and delay college graduation.	20	2.70	0.73	65.00	35.00	4
Uniform college entrance standards may unfairly disadvantage some students, including minority students.	21	2.86	0.65	71.43	28.57	2
The high school student's academic program in college preparatory coursework should be one factor considered in the college admissions process.	20	2.90	0.64	85.00	15.00	2
Revised Statement: If students do not receive the instruction in high school required to be successful in college, it is up to the college or university to provide opportunities for students to learn foundational skills for students to be able to progress in their education.	18	2.78	0.65	77.78	22.22	3
Revised Statement: If students need remediation in a subject area, it would be best for them to take the college level remediation course in high school.	19	2.95	0.78	78.95	21.05	7
Revised Statement: The high school student's college preparatory coursework should be considered in the college admissions process.	18	2.89	0.58	77.78	22.22	3

^a *N* excludes *No Judgment* responses.

^b Mean, Standard Deviation, and Percentages are rounded to the nearest two decimal points.

Consensus was not reached upon the Round 1 statement “The emphasis upon remedial coursework within college can hinder a smooth student transition from secondary to postsecondary education.” Twelve comments were offered by the expert panel, with eight from college panelists and four from high school panelists. A college panelist strongly agreeing suggested that “The desire is there, but many come needing remedial work,” lamenting, “Thus, frustrations eventually leads to dis-enrollment or sadly failure.” One college expert in agreement observed, “Often ‘too many’ remedial or developmental courses will make the college experience seem impossible and make the student feel ‘less than.’” A college panelist

disagreeing with the statement noted, “Some students welcome remedial coursework especially if they have been out of the loop for a long time also if they are recent graduates from high school they may not be prepared for regular college coursework.” Another college participant in disagreement with the statement suggested, “Students requiring remedial coursework when they enter college should have access to it, otherwise they may not persist,” adding, “It can enhance a student’s transition from secondary to postsecondary rather than hinder it.” A third college expert in disagreement, indicated, “I don’t know if it is so much an emphasis rather a necessity,” continuing “At times we have students enter college with minimal math and English skills.” The first college panelist strongly disagreeing with the statement indicated, “I believe that remedial coursework is necessary and does not hinder the transition from secondary to postsecondary,” continuing, “To some extent I believe that it can ease the transition because many students who finish high school still feel unsure that they are prepared for postsecondary education.” The second college panelist in strong disagreement explained:

Developmental, or remedial coursework, makes possible success in post-secondary courses. If high school students don't receive the instruction required to be successful in college, it is up to the college or university to provide opportunities for students to learn foundational skills and then be able to progress in their education.

A college panel member responding with no judgment observed, “I believe that while remediation may be necessary for some students, it may result in a stigma and delay in graduation,” continuing “I do not condone eliminating remediation at the college level.” One high school expert in strong agreement with the statement, observed, “If secondary and postsecondary can truly collaborate the need for legitimate remediation will diminish greatly.” A high school participant disagreeing with the item, stated, “If a student needs remediation, he/she

needs remediation.” Another high school expert in disagreement, stated, “It will help some students get a positive start in their postsecondary education.” This item was revised for inclusion in the Round 2 instrument.

Consensus was not reached upon the statement, “The lack of a single college entrance standard for a diverse population may hinder a student’s transition from high school to college.” Two college and three high school comments were contributed. One college panelist disagreeing with the statement observed, “Our college has a single college entrance standard for college-level coursework,” adding “Remediation is available to students who do not meet that standard.” A college expert in strong disagreement with the item responded, “If I'm understanding this statement correctly, I do believe that there should be flexibility and the ability to appeal admission standards,” contending “I agree that admission standards need to be enforced, however, there always should be a way to challenge a decision.” One high school panelist who disagreed with the statement, suggested that “The entrance requirements should be consistent for core classes and practical for vocational classes.” A second high school expert disagreed, stating, “I can see the purpose of varying college entrance standards, as some colleges need more stringent guidelines than others, but I would hope that it does not actually hinder a student's ability to go to college.” Finally, a third high school expert in disagreement suggested, “A single entrance standard is a disadvantage to minority candidates.” This statement was revised based upon the panel comments and included for consideration in Round 2.

The expert panel did not reach consensus upon the Round 1 statement “The high school student’s academic program in college preparatory coursework should be an important factor in the college admissions process.” Six comments were offered, four by college panelists and two by high school panelists. A college panel member agreeing with the statement noted that “The

rigor of the course work the student chose to take on should be a factor though not the only factor nor the most important.” One college panelist who disagreed with the statement observed, “As a community college, we practice open admissions and thus do not consider the high school’s academic program.” Another college expert in disagreement suggested, “This is a matter of entry level, not a matter of entry.” A college panelist strongly disagreed, explaining, “Some student barely get through high school so making preparatory course work a factor in determining if a student gets into college or not is unfair,” adding, “I have met many students who barely made it through high school but have been completely successful during their college career and beyond.” One high school panel member agreed, indicating “Mastery of college entrance requirements should be the primary factor but if collaboration has been effective the college preparatory coursework will produce mastery.” A second high school participant expressed agreement and suggested that, “It should be one of several factors in the college admission process.” This item was revised based upon the panel feedback and included in the Round 2 instrument.

Consensus was not achieved upon the Round 2 statement “If high school students do not receive the instruction required to be successful in college, it is up to the college or university to provide opportunities for students to learn foundational skills and then be able to progress in their education.” Two comments were contributed, both by college participants. One panelist strongly agreed, stating, “However, students may take a year or 2 to progress from developmental/remedial courses to the college level, having to learn what they should have learned in high school.” Another expert disagreed, writing, “Ideally this would be the case but remedial courses which bring students up to speed in college also eat up their financial aid

thereby decreasing their chances of continuing due to limited funds.” This item was revised and retained for Round 3.

The Round 1 Nonconsensus statement “The emphasis upon remedial coursework within college can hinder a smooth student transition from secondary to postsecondary education,” was revised to “While remediation may be necessary for some students, it may result in a stigma and delay college graduation” for Round 2. Consensus was again not achieved upon the statement and four comments were offered, all by college participants. An expert in strong agreement indicated “If there are too many layers of developmental education in which a student must participate, there is no "light at the end of the tunnel" and students are less likely to persist.” A panelist agreeing with the statement wrote, “I agree with this, but I don't think that "stigma" is the main problem,” explaining, “I think the greater problem is that the high schools should teach to the level that will be required in high school, thereby reducing the need for remediation.” One panelist who disagreed, suggested, “I don't know if it is so much the stigma attached to remediation as it would be other factors which would contribute to a student's persistence,” adding “It definitely makes the goal of graduation more difficult but not impossible.” This statement was revised based upon this feedback and retained in Round 3.

Consensus was not achieved upon the Round 2 statement “Uniform college entrance standards may unfairly disadvantage some students, including minority students.” Two college participant comments were offered. One strongly agreed, explaining:

Here, we have seen many examples of students coming to us with challenges in the areas of reading, writing and application of simple mathematics but have many success stories. Currently our entrance standards are very inclusive and to think of making standards

universal for all types of colleges and universities does seem to pose quite a disadvantage especially to those students who choose to attend specialized institutions such as ours. Another panelist agreed with the statement, writing, “They ‘may’.” This item was removed from the instrument upon consultation with the dissertation advisor.

The Round 1 Nonconsensus statement “The high school student’s academic program in college preparatory coursework should be an important factor in the college admissions process” was revised to read “The high school student’s academic program in college preparatory coursework should be one factor considered in the college admissions process” in Round 2. Two comments were provided from college panelists who disagreed with the statement. One expert explained, “This would depend on the type of institution the student is considering and the student themselves,” continuing “If we break the system down into categories and only the students who fit neatly into those categories are allowed entrance we will then continue to perpetuate the system of entitlement which is already strongly supported.” A second panelist wrote, “My philosophy aligns with the portion of the statement above that says ‘if collaboration has been effective the college preparatory coursework will produce mastery’.”

The Round 2 Nonconsensus statement “If high school students do not receive the instruction required to be successful in college, it is up to the college or university to provide opportunities for students to learn foundational skills and then be able to progress in their education” was revised to read “If students do not receive the instruction in high school required to be successful in college, it is up to the college or university to provide opportunities for students to learn foundational skills for students to be able to progress in their education.” Three comments were offered, one by a college participant and two by high school participants. One college expert disagreed, explaining, “It is the responsibility of the high school to get students

ready for college-however, the college or university should be allowed to assist the high schools by allowing students to test at an early stage to find out what skills they are lacking especially in math reading and writing.” A high school participant disagreed, indicating, “Unfortunately, that is the only avenue available for remediating students for preparation of post-secondary coursework.”

The Round 2 Nonconsensus statement “While remediation may be necessary for some students, it may result in a stigma and delay college graduation” was revised to read “If students need remediation in a subject area, it would be best for them to take the college level remediation course in high school.” Seven panel comments were contributed by college participants, while three were submitted by high school participants. One college expert agreed, writing:

High school should actually be the "remediation" for college level course. However, there are too many students who come from high school to college that are in need of remedial course work. Thus leaving the notion that the students are not learning what they need to in high school to be prepared for college. If a student is identified in high school as needing remedial course then it would be a benefit to the student to allow them to take the remedial course while still in high school. Allowing remediation course for a student in high school will not only help the student's progression in college but could also benefit the student with high school studies as well.

Another college panelist, agreeing with the statement, indicated, “I agree, however, as stated early, secondary and postsecondary institutions need to collaboratively work together to reduce the need for remedial classes.” A college panel member disagreed, suggesting, “I don't believe the high school is prepared to deal with these remedial issues.” One high school participant agreed, observing, “While I agree with this statement, that too is not entirely possible, as the high

schools should indeed be working to provide subject remediation to students who require it.” A high school panelist disagreed, noting, that “High schools should remediate high school students, and colleges should remediate college students.” Another high school expert disagreed with the item, stating, “While it may be best for the student to take the college level remediation course in high school, the possibility of such is just not available.” This item did not achieve consensus among the expert panelists. Finally, one high school panelist strongly disagreed, asking, “And how do you propose to fit a college-level remediation class into a full high school-required schedule?”

The Round 2 Nonconsensus statement “The high school student’s academic program in college preparatory coursework should be one factor considered in the college admissions process” was revised to read “The high school student's college preparatory coursework should be considered in the college admissions process.” The comment offered by a college participant was in disagreement, while the two by high school participants were in agreement with the item. The college expert disagreed, explaining:

I don't think a high school students college preparatory course work should be considered for college admissions. If an admission committee is evaluating college admission application and they have two students, 1 who took college preparatory coursework and a student who did not but has a 4.0 high schools GPA, and college preparatory working is the determining factor the student with a 4.0 would not be accepted. I think it would be an unfair judgment.

One high school panelist agreed, stating, “It should indeed be considered, but in no way should be the only form of consideration towards admission.” A second high school panel member

agreed, suggesting, “It should only be considered when taken into account along with many other factors.” This item did not achieve consensus among the expert panel.

Dual Credit Programs

Table 7

Dual Credit Programs Consensus to Agree Frequency Distribution

Item	N	SA	A	D	SD	NJ
Dual credit programs help reduce the time required for obtaining a college degree, helping create a continuum of learning from high school through college and university.	22	12	7	3	0	0
Dual credit programs increase the variety of curricular options (academic or career technical) available for secondary students, especially for students in small and rural schools.	22	14	8	0	0	0
Dual credit programs help students prepare for and understand the skills necessary for success in college or career.	22	15	6	1	0	0
Examination of dual credit program effectiveness in promoting college student success is necessary.	22	12	10	0	0	0
Colleges and universities may be motivated to support dual credit programs due, in part, to a belief that these programs can facilitate student recruitment and increase enrollment.	22	6	14	0	0	2
Dual credit programs can help address what has been referred to as the “leaky education pipeline” (the disparity between the number of high school freshmen who desire a college education versus those who actually enroll and complete their desired college degree).	22	6	14	0	0	2
Dual credit programs can promote curriculum evaluation and revision, including collaboration with lower grades and high schools.	22	7	13	1	0	1
Dual credit programs should include a requirement of coursework and/or orientation to acclimate students to the college environment.	22	6	13	2	0	1
The opportunity to participate in dual credit aligned with Programs of Study is a huge motivator for students who may otherwise have a strong probability of never enrolling in higher education.	22	9	11	0	0	2
Revised Statement: While the terms concurrent enrollment, dual credit, dual enrollment, postsecondary enrollment, and co-enrollment are used interchangeably to describe academic programming at colleges and universities for high school students enrolling in college/university courses; the meanings vary to such an extent that a simplified vocabulary is needed.	22	10	9	0	1	2
Revised Statement: With the input of practitioners at high schools and colleges, statutory and procedural guidance from legislators and agencies can assist in creating dual credit program consistency.	22	5	14	1	1	1
Revised Statement: Students should be clearly informed which New Mexico colleges and universities would accept each dual credit course toward fulfilling certificate or degree requirements.	19	10	6	2	0	1

Note. SA= Strongly Agree (4), A = Agree (3), D = Disagree (2), SD = Strongly Disagree (1), NJ = No Judgment (Null)

Table 8

Dual Credit Programs Consensus to Agree Items

Item	<i>N</i> ^a	Mean ^b	<i>SD</i> ^b	% Agree ^b	% Disagree ^b	Comments
Dual credit programs help reduce the time required for obtaining a college degree, helping create a continuum of learning from high school through college and university.	22	3.41	0.73	86.36	13.64	6
Dual credit programs increase the variety of curricular options (academic or career technical) available for secondary students, especially for students in small and rural schools.	22	3.64	0.49	100.00	0.00	4
Dual credit programs help students prepare for and understand the skills necessary for success in college or career.	22	3.64	0.58	95.45	4.55	6
Examination of dual credit program effectiveness in promoting college student success is necessary.	22	3.55	0.51	100.00	0.00	2
Colleges and universities may be motivated to support dual credit programs due, in part, to a belief that these programs can facilitate student recruitment and increase enrollment.	20	3.30	0.47	100.00	0.00	5
Dual credit programs can help address what has been referred to as the “leaky education pipeline” (the disparity between the number of high school freshmen who desire a college education versus those who actually enroll and complete their desired college degree).	22	3.18	0.59	90.91	9.09	4
Dual credit programs can promote curriculum evaluation and revision, including collaboration with lower grades and high schools.	21	3.29	0.56	95.24	4.76	4
Dual credit programs should include a requirement of coursework and/or orientation to acclimate students to the college environment.	21	3.19	0.60	90.48	9.52	7
The opportunity to participate in dual credit aligned with Programs of Study is a huge motivator for students who may otherwise have a strong probability of never enrolling in higher education.	20	3.45	0.51	100.00	0.00	3
Revised Statement: While the terms concurrent enrollment, dual credit, dual enrollment, postsecondary enrollment, and co-enrollment are used interchangeably to describe academic programming at colleges and universities for high school students enrolling in college/university courses; the meanings vary to such an extent that a simplified vocabulary is needed.	20	3.40	0.75	95.00	5.00	1
Revised Statement: With the input of practitioners at high schools and colleges, statutory and procedural guidance from legislators and agencies can assist in creating dual credit program consistency.	21	3.10	0.70	90.48	9.52	2

(continued)

Table 8. *Dual Credit Programs Consensus to Agree Items* (continued)

Item	<i>N</i> ^a	Mean ^b	<i>SD</i> ^b	% Agree ^b	% Disagree ^b	Comments
Revised Statement: Students should be clearly informed which New Mexico colleges and universities would accept each dual credit course toward fulfilling certificate or degree requirements.	18	3.44	0.70	88.89	11.11	3

^a *N* excludes "No Judgment" responses.

^b Mean, Standard Deviation, and Percentages are rounded to the nearest two decimal points.

The expert panel responded to eighteen total Likert-scale statements in the category of Dual Credit Programs. This included thirteen items in Round 1, four items in Round 2, and one item in Round 3. Twelve of these statements achieved consensus to agree among the panel, while six were identified as nonconsensus items. The purpose of this category was to reach consensus among the expert panel participants upon aspects relating to the organization, purpose, and benefits of dual credit programs. This section addressed aspects of all four research questions guiding this study. The Distribution Table (Table 7) and Consensus Table (Table 8) introduce the items achieving consensus to agree within this category, with further discussion to follow. The Nonconsensus items in this category will be discussed directly following the consensus items. There were no Consensus-to-Disagree items within this category.

The Round 1 statement "Dual credit programs help reduce the time required for obtaining a college degree, helping create a continuum of learning from high school through college and university" achieved consensus among the expert panelists. College and high school participants each contributed three comments upon the statement. A college panelist agreed, indicating, "With planning they can be instrumental in reducing the time it takes to graduate from college." One college expert disagreed with the statement, suggesting, "If students enroll in dual credit courses each semester of their junior and senior year of high school, then they would reduce the time required to obtain a college degree," continuing, "But most students I know take only one or two courses for dual credit before they graduate, so the time obtaining a degree

would not be reduced by much!” A second college panelist disagreed, writing, “I would agree however, this depends greatly on whether the secondary school and postsecondary institution are ensuring that those students are on a pathway.” One high school participant strongly agreed, noting, “We are beginning to see our dual credit students obtain college degrees in a shorter time period or obtain a higher degree than would have been expected in the given timeframe.” A second high school expert, who strongly agreed with the statement, suggested that “Dual credit programs not only reduce the time and create a more fluid transition, it also serves to assist in cost and ensuring a student that they can indeed succeed in a post-secondary environment.” Disagreeing with the statement, one high school participant asserted, “This would only occur if the student utilized Dual Credit throughout their high school career.” This statement was removed from the instrument upon achieving consensus.

The statement, “Dual credit programs increase the variety of curricular options (academic or career technical) available for secondary students, especially for students in small and rural schools” achieved consensus among the expert panel. Four comments were offered upon the statement, two each by college and high school participants. One college expert agreed, noting that “One must consider the limitation of resources for students and LEA staff at remote schools,” adding that the high schools participating with their college “may only have the distant learning option.” Another college participant agreeing with the statement, indicated, “Having Distance Learning options (sic) is also important when students from rural high schools don’t live in close proximity to a college.” A high school panelist in strong agreement suggested, “Our rural high school offers a broader variety of curricular options than would ever be possible without dual enrollment.” Agreeing with the statement, a high school participant respondent contended, “In most cases, I agree with this statement,” adding If campuses are in close enough

proximity and/or required equipment is available, the combination of two institutions resources are always superior to just one.” This statement was removed from the instrument upon achieving consensus.

Consensus was achieved upon the statement “Dual credit programs help students prepare for and understand the skills necessary for success in college or career.” College and high school participants each contributed three comments. One college panelist strongly agreed, contending, “Simply helping students navigate college enrollment processes helps prepare students and gives them a college experience.” One college expert agreed with the statement, indicating, “The college survival skills a student acquires by enrolling in dual credit courses is dependent upon how the postsecondary institution approaches and monitors students.” A second college expert agreed, explaining, “Often students who are struggling in a traditional high school setting will find success in a Dual Credit course on a college campus,” adding “This can add relevancy to their education and give them a sense of success at the college level.” A high school panelist expressed strong agreement, stating, “With the support that students have available in high school our students gain the skills to independently incorporate work ethic and time management to meet the rigor of college courses and be successful.” One high school expert agreed, suggesting that “While the dual credit courses may not completely prepare the students; it does help in allowing them the opportunity to better understand parts of college life.” Disagreeing with the statement, a high school panelist noted that it “Depends on the coursework involved.” This statement was removed from the instrument upon achieving consensus.

The Round 1 statement “Examination of dual credit program effectiveness in promoting college student success is necessary” achieved consensus among the expert panelists. Two high school participant comments were offered, both agreeing with the statement. The first suggested,

“The examination process must include adequate input from the high school level as well as the college.” The second panelist argued, “In order to best evaluate any program, the examination of program effectiveness is necessary.” This statement was removed from the instrument upon achieving consensus.

Consensus was achieved upon the statement, “Colleges and universities may be motivated to support dual credit programs due, in part, to a belief that these programs can facilitate student recruitment and increase enrollment.” Three comments were contributed by college participants and two were submitted by high school participants. A college expert agreeing with the statement asked, “But, is that the best way to look at the program?” One high school panelist strongly agreed, contending, “We have data in our district that proves this concept to be true.” A high school expert agreeing with the statement suggested that “High school student are indeed more likely to continue their post-secondary studies at the local community college, if they can begin with a ‘head start’.” This statement was removed from the instrument after achieving consensus.

The statement “Dual credit programs can help address what has been referred to as the ‘leaky education pipeline’ (the disparity between the number of high school freshmen who desire a college education versus those who actually enroll and complete their desired college degree)” achieved consensus among the expert panel. One college and three high school participant comments were offered. One college expert disagreed, explaining, “This was a difficult choice,” adding “I would like to think it would make a difference but until other changes are made to the dual credit program that include educating the students about college and assisting them along the way I don't think it will make much more of a difference.” A high school panelist strongly agreed, asserting, “We can document this trend in our district.” One

high school participant, agreed with the statement, suggesting “I believe that it can help address the issue, but by itself, cannot correct it entirely.” Disagreeing with the statement, a high school participant suggested that there are “Too many variables.” This item was removed from the instrument upon achieving consensus.

Consensus was achieved upon the statement “Dual credit programs can promote curriculum evaluation and revision, including collaboration with lower grades and high schools.” Four comments were contributed, two each by college and high school participants. One college panelist agreed strongly, noting, “We are beginning to offer professional development opportunities at school district in-service training days to discuss curriculum alignment.” A second college expert noting strong agreement, explained, “In aligning our English courses with Public Education Department standards, our English faculty added information to their master syllabi to more accurately reflect and communicate what they do in the classroom.” A high school panelist who strongly agreed with the statement indicated, “Our high school is organized around Programs of Study,” adding “Dual credit is an essential component and has driven PreK-12 collaboration.” One high school participant agreed, suggesting that “Dual credit programs can assist with the facilitation of increased communication, but again, both institutions must make a conscious effort to work together.” This statement was removed from the instrument upon achieving consensus.

Consensus was achieved upon the statement, “Dual credit programs should include a requirement of coursework and/or orientation to acclimate students to the college environment.” Seven comments were contributed by the panel, five by college participants and two by high school participants. One college expert agreed, indicating, “We visit every high school class that will be offered for dual credit and orient the students to college expectations.” A second college

panelist, in agreement with the statement, suggested, “A college success course would be helpful but not necessary,” adding “Providing some form of orientation would be extremely helpful.” Agreeing with the statement, a third college expert noted that “Helping students understand the difference between high school and college is extremely important in supporting success in the classroom.” A college panelist disagreed, asserting, “If the dual credit student is college ready, then they should be treated in the same manner as other college students.” Another college panel member disagreed, observing, “We currently require students meet prerequisite requirements - this should be sufficient.” A high school expert agreed, suggesting that “The high school is a good place for this coursework instead of waiting until the student is already in college.”

Consensus was reached upon the Round 2 statement, “The opportunity to participate in dual credit aligned with Programs of Study is a huge motivator for students who may otherwise have a strong probability of never enrolling in higher education.” Three comments were provided, two by college participants and one by a high school participant. A college panelist strongly agreed, suggesting, “They don’t know what they don’t know,” adding “We’re here to show them this pathway exists.” Agreeing with the statement, one college expert noted, “We have hired a full-time advisor for dual credit and hope that alignment of Programs of Study will be a motivator for students to enter college.” This statement was removed from the instrument upon achieving consensus.

The Round 1 Nonconsensus statement “The terms concurrent enrollment, dual credit, dual enrollment, postsecondary enrollment, and co-enrollment are used interchangeably to describe academic programming at colleges and universities” was revised to read “While the terms concurrent enrollment, dual credit, dual enrollment, postsecondary enrollment, and co-enrollment are used interchangeably to describe academic programming at colleges and

universities for high school students enrolling in college/university courses; the meanings vary to such an extent that a simplified vocabulary is needed.” A college expert strongly disagreeing with the statement suggested, “I do not condone the restriction of word choice,” adding “We learn to appropriately use our words – but this is not something that can be forced on anyone.” This item was removed from the instrument upon achieving consensus.

The Round 1 Nonconsensus statement “Statutory and procedural guidance from state legislators and agencies can assist in creating program consistency” was revised to read “With the input of practitioners at high schools and colleges, statutory and procedural guidance from legislators and agencies can assist in creating dual credit program consistency.” Both comments were offered by college participants. One expert agreeing with the statement explained:

I served on the steering committee that wrote the rules that became the Statewide Master Agreement. It has since been revised. I recall that input was solicited from practitioners at high schools and colleges. Revisions should be on-going, but I believe the input described above was taken into consideration.

A panelist in strong disagreement, indicated, “This has not been the case with our statewide dual credit program,” adding “There are many variations which would benefit from having professionals of all institutional levels at the table when developing such consistency.”

The Round 2 Nonconsensus statement “Differences between community college and four year college general education coursework in New Mexico hinder dual credit opportunities for students planning to continue their higher education coursework in New Mexico” was revised to read “Students should be clearly informed which New Mexico colleges and universities would accept each dual credit course toward fulfilling certificate or degree requirements.” Three comments were offered. One college panelist disagreed, indicating, “I support the concept of a

common course numbering system for all courses which would ensure uniform transferability.”

A second college panel member, disagreeing with the statement, contended “While that may be nice, the alignment falls back on the college & high school, as they align the coursework and curriculum,” adding “The high school students may not understand the implications of what transfers and what does not.” This statement was removed from the instrument upon achieving consensus.

Table 9 and Table 10 introduce the Nonconsensus items, with further discussion to follow.

Table 9

Dual Credit Programs Nonconsensus Frequency Distribution

Item	N	SA	A	D	SD	NJ
The terms concurrent enrollment, dual credit, dual enrollment, postsecondary enrollment, and co-enrollment are used interchangeably to describe academic programming at colleges and universities.	22	4	10	1	6	1
Statutory and procedural guidance from state legislators and agencies can assist in creating program consistency.	22	3	13	2	2	2
Statutory and procedural guidance from state legislators and agencies can assist in ensuring student access.	22	6	9	4	1	2
Differences between community college and four year college general education coursework may hinder dual credit opportunities.	22	5	12	0	4	1
Dual credit programs create professional development opportunities for high school instructors participating in dual credit course delivery.	22	4	11	0	4	3
Differences between community college and four year college general education coursework in New Mexico hinder dual credit opportunities for students planning to continue their higher education coursework in New Mexico.	22	1	2	12	2	5

Note. SA= *Strongly Agree* (4), A = *Agree* (3), D = *Disagree* (2), SD = *Strongly Disagree* (1), NJ = *No Judgment* (Null)

Table 10

Dual Credit Programs Nonconsensus Items

Item	<i>N</i> ^a	Mean ^b	<i>SD</i> ^b	% Agree ^b	% Disagree ^b	Comments
The terms concurrent enrollment, dual credit, dual enrollment, postsecondary enrollment, and co-enrollment are used interchangeably to describe academic programming at colleges and universities.	21	2.56	1.12	66.67	33.33	11
Statutory and procedural guidance from state legislators and agencies can assist in creating program consistency.	20	2.85	0.81	80.00	20.00	9
Statutory and procedural guidance from state legislators and agencies can assist in ensuring student access.	20	3.00	0.86	75.00	25.00	6
Differences between community college and four year college general education coursework may hinder dual credit opportunities.	21	2.05	0.67	23.81	76.19	9
Dual credit programs create professional development opportunities for high school instructors participating in dual credit course delivery.	19	3.00	0.67	78.95	21.05	4
Differences between community college and four year college general education coursework in New Mexico hinder dual credit opportunities for students planning to continue their higher education coursework in New Mexico.	17	2.12	0.70	17.65	82.35	3

^a *N* excludes *No Judgment* responses.

^b Mean, Standard Deviation, and Percentages are rounded to the nearest two decimal points.

The Round 1 statement “The terms concurrent enrollment, dual credit, dual enrollment, postsecondary enrollment, and co-enrollment are used interchangeably to describe academic programming at colleges and universities” did not achieve consensus. Seven comments were contributed by college panelists and four were submitted by high school panelists. A college expert in strong agreement explained:

Many do use the terms dual credit and concurrent enrollment interchangeably; however, they mean two different things. A student who registers under dual credit has tuition and fees waived by the university they are attending and their high school district that they reside in purchases their books for them and then the district gets reimbursed from the

state. Concurrent enrollment students get everything the same as a dual credit student except for they (the student) are responsible for the purchase or their book for the course.

One college panel member who agreed, recommended revising the statement above to ... “to describe academic programming at colleges and universities for high school students enrolling in college/university courses.” A second college panelist in agreement noted that “The terms I’ve heard most often are concurrent enrollment, dual credit and dual enrollment.” A third college panel member agreeing with the item stated that, “The use of terminology is sometimes confusing for students, parents, and high school teachers, but it is prevalent.” A college panel member, in strong disagreement with the item, suggested, “Use one term and one term only,” continuing “Using multiple terms can be very confusing for stakeholders.” A second college participant strongly disagreeing with the statement, observed, “For example: Dual credit refers to simultaneously earning hours for secondary and post-secondary levels - double dipping on one class,” adding “Concurrent enrollment means they are enrolled at both the secondary and post-secondary levels in the same semester - nothing more.” One high school panel member agreeing with the statement, wrote, “While all terms may not be used at each school / institution, they would all mean close to the same and could be interchangeable, in most cases.” A second high school panelist agreed, indicating that “we need a simplified vocabulary.” The first high school participant strongly disagreeing, suggested that “Dual credit indicates that both high school and college credit are received for a course, dual enrollment may be included in this concept,” continuing “Concurrent, and co-enrollment merely mean the student is taking high school and college classes at the same time.” Finally, another high school panelist in strong disagreement suggested “concurrent enrollment has costs, dual enrollment does not.” Panel

consensus was not reached on this statement. This item was revised and retained in the Round 2 instrument.

The statement “Statutory and procedural guidance from state legislators and agencies can assist in creating program consistency” did not achieve consensus in Round 1. Nine comments were offered upon the statement, four by college participants and five by high school participants. A college panelist in strong agreement with the statement, indicated, “Up until this point there has been a lack of communication regarding the program and how it is to function,” continuing “This creates extreme difficulties for those schools who are new to dual credit.” One college participant, agreeing with the statement, declared, “Based upon the intent of the law I strongly think that there should be representation at the grassroots level to educate government agencies and legislators,” adding “Hopefully, having stakeholder input would help in the elimination of mass confusion.” A second college panelist in agreement, asserted, “Especially if the program is being paid for by tax dollars, we all (high school, college, university) need to be accountable to the citizens of the state!” A third college expert agreed explaining:

In a perfect world, I believe this is true. However, in many cases I've noticed that NM PED produces policy with little or no input from colleges, universities, and high schools. These policies, in turn, do not always have the best interest of the students in mind nor do they provide adequate guidance or means of enforcement.

A college participant, strongly disagreeing with the statement, wrote “The government is not the answer.” One high school participant in agreement noted “To an extent,” elaborating “While each region may need to handle certain situations differently, general guidelines should be obtained to allow for consistency between institutions within the state.” A second high school expert agreeing with the statement contended “This guidance can assist if their information

comes from practitioners at the high school, two-year and four-year institution levels,” cautioning “No group can be left out or the guidance will be skewed.” A high school participant, strongly disagreeing with the statement, observed that “Micro-managing by the PED actually interferes with education delivering relevant and rigorous opportunities to students.” This item was revised and retained in Round 2.

The Round 1 statement “Statutory and procedural guidance from state legislators and agencies can assist in ensuring student access” did not achieve consensus. College and high school participants contributed three comments each. One college expert in strong agreement suggested “As stated above, guidance regarding policy has been fair at best.” Another college participant expressing strong agreement indicated, “Again, decisions being made must include input from stakeholders at the grassroots level,” continuing “Student access and success hinges upon the streamlined enrollment process.” A college panel member disagreed, declaring, “Student success cannot be legislated!” One high school expert agreed, indicating, “This guidance can assist if their information comes from practitioners at the high school, two-year and four-year institution levels,” adding “No group can be left out or the guidance will be skewed.” Another high school participant asserted, in agreement, “Students should be allowed the opportunity, as closely as possible, to transfer from one institution to another, with credits accepted.” Finally, a high school panelist strongly disagreed with the statement, writing, “same as above.” This statement did not achieve consensus as 80% agreement among the panel was not present, despite a mean above 3.00 and a standard deviation less than 1.00.

Consensus was not achieved upon the Round 1 statement “Differences between community college and four-year college general education coursework may hinder dual credit opportunities.” Seven comments were offered by college participants and two were offered by

high school participants. One college panelist who agreed, indicated “If we are speaking on New Mexico community colleges vs. NM four-year colleges general education course work then no it does not hinder due to the New Mexico common core,” continuing, “However, it would hinder if the student is seeking to go to a University out of the state of NM.” Another college expert in agreement explained:

In Math, it is easier to align the coursework once the it is determined at what level students are taught core concepts, i.e., algebra, trigonometry, pre-calculus, calculus, and under what course "titles" they appear in high school. However, we find that English is harder to align as college faculty and high school teachers may not agree on readings and assignments that are requirements for college, AP and state standard and benchmarks.

One college panelist, who disagreed, suggested that “Not every student should go to a four-year college,” and “The differences allow students to go in a direction best suited to their abilities—I don’t see that as a hindrance.” A second college participant disagreed with the statement and indicated, “There should be no difference,” elaborating “An introductory, college level freshman composition course should result in identical outcomes for the student.” A third college panelist disagreed, stating, “With Articulation Agreements in place DC students know which class(es) and programs seamlessly transfer.” A fourth college panel member in disagreement suggested, “If we can complete the development of the common course numbers and transfer matrices across all institutions then there should be no issues in regard to general education courses.” One college expert strongly disagreed, observing:

Having the option of challenging college coursework provides students with an option to traditional college coursework. Similarly, students who have access to career technical programs also have an outlet to high school coursework that may not capture the interest

of the student. Universities and community colleges are both necessary options for a diverse student population.

One high school panelist, in strong disagreement, argued that “There does not have to be a difference in the coursework,” and “There must be communication between the two and four-year colleges,” lamenting “Too often the four-year does not honestly consider the rigor of community/two-year college coursework.” This item was revised and retained in Round 2.

Consensus was not achieved upon the Round 1 statement “Dual credit programs create professional development opportunities for high school instructors participating in dual credit course delivery.” Four comments were contributed, two each by college and high school participants. One college panelist disagreed, indicating, “The vast majority of high school teachers do not have the university-required masters degree in the discipline.” A second college panel member also noted disagreement, contending, “Though this institution offers some Dual Credit courses on the high school campus, we rarely employ the high school instructors,” adding “In order to ensure a college level experience, our faculty go to the high school campus to teach the course(s).” One high school panelist agreed, suggesting that “Like any partnership, learning can take place on both sides.” This item achieved a mean score above 3.0 and a standard deviation of less than 1.0 but achieved less than 80% agreement among the panelists.

The Round 1 Nonconsensus statement “Differences between community college and four year college general education coursework may hinder dual credit opportunities” was revised to read “Differences between community college and four year college general education coursework in New Mexico hinder dual credit opportunities for students planning to continue their higher education coursework in New Mexico.” Three college participant comments were offered. One panelist agreed, responding, “One comment, not all dual credit students know

about the classes with articulation agreements so many do not know they will transfer.” An expert disagreed indicating, “The general education courses work at my branch campus are no different than what is required at our campus, therefore, it should not be a hindrance for students.” Consensus was not achieved upon this item. It was revised and retained in Round 3.

Dual Credit Courses

The expert panel responded to six total Likert-scale statements in the category of Dual Credit Courses. This included four items in Round 1, one item in Round 2, and one item in Round 3. All of these items achieved consensus to agree among the expert panelists. The purpose of this category was to reach consensus among the expert panel participants upon aspects relating to the standards and benefits associated with dual credit courses. This section addressed aspects of all four research questions guiding this study. Table 11 and Table 12 introduce the items achieving consensus to agree, with further discussion to follow. The nonconsensus items will be addressed later. There were no Consensus-to-Disagree items within this category.

Table 11

Dual Credit Courses Consensus Frequency Distribution

Item	N	SA	A	D	SD	NJ
Dual credit courses should maintain the academic rigor of college or university courses.	22	18	4	0	0	0
Dual credit instructors should meet college or university criteria for instructor selection.	22	18	4	0	0	0
Dual credit coursework can increase student and parental confidence about a student’s ability to succeed in college coursework.	22	14	8	0	0	0
Dual credit coursework helps reduce the possibility of “senioritis,” a “senior slump,” or boredom.	22	9	9	2	1	1
Dual credit courses can motivate high school students to put forth a good effort throughout high school because it gives their work relevance.	22	10	10	1	0	1
The urban versus rural disparity in the range of dual credit courses available may limit rural student enrollment to only distance education courses.	19	3	16	0	0	0

Note. SA= Strongly Agree (4), A = Agree (3), D = Disagree (2), SD = Strongly Disagree (1), NJ = No Judgment (Null)

Table 12

Dual Credit Courses Consensus Items

Item	<i>N</i> ^a	Mean ^b	<i>SD</i> ^b	% Agree ^b	% Disagree ^b	Comments
Dual credit courses should maintain the academic rigor of college or university courses.	22	3.82	0.39	100.00	0.00	4
Dual credit instructors should meet college or university criteria for instructor selection.	22	3.82	0.39	100.00	0.00	3
Dual credit coursework can increase student and parental confidence about a student's ability to succeed in college coursework.	22	3.64	0.49	100.00	0.00	2
Dual credit coursework helps reduce the possibility of "senioritis," a "senior slump," or boredom.	21	3.24	0.83	85.71	14.29	5
Dual credit courses can motivate high school students to put forth a good effort throughout high school because it gives their work relevance.	21	3.43	0.60	95.24	4.76	2
The urban versus rural disparity in the range of dual credit courses available may limit rural student enrollment to only distance education courses.	19	3.16	0.37	100.00	0.00	2

^a *N* excludes *No Judgment* responses.

^b Mean, Standard Deviation, and Percentages are rounded to the nearest two decimal points.

Consensus was achieved upon the Round 1 statement "Dual credit courses should maintain the academic rigor of college or university courses." Four comments were provided, three by college participants and one by a high school participant. A college panelist strongly agreed, noting, "If they don't, we're setting up students to fail." A second college expert was in strong agreement, stating, "The Dual Credit students must be treated just like that of any other college aged students," exclaiming, "NO exceptions!" A third college panelist strongly agreed with the statement, contending, "This should not be 'dumbed down' in any manner!" One high school participant agreed, suggesting, "If a student is to get college credit, the academic rigor should be reflective of that." This item was removed from the instrument upon achieving consensus.

The statement "Dual credit instructors should meet college or university criteria for instructor selection" achieved consensus in Round 1. Three comments were offered. One college

expert in strong agreement, explained, “Most high school teachers have master’s degrees in Education but not in the discipline as required by colleges.” A second college panelist also strongly agreed, writing, “They must meet the same requirements as an Adjunct Instructor.” One high school participant agreeing with the statement observed, “Again, if college credit is provided, the instructors should indeed meet the standards of that institution.” This statement was removed from the instrument upon achieving consensus.

The expert panel reached consensus upon the statement “Dual credit coursework can increase student and parental confidence about a student’s ability to succeed in college coursework.” Two high school comments were contributed. One strongly agreed, declaring, “I think this is an under-appreciated aspect!” Another expert agreed, explaining, “If a dual credit course is of equal rigor to a college course, and a student succeeds in that course, it would stand to reason that the student should indeed be able to succeed in additional college coursework.” This item was removed from the instrument upon achieving consensus.

Consensus was reached upon the Round 1 statement “Dual credit coursework helps reduce the possibility of ‘senioritis’, a ‘senior slump’, or boredom.” Comments were contributed by two college and three high school participants. A college expert agreed, observing, “It may serve to motivate some students, however, others may be involved in extra-curricular activities that hinder their success in college coursework.” One college participant disagreed, stating, “High school students will be high school students!” A high school panelist strongly agreed, contending, “For many students, I strongly agree with this statement,” continuing, “It allows them the opportunity to progress on, if they desire.” One high school panel member disagreed, indicating that “Senioritis is more of an emotional mindset than academic.” One high school

participant strongly disagreed with the statement, suggesting that “It will always occur in Seniors (sic).” This statement was removed from the instrument upon achieving consensus.

Consensus was achieved upon the Round 2 statement “Dual credit courses can motivate high school students to put forth a good effort throughout high school because it gives their work relevance.” Two comments from college experts agreed with the statement. One explained:

This depends on how the course is developed and offered to the student. There are some schools which do not have ready access to dual credit courses as would a urban student.

In order to get access to courses they would have to enroll in distance education courses which are not as readily available as well as depend on the district to determine which courses they are to be offered.

The other observed, “I find this to be somewhat true for academic courses but not so much for career-technical.” This statement was removed from the instrument upon achieving consensus.

The Round 3 statement “The urban versus rural disparity in the range of dual credit courses available may limit rural student enrollment to only distance education courses” achieved consensus. Two high school participants commented in agreement. One expert explained, “While I agree with this statement, the rural communities fully understand the limitations and advantages of living in a rural setting, and with the additions of continued distance education courses, students have more options available than ever.” A second panelist asserted, “While that may be true, it is understood in rural communities that this is the case and would be very difficult to change,” continuing “The addition of distance education courses has expanded availability over the past few years.” This statement was removed from the instrument upon achieving consensus. All of the *Dual Credit Courses* items achieved consensus, highlighting agreement regarding fundamental aspects of course offerings.

Dual Credit Students

The expert panel responded to six total Likert-scale statements in the category of Dual Credit Students. This included three items in Round 1, one item in Round 2, and two items in Round 3. Consensus to agree was achieved among the panel on four of these items, while one item was noted as a Consensus-to-Disagree item and one was identified as a nonconsensus item. The purpose of this category was to reach consensus among the expert panel participants upon aspects relating to Dual Credit Students. This section addressed aspects of all four research questions guiding this study. Table 13 and Table 14 introduce the items achieving consensus to agree within this category, with further discussion to follow. The Consensus-to-Disagree item in this category will be discussed directly following the consensus to agree items. The Nonconsensus item will be explored later.

Table 13

Dual Credit Students Consensus to Agree Frequency Distribution

Item	N	SA	A	D	SD	NJ
Dual credit students should be afforded the full range of academic support and student services available to regular college students.	22	13	9	0	0	0
Dual credit students frequently perform well academically in college coursework when enrolled in college after high school graduation.	22	4	11	1	0	6
Revised Statement: Dual credit students often perform comparably with regular college students enrolled in the same course section; however, more emphasis needs to be placed upon student supports at high schools and colleges to facilitate the success of dual credit students.	22	5	13	0	0	4
Strong and active collaboration between the high school teacher and the college faculty is a factor in helping students perform well in dual credit courses.	19	7	9	0	0	3

Note. SA= Strongly Agree (4), A = Agree (3), D = Disagree (2), SD = Strongly Disagree (1), NJ = No Judgment (Null)

Table 14

Dual Credit Students Consensus to Agree Items

Item	<i>N</i> ^a	Mean ^b	<i>SD</i> ^b	% Agree ^b	% Disagree ^b	Comments
Dual credit students should be afforded the full range of academic support and student services available to regular college students.	22	3.59	0.50	100.00	0.00	5
Dual credit students frequently perform well academically in college coursework when enrolled in college after high school graduation.	16	3.19	0.54	93.75	6.25	5
Revised Statement: Dual credit students often perform comparably with regular college students enrolled in the same course section; however, more emphasis needs to be placed upon student supports at high schools and colleges to facilitate the success of dual credit students.	18	3.28	0.46	100.00	0.00	3
Strong and active collaboration between the high school teacher and the college faculty is a factor in helping students perform well in dual credit courses.	16	3.44	0.51	100.00	0.00	3

^a *N* excludes *No Judgment* responses.

^b Mean, Standard Deviation, and Percentages are rounded to the nearest two decimal points.

Consensus was reached upon the Round 1 statement “Dual credit students should be afforded the full range of academic support and student services available to regular college students.” Comments were offered by three college and two high school participants. One college panelist strongly agreed, indicating, “In an ideal world, there should be a college advisor assigned to the high schools, as well as tutoring services where needed.” A second college participant in strong agreement noted that at their institution “a Dual Credit student is considered a ‘regular’ student and enjoys all the same support services afforded to any student.” One college expert agreed, explaining:

They should be extended the same level of academic support and most student services.

The extracurricular activities portion would have to be looked at carefully as mixing with students in class is one thing while socializing outside of class is another even if the activities were monitored.

One high school panel member expressed strong agreement, contending, “If a student is enrolled in any college course, they should be provided the full range of support and services.” After achieving consensus the item was removed.

The statement “Dual credit students frequently perform well academically in college coursework when enrolled in college after high school graduation” achieved consensus in Round 1. Two college and three high school participants provided comments. A high school expert in strong agreement observed, “Because the transition has been accomplished with support, the percentage of our students remaining in college and earning a degree has improved.” One high school panel member disagreed, suggesting, “I believe it is more dependent on their preparation during high school” This item was removed from the instrument upon achieving consensus.

The Round 1 Nonconsensus statement “Dual credit students frequently perform at or above the level of regular college students enrolled in the same course section” was revised to read “Dual credit students often perform comparably with regular college students enrolled in the same course section; however, more emphasis needs to be placed upon student supports at high schools and colleges to facilitate the success of dual credit students.” Consensus was achieved upon this revised statement. Three college participants contributed comments. One panelist strongly agreed, stating, “The key is strong and active collaboration between the high school teacher and the college faculty.” This statement was removed from the instrument upon achieving consensus.

Consensus was reached upon the Round 3 statement “Strong and active collaboration between the high school teacher and the college faculty is a factor in helping students perform well in dual credit courses.” One college participant and two high school participants provided comments. A college participant in strong agreement suggested, “Any added collaboration is

useful to students.” One high school expert in agreement, explained, “The collaboration doesn’t necessarily have to be between two teachers, but someone at the high school must have a strong working relationship with the college instructor.” A second high school panelist agreed, stating, “I agree that any collaboration is useful,” adding “All parties responsible in a system need to communicate and work towards a useful collaboration of efforts.” This item was removed from the instrument upon achieving consensus.

Table 15 and Table 16 introduce the Consensus to Disagree items, with further discussion to follow.

Table 15

Dual Credit Students Consensus to Disagree Frequency Distribution

Item	N	SA	A	D	SD	NJ
Students are more motivated to put forth a good effort in academic dual credit courses than in vocational or career dual credit courses.	19	0	2	14	2	1

Note. SA= Strongly Agree (4), A = Agree (3), D = Disagree (2), SD = Strongly Disagree (1), NJ = No Judgment (Null)

Table 16

Dual Credit Students Consensus to Disagree Items

Item	N ^a	Mean ^b	SD ^b	% Agree ^b	% Disagree ^b	Comments
Students are more motivated to put forth a good effort in academic dual credit courses than in vocational or career dual credit courses.	18	2.00	0.49	11.11	88.89	4

^a N excludes No Judgment responses.

^b Mean, Standard Deviation, and Percentages are rounded to the nearest two decimal points.

The panel reached a consensus to disagree with the Round 3 statement “Students are more motivated to put forth a good effort in academic dual credit courses than in vocational or career dual credit courses.” College participants provided one comment while high school participants provided three, all disagreeing with the statement. One college expert explained:

A student is motivated if the course is one that he or she has interest in. If a student enjoys math then that student will be successful in the Dual Credit math course on the other had if the student likes hand on learning than the student will be successful in the Career and Technical area.

One high school panel member indicated, “I do not believe that data would substantiate this statement,” adding “In my opinion students will put forth the same amount of effort, overall.” A second high school participant suggested, “I believe that all students generally put forth the same amount of effort in all dual credit courses.” A third high school panelist wrote “Depends on interest level and long term goals established.”

Table 17 and Table 18 note the Nonconsensus items, with further discussion to follow.

Table 17

Dual Credit Students Nonconsensus Frequency Distribution

Item	N	SA	A	D	SD	NJ
Dual credit students frequently perform at or above the level of regular college students enrolled in the same course section.	22	3	10	6	0	3

Note. SA= Strongly Agree (4), A = Agree (3), D = Disagree (2), SD = Strongly Disagree (1), NJ = No Judgment (Null)

Table 18

Dual Credit Students Nonconsensus Items

Item	N ^a	Mean ^b	SD ^b	% Agree ^b	% Disagree ^b	Comments
Dual credit students frequently perform at or above the level of regular college students enrolled in the same course section.	19	2.84	0.69	68.42	31.58	7

^a N excludes No Judgment responses.

^b. Mean, Standard Deviation, and Percentages are rounded to the nearest two decimal points.

Consensus was not achieved upon the Round 1 statement “Dual credit students frequently perform at or above the level of regular college students enrolled in the same course section.”

Five college and two high school participants provided comments. One college panelist strongly

agreed, stating, “Data from my program supports this statement.” One college expert in agreement with the statement, asserted that dual credit students at their institution “have an overall course success rate of 76% - slightly exceeding the overall student success rate of 72%,” specifying that this was “Data collected for the 2009-2010 school year.” A second college participant in agreement indicated, “I can really only comment on this from the viewpoint of having a majority of our courses take place on high school campuses,” adding “Though this seems to be the trend.” A college panelist disagreed, responding, “Sometimes, but not frequently enough.” One high school panel member in strong agreement observed “If the high school and college work collaboratively the performance is excellent.” This item was revised and retained in the Round 2 instrument.

Data Collection and Analysis

Table 19

Data Collection and Analysis Consensus to Agree Frequency Distribution

Item	N	SA	A	D	SD	NJ
A national database of information regarding student participation in dual credit programs is necessary for evaluation of program impact upon college enrollment, degree completion, and promotion of continuous program improvement.	22	5	13	4	0	0
Public colleges and universities should be required to report achievement and performance data such as student remediation rates, Grade Point Averages, persistence, and degree completion rates.	22	7	13	1	0	1
Colleges and universities need to report student success information back to high schools so that curricular refinement can improve education.	22	9	10	0	0	3
There should be a specific contact person at each high school and college or university designated to discuss dual credit issues and collect and relay information.	19	11	7	1	0	0
A state-wide analysis should be conducted to identify best practice models for dual credit in New Mexico.	19	6	12	1	0	0
New Mexico should create a statewide education database, including dual credit information, to facilitate research and refinement of academic curricula where needed.	19	5	8	3	0	3
It would be helpful to track the future postsecondary performance of students who earn passing grades in dual credit courses while in high school.	19	5	12	0	0	2
Data should be collected to determine the impact of dual credit enrollment upon subsequent certificate or degree attainment.	19	5	14	0	0	0

Note. SA= Strongly Agree (4), A = Agree (3), D = Disagree (2), SD = Strongly Disagree (1), NJ = No Judgment (Null)

The expert panel responded to thirteen total Likert-scale items in the category of Data Collection and Analysis. This included two items in Round 1, one item in Round 2, and ten items in Round 3. Eight of these items achieved consensus among the expert panel, while five were identified as nonconsensus items. The purpose of this category was to reach consensus among the expert panel participants upon aspects relating to the expectations for collecting and analyzing dual credit data. This section addressed aspects of all four research questions guiding this study, with specific emphasis upon Research Questions 3 and 4. Table 19 and Table 20 introduce the items achieving Consensus to Agree, with further discussion to follow. The Nonconesnsus items will be discussed directly following the consensus items. There were no Consensus-to-Disagree items within this category.

Consensus was achieved upon the Round 1 statement “A national database of information regarding student participation in dual credit programs is necessary for evaluation of program impact upon college enrollment, degree completion, and promotion of continuous program improvement.” College and high school participants provided two comments each. One college participant who agreed, observed, “National research will only help to support these programs,” adding “However, individual institutions can also demonstrate the value of these programs within their communities.” A second college panel member agreeing with the statement wrote, “Perhaps at least at the state level.” One high school expert noted agreement, and suggested that “A data base is important,” continuing “Ensuring the data collected is consistent from institution to institution and state to state will be very difficult at this time,” suggesting “We would be comparing apples and oranges.” One high school panelist in disagreement stated, “While a national database would be helpful in determining some information, I do not believe that it is

necessary to determine impact or program success.” This statement was removed from the instrument upon achieving consensus.

Table 20

Data Collection and Analysis Consensus to Agree Items

Item	<i>N</i> ^a	Mean ^b	SD ^b	% Agree ^b	% Disagree ^b	Comments
A national database of information regarding student participation in dual credit programs is necessary for evaluation of program impact upon college enrollment, degree completion, and promotion of continuous program improvement.	22	3.05	0.65	81.82	18.18	4
Public colleges and universities should be required to report achievement and performance data such as student remediation rates, Grade Point Averages, persistence, and degree completion rates.	21	3.29	0.56	95.24	4.76	6
Colleges and universities need to report student success information back to high schools so that curricular refinement can improve education.	19	3.47	0.51	100.00	0.00	5
There should be a specific contact person at each high school and college or university designated to discuss dual credit issues and collect and relay information.	19	3.53	0.61	94.74	5.26	3
A state-wide analysis should be conducted to identify best practice models for dual credit in New Mexico.	19	3.26	0.56	94.74	5.26	2
New Mexico should create a statewide education database, including dual credit information, to facilitate research and refinement of academic curricula where needed.	16	3.13	0.72	81.25	18.75	3
It would be helpful to track the future postsecondary performance of students who earn passing grades in dual credit courses while in high school.	17	3.29	0.47	100.00	0.00	1
Data should be collected to determine the impact of dual credit enrollment upon subsequent certificate or degree attainment.	19	3.26	0.45	100.00	0.00	1

^a *N* excludes *No Judgment* responses.

^b Mean, Standard Deviation, and Percentages are rounded to the nearest two decimal points.

The Round 1 statement “Public colleges and universities should be required to report achievement and performance data such as student remediation rates, Grade Point Averages, persistence, and degree completion rates” achieved expert consensus. College and high school participants each offered three comments, with all college responses agreeing with the statement.

One college panel member indicated, “Some NM schools lower the standards for instructors and course content when classes are held at high schools, obviously to get the FTE.” A second college participant noted, “We do report data to the state department of higher ed, however, dual credit is not allowed for remedial coursework.” A third college panel member suggested that “This information needs to be pared with the rigor and challenge of the coursework.” One high school panelist in strong agreement contended, “My high school graduation rate is widely publicized, I think public colleges and universities should have their graduation rates posted as well.” A high school expert agreeing with the item observed, “The post-secondary institutions should be held accountable to stakeholders, just as other institutions are held accountable,” adding “Certain information should indeed be reported. This statement was removed from the instrument upon achieving consensus.

Expert panel consensus was achieved on the Round 2 statement “Colleges and universities need to report student success information back to high schools so that curricular refinement can improve education.” College participants provided one comment and high school participants provided one. One college panelist strongly agreeing noted, “Especially if a high school student is failing a class needed for HS graduation.” A second panel member in strong agreement asserted, “And vice versa - the communication needs to be going both ways,” continuing “There needs to be a point person designated to discuss these issues and relay information.” A college panelist agreed, recommending, “Rephrase sentence to something like, ‘Colleges and universities should report student success information to the high schools so if needed, curricular refinement can be made to help improve the students' high school education.’” A high school expert in agreement with the statement, noted, “Although, I believe this statement to be true, I feel that the high school student success information should be

forwarded to the colleges and universities, as well, to improve curricular refinement & education.” This item was removed from the instrument after achieving consensus among the expert panelists.

Consensus was achieved upon the Round 3 statement "There should be a specific contact person at each high school and college or university designated to discuss dual credit issues and collect and relay information.” College participants provided one comment while high school participants contributed two. A college panelist in strong agreement noted, “This is extremely important.” One high school participant agreeing with the statement indicated, “This idea makes for a positive environment for students, as they have one person who knows how to answer questions & concerns.” A high school participant disagreed, and suggested that “There should be several people at each location.”

The expert panel agreed that “A state-wide analysis should be conducted to identify best practice models for dual credit in New Mexico.” Two high school participant comments agreed with the statement. One indicated, “I agree if the purpose of identification of best practice is to share information and not mandate practice.” The other participant wrote, “It is always best to work within proven best-practice modalities.”

The Round 3 statement “New Mexico should create a statewide education database, including dual credit information, to facilitate research and refinement of academic curricula where needed” achieved panel consensus. Three high school participant comments were provided. One strongly agreed, noting, “If the information is used to promote best practice not to mandate.”

Consensus was achieved upon the Round 3 statement “It would be helpful to track the future postsecondary performance of students who earn passing grades in dual credit courses

while in high school.” One high school participant agreeing with the statement indicated, “”This would indeed prove to again be useful information, if obtainable.”

The statement, “Data should be collected to determine the impact of dual credit enrollment upon subsequent certificate or degree attainment” achieved consensus in Round 3. A high school panelist agreeing with the statement suggested, “Again, this would prove useful, if the cost and challenge of obtaining the information does not out-weigh the benefit.”

Table 21 and Table 22 introduce the Nonconsensus items, with further discussion to follow. There were no Consensus-to-Disagree items in this category.

Table 21

Data Collection and Analysis Nonconsensus Frequency Distribution

Item	N	SA	A	D	SD	NJ
New Mexico HED and PED need to track whether dual credit courses are being taught by adjunct faculty, regular college faculty, or high school teachers hired as adjunct faculty.	19	1	8	7	0	3
Having high school student performance data would assist colleges and universities in curricular refinement to improve the quality of education they provide.	19	4	9	3	1	2
Colleges and universities do not follow through effectively with tracking the success of dual credit students.	19	2	8	2	1	6
The geographical areas from which dual credit data is collected need to be considered as there may be distinctions based upon location.	19	3	11	4	0	1
High schools and colleges need to share mid-course progress and grade reports for high school students in dual credit courses (for example: at six-week or middle semester intervals).	19	6	8	4	1	0

Note. SA= Strongly Agree (4), A = Agree (3), D = Disagree (2), SD = Strongly Disagree (1), NJ = No Judgment (Null)

Consensus was not achieved upon the Round 3 statement, “New Mexico HED and PED need to track whether dual credit courses are being taught by adjunct faculty, regular college faculty, or high school teachers hired as adjunct faculty.” College participants contributed one comment while high school participants provided two, all in disagreeing with the statement. A college participant indicated, “This is a HLC/HED issue and would not involve the NM PED.” One high school panelist stated, “As long as the faculty is qualified to teach the course it should

not make a difference.” A second high school panel member wrote, “I do not see the added benefit in knowing this information.”

Table 22

Data Collection and Analysis Nonconsensus Items

Item	<i>N</i> ^a	Mean ^b	<i>SD</i> ^b	% Agree ^b	% Disagree ^b	Comments
New Mexico HED and PED need to track whether dual credit courses are being taught by adjunct faculty, regular college faculty, or high school teachers hired as adjunct faculty.	16	2.63	0.62	56.25	43.75	3
Having high school student performance data would assist colleges and universities in curricular refinement to improve the quality of education they provide.	17	2.94	0.83	76.47	23.53	4
Colleges and universities do not follow through effectively with tracking the success of dual credit students.	13	2.85	0.80	76.92	23.08	2
The geographical areas from which dual credit data is collected need to be considered as there may be distinctions based upon location.	18	2.94	0.64	77.78	22.22	1
High schools and colleges need to share mid-course progress and grade reports for high school students in dual credit courses (for example: at six-week or middle semester intervals).	19	3.00	0.88	73.68	26.32	1

^a *N* excludes *No Judgment* responses.

^b Mean, Standard Deviation, and Percentages are rounded to the nearest two decimal points.

The Round 3 statement, “Having high school student performance data would assist colleges and universities in curricular refinement to improve the quality of education they provide” did not achieve consensus among the panelists. College participants providing one comment and high school participants contributed three. A college panel member disagreed, indicating, “Placement tests allow a succinct evaluation of student readiness.” One high school panelist who agreed, asserted, “If the information is used to close gaps in instruction it could be helpful,” continuing, “It should not be used to ‘water down’.” A high school expert disagreeing, contended, “While that data may be useful to some instructors & decision makers, I believe that

colleges & universities should refine their curricular on what industry needs reflect.” One high school participant strongly disagreed, suggesting, “HED thinks they are better than PED.”

Consensus was not achieved upon the Round 3 statement, “Colleges and universities do not follow through effectively with tracking the success of dual credit students.” Two high school panelists, both responding with no judgment, commented on this item.

The Round 3 statement “The geographical areas from which dual credit data is collected need to be considered as there may be distinctions based upon location” did not achieve consensus among the expert panelists. One high school participant agreed, suggesting, “That may be true, but general dual credit guidelines should be adhered to in a more global approach, with state-wide guidelines provided.”

Finally, the expert panel did not achieve consensus upon the statement “High schools and colleges need to share mid-course progress and grade reports for high school students in dual credit courses (for example: at six-week or middle semester intervals).” One high school panelist agreeing with the statement indicated, “This again assists with collaboration and a joining of efforts to make sure that students are being held accountable.” While this item achieved a mean of 3.0 or greater and a standard deviation of less than 1.0, it did not achieve 80% agreement among the panelists.

Dual Credit in New Mexico

The expert panel responded to 79 total Likert-scale items in the category of Dual Credit in New Mexico. This included 18 statements in Round 1, 20 items in Round 2, and 41 in Round 3. Consensus was achieved by the expert panel on 34 statements, while 43 items were declared Nonconsensus items, and 2 were declared consensus to disagree items. The purpose of this category was to reach consensus among the expert panel participants upon future goals and

policy pertaining to Dual Credit in New Mexico. This section addressed aspects of Research Questions 3 and 4 of this study. Table 23 and Table 24 introduce the items achieving Consensus to Agree, with further discussion to follow. The Consensus-to-Disagree items will be discussed directly after. The Nonconsensus items in this category will be discussed later.

Table 23

Dual Credit in New Mexico Consensus to Agree Frequency Distribution

Item	N	SA	A	D	SD	NJ
Dual credit opportunities have expanded educational opportunities and helped students prepare for postsecondary education.	22	13	9	0	0	0
Dual credit opportunities have helped reduce the time to postsecondary degree completion; helping lead to reduced postsecondary costs for students, parents, and taxpayers.	22	9	11	2	0	0
Dissemination of dual credit program information should be expanded to ensure that all students and parents are aware of these curricular options.	22	14	8	0	0	0
Research is needed to determine the impact of dual credit programs upon academically underrepresented populations such as first generation, low income, and minority students.	22	15	5	2	0	0
Course texts, course syllabi, course objectives, course requirements, and other instructional materials for dual credit courses should correspond with the nature and rigor of instructional materials used at the college.	22	16	6	0	0	0
Data consistency between high school and college student tracking systems must be enhanced to ensure consistent tracking of subsequent student success in college and the workforce.	22	13	7	0	0	2
Increased data collection and analysis is needed to determine the impact of secondary student dual credit enrollment in college achievement, retention, and persistence to degree completion.	22	10	11	0	0	1
Increased guidance upon dual credit is needed by high school and college administrators and faculty.	22	6	11	3	0	2
Use of distance education delivery methods, such as interactive video and online instruction, should be utilized to expand access to dual credit opportunities.	22	12	9	1	0	0
Dual credit is an essential part of the education framework.	22	11	11	0	0	0
The presence of dual credit necessitates an ongoing statewide collaborative discussion upon the transition from high school to college and the workforce including educators from all levels (Pre-Kindergarten through Doctoral) and employers; constituting what may be referred to as a P-20 workforce conversation.	22	13	6	0	1	2
Dual credit is a vital element in an educational system that will facilitate the future success of New Mexico students, opening the door to success in the workforce and in life.	22	11	6	1	0	4
Revised Statement: Academic dual credit opportunities should be available to appropriately qualified high school Juniors.	22	12	7	0	0	3
Revised Statement: Academic dual credit opportunities should be available to appropriately qualified high school Seniors.	22	10	8	0	1	3
Revised Statement: Vocational and career technical dual credit opportunities should be available to appropriately qualified high school Juniors.	22	10	8	1	0	3

Revised Statement: Vocational and career technical dual credit opportunities should be available to appropriately qualified high school Seniors.	22	11	7	0	1	3
Revised Statement: Developmental and Remedial courses should not be available for dual credit.	22	5	11	1	2	3
(continued)						

Table 23. *Dual Credit in New Mexico Consensus to Agree Frequency Distribution (continued)*

Item	N	SA	A	D	SD	NJ
New Mexico should continuously follow up with stakeholders in dual credit to ensure that the program is working effectively and that goals are being met.	19	4	13	0	0	2
As a result of increased dual credit enrollment, colleges and universities often have to offer more course sections with more faculty to accommodate students amidst budget constraints.	19	3	9	1	1	5
Dual credit in New Mexico should continue to be available without students having to pay for tuition, general college fees, or textbooks.	19	9	8	1	0	1
Dual credit opportunities have helped foster a greater overall focus on academics by all stakeholders.	19	4	12	1	0	2
New Mexico should continue its progress on a common course numbering system that would ensure universal transferability within the state.	19	10	8	1	0	0
Revised Statement: Dual credit courses should be treated the same as other college courses regarding transfer from one New Mexico college or university to another.	19	12	7	0	0	0
Revised Statement: Colleges should be able to offer all courses listed in the Academic Catalog for dual credit, in order that all students who meet the eligibility requirements (such as placement test and course prerequisites) would be eligible to enroll.	19	8	10	1	0	0
Revised Statement: A dual credit course should be weighted on a student's high school transcript the same as an Advanced Placement or honors course in calculating the student's overall Grade Point Average.	19	8	8	2	0	1
Dual credit procedures and policies should be consistent across all colleges, universities, and school districts in New Mexico.	19	5	11	1	0	2
Students who have taken dual credit courses are more familiar with the application process and the wide range of postsecondary education options than other high school students.	19	9	8	2	0	0
A positive dual credit experience gives high school students a "jump start" on college and encourages many to continue their postsecondary education.	19	12	7	0	0	0
The support provided by high school and college or university staff during the dual credit enrollment process helps increase student confidence about taking college level coursework.	19	6	12	0	0	1
Dual credit opportunities have increased the number of students enrolling in a college or university directly after high school graduation.	19	2	7	2	0	8
Dual credit courses should be freely transferable to all public higher education institutions in New Mexico.	19	6	9	2	0	2
High school Grade Point Averages and the recommendation by teachers and/or counselors should be considered when determining whether to allow high school students to enroll in dual credit courses.	19	4	11	2	1	1
Prior to enrolling in a dual credit course, students should be made fully aware of the consequences of receiving a D, F, or W in a college course that will remain on their college transcript.	19	17	2	0	0	0
One dual credit goal should be encouraging high school students to explore academic and vocational college coursework after high school.	19	5	14	0	0	0

Note. SA= Strongly Agree (4), A = Agree (3), D = Disagree (2), SD = Strongly Disagree (1), NJ = No Judgment (Null)

Table 24

Dual Credit in New Mexico Consensus to Agree Items

Item	<i>N</i> ^a	<i>M</i> ^b	<i>SD</i> ^b	% Agree ^b	% Disagree ^b	Comments
Dual credit opportunities have expanded educational opportunities and helped students prepare for postsecondary education.	22	3.59	0.50	100.00	0.00	2
Dual credit opportunities have helped reduce the time to postsecondary degree completion; helping lead to reduced postsecondary costs for students, parents, and taxpayers.	22	3.32	0.65	90.91	9.09	4
Dissemination of dual credit program information should be expanded to ensure that all students and parents are aware of these curricular options.	22	3.64	0.49	100.00	0.00	4
Research is needed to determine the impact of dual credit programs upon academically underrepresented populations such as first generation, low income, and minority students.	22	3.59	0.67	90.91	9.09	3
Course texts, course syllabi, course objectives, course requirements, and other instructional materials for dual credit courses should correspond with the nature and rigor of instructional materials used at the college.	22	3.73	0.46	100.00	0.00	5
Data consistency between high school and college student tracking systems must be enhanced to ensure consistent tracking of subsequent student success in college and the workforce.	20	3.65	0.49	100.00	0.00	3
Increased data collection and analysis is needed to determine the impact of secondary student dual credit enrollment in college achievement, retention, and persistence to degree completion.	21	3.47	0.51	100.00	0.00	2
Increased guidance upon dual credit is needed by high school and college administrators and faculty.	20	3.15	0.67	85.00	15.00	5
Use of distance education delivery methods, such as interactive video and online instruction, should be utilized to expand access to dual credit opportunities.	22	3.50	0.60	95.45	4.55	9
Dual credit is an essential part of the education framework.	22	3.50	0.51	100.00	0.00	3
The presence of dual credit necessitates an ongoing statewide collaborative discussion upon the transition from high school to college and the workforce including educators from all levels (Pre-Kindergarten through Doctoral) and employers; constituting what may be referred to as a P-20 workforce conversation.	20	3.55	0.76	95.00	5.00	5
Dual credit is a vital element in an educational system that will facilitate the future success of New Mexico students, opening the door to success in the workforce and in life.	18	3.56	0.62	94.44	5.56	3

Revised Statement: Academic dual credit opportunities should be available to appropriately qualified high school Juniors. 19 3.63 0.50 100.00 0.00 1

(continued)

Table 24. *Dual Credit in New Mexico Consensus to Agree Items* (continued)

Item	<i>N</i> ^a	<i>M</i> ^b	<i>SD</i> ^b	% Agree ^b	% Disagree ^b	Comments
Revised Statement: Academic dual credit opportunities should be available to appropriately qualified high school Seniors.	19	3.42	0.77	94.74	5.26	2
Revised Statement: Vocational and career technical dual credit opportunities should be available to appropriately qualified high school Juniors.	19	3.47	0.61	94.74	5.26	1
Revised Statement: Vocational and career technical dual credit opportunities should be available to appropriately qualified high school Seniors.	19	3.47	0.77	94.74	5.26	1
Revised Statement: Developmental and Remedial courses should not be available for dual credit.	19	3.00	0.88	84.21	15.79	4
New Mexico should continuously follow up with stakeholders in dual credit to ensure that the program is working effectively and that goals are being met.	17	3.24	0.44	100.00	0.00	3
As a result of increased dual credit enrollment, colleges and universities often have to offer more course sections with more faculty to accommodate students amidst budget constraints.	14	3.00	0.78	85.71	14.29	3
Dual credit in New Mexico should continue to be available without students having to pay for tuition, general college fees, or textbooks.	18	3.44	0.62	94.44	5.56	2
Dual credit opportunities have helped foster a greater overall focus on academics by all stakeholders.	17	3.18	0.53	94.12	5.88	1
New Mexico should continue its progress on a common course numbering system that would ensure universal transferability within the state.	19	3.47	0.61	94.74	5.26	2
Revised Statement: Dual credit courses should be treated the same as other college courses regarding transfer from one New Mexico college or university to another.	19	3.63	0.50	100.00	0.00	1
Revised Statement: Colleges should be able to offer all courses listed in the Academic Catalog for dual credit, in order that all students who meet the eligibility requirements (such as placement test and course prerequisites) would be eligible to enroll.	19	3.37	0.60	94.74	5.26	5
Revised Statement: A Dual credit course should be weighted on a student's high school transcript the same as an Advanced Placement or honors course in calculating the student's overall Grade Point Average.	18	3.33	0.69	88.89	11.11	5
Dual credit procedures and policies should be consistent across all colleges, universities, and school districts in New Mexico.	17	3.24	0.56	94.12	5.88	3
Students who have taken dual credit courses are more familiar with the application process and the wide range of postsecondary education options than other high school students.	19	3.37	0.68	89.47	10.53	1

(continued)

Table 24. *Dual Credit in New Mexico Consensus to Agree Items* (continued)

Item	<i>N</i> ^a	<i>M</i>	<i>SD</i> ^b	% Agree ^b	% Disagree ^b	Comments
A positive dual credit experience gives high school students a "jump start" on college and encourages many to continue their postsecondary education.	19	3.63	0.50	100.00	0.00	0
The support provided by high school and college or university staff during the dual credit enrollment process helps increase student confidence about taking college level coursework.	18	3.33	0.49	100.00	0.00	3
Dual credit opportunities have increased the number of students enrolling in a college or university directly after high school graduation.	11	3.00	0.63	81.82	18.18	4
Dual credit courses should be freely transferable to all public higher education institutions in New Mexico.	17	3.24	0.66	88.24	11.76	5
High school Grade Point Averages and the recommendation by teachers and/or counselors should be considered when determining whether to allow high school students to enroll in dual credit courses.	18	3.00	0.77	83.33	16.67	4
Prior to enrolling in a dual credit course, students should be made fully aware of the consequences of receiving a D, F, or W in a college course that will remain on their college transcript.	19	3.89	0.32	100.00	0.00	1
One dual credit goal should be encouraging high school students to explore academic and vocational college coursework after high school.	19	3.26	0.45	100.00	0.00	0

^a *N* excludes *No Judgment* responses.

^b Mean, Standard Deviation, and Percentages are rounded to the nearest two decimal points.

The Round 1 statement “Dual credit opportunities have expanded educational opportunities and helped students prepare for postsecondary education” achieved consensus among the expert panelists. College and high school participants each provided one comment. One college panelist with strong agreement indicated, “The expansion of Dual Credit beyond career and technical programs has provided additional educational opportunities for students interested in academic core and elective courses.” A high school participant agreeing with the statement, indicated, “This general statement, I would hope, is true.” This statement was removed from the instrument after consensus was reached.

The statement "Dual credit opportunities have helped reduce the time to postsecondary degree completion; helping lead to reduced postsecondary costs for students, parents, and taxpayers" garnered consensus in Round 1. College and high school participants provided two comments each. One college expert agreed, indicating that, "For some students who had good guidance and who were well informed about how the system could work to their advantage." One college panel member disagreed, noting, "NM taxpayers pay for the dual credit program during high school; I'm not sure the postsecondary cost to taxpayers is reduced that much with other state funded programs available to the students." One high school panelist agreed, suggesting, "This general statement, I would also hope, is true" (they added a smiley face). A second high school participant agreed, writing, "Sometimes the courses make high school requirements fulfilled earlier." This statement was removed from the instrument upon achieving consensus.

The Round 1 statement, "Dissemination of dual credit program information should be expanded to ensure that all students and parents are aware of these curricular options" achieved consensus of the panel. College and high school participants each contributed two comments. One college expert in strong agreement asserted, "I strongly recommend that the NMPED and HED work together on a mass media marketing campaign to create more awareness and knowledge about Dual Credit!" A college panelist agreeing with the statement asked, "By all parents, would that mean NM parents of homeschooled and private school students, or only public school parents?" One high school participant strongly agreed, observing, "I strongly agree," adding "The dissemination of dual credit offerings is vital to the success of the program," continuing, "Students must be made aware of their options." A high school panel member agreeing with the statement participant contended, "In our district all students and parents are

aware of these options.” This item was removed from the instrument after consensus was achieved.

The statement “Research is needed to determine the impact of dual credit programs upon academically underrepresented populations such as first generation, low income, and minority students” reached consensus in Round 1. One college comment and two high school panel comments were offered. One college participant in strong agreement, indicated “This will be challenging as the state is not set up to receive information regarding students attending BIE [Bureau of Indian Education] schools,” continuing “TCUs [Tribal Colleges and Universities] are able to share their information so this portion will be easier to track.” One high school expert agreed indicating, “I do not believe that a great deal of resources are needed for a special study, but it would be interesting to follow students and gain overall evaluations of success.” A high school panel member disagreed, asserting, “Improved record keeping and sharing of information from post-secondary back to secondary would answer these questions.” Upon achieving consensus this statement was removed from the instrument.

The expert panel concurred that “Course texts, course syllabi, course objectives, course requirements, and other instructional materials for dual credit courses should correspond with the nature and rigor of instructional materials used at the college.” Panelists contributed three college and two high school responses. The college responses were in strong agreement while the high school responses agreed with the statement. One college panel member suggested that, “This seems to be a duplicate from a previous question-worded differently.” A second college panelist indicated, “There should be no difference in any type of instructional materials, expectations, or rigor regardless of where the course is offered.” A third college expert contended, “The courses should be EXACTLY the same regardless of where it is taught,” adding “The student should

only be receiving Dual Credit if the class is the college course.” One high school participant asserted, “The texts must be screened so that information is valid and not a requirement merely to sell books.” Another high school panelist stated, “Again, if the student is getting college credit, the course information and rigor should reflect all needed requirements of the college.” This item was removed from the instrument upon reaching consensus among the panelists.

Round 1 consensus was garnered upon the statement “Data consistency between high school and college student tracking systems must be enhanced to ensure consistent tracking of subsequent student success in college and the workforce.” Three high school panel comments were provided. One strongly agreed, suggesting, “This is key.” A second participant in strong agreement indicated, “The data provided from both institutions would be enhanced if a consistent tracking system could be implemented.” A high school panel member agreeing with the statement, observed, “It is very HARD to track students after they leave high school because of privacy issues.” This item was removed from the instrument upon achieving panel consensus.

The expert panel agreed with the Round 1 statement “Increased data collection and analysis is needed to determine the impact of secondary student dual credit enrollment in college achievement, retention, and persistence to degree completion.” Two high school participant comments agreed with the statement. The first cautioned, “We must be very careful in collecting this data,” adding “Both small and large high schools and two and four-year institutions must collaborate or the information will be skewed.” The second observed, “While increased data collection and analysis is always helpful, the data that is currently available should be shared and analyzed before more information is requested/obtained.” Upon achieving consensus this statement was removed.

The statement “Increased guidance upon dual credit is needed by high school and college administrators and faculty” achieved Round 1 consensus. Two college and three high school participant responses were provided. One college expert in strong agreement asserted, “The high school counselors are already facing challenges in regards to time and resources,” adding “May I suggest the NMPED and HED research the possibility of funding Dual Credit/Career Advisors in high schools to assist with Dual Credit initiatives.” A second college panelist strongly agreeing with the statement contended, “Information should be shared across the board,” adding that their institution “was new to dual credit and there were MOA and appendix deadlines shared with only the secondary schools but this information would have been extremely helpful to us in determining deadline dates for our partner schools.” A high school participant agreeing with the statement observed, “In our district the guidance has been very good,” and “Those involved from both sides have worked very hard to make the program successful.” One high school panelist disagreed, indicating, “Our counselors are using the dual credit system to our students’ advantage.” This item was removed from the instrument after panel consensus was reached.

In Round 1, the panel agreed that “Use of distance education delivery methods, such as interactive video and online instruction, should be utilized to expand access to dual credit opportunities.” College participants provided seven comments and high school participants contributed two. One college expert in strong agreement with the statement explained:

This type of delivery in Dual Credit courses is the only option for the extended and remote high schools. The only other option is to have LEA Based Dual Credit courses taught by an approved high school instructor that follows the identical college course work, textbook, syllabus etc.

A second college panelist strongly agreeing with the statement, expert observed that their postsecondary institution “has a facilitated distance learning model that requires faculty to partner with high school teachers,” continuing “The model increases collaboration between secondary and post-secondary, student success, college access, and high school teacher professional development.” A third college participant in strong agreement with the statement wrote, “However, students are slow to respond to on-line delivery methods in some subjects.” One college panelist agreed, stating, “For those appropriately qualified students,” adding “Many times dual credit students do not do well with online instruction.” A second college panel member who agreed, asserted, “While I believe these should be available, most Dual Credit students should begin with traditional delivery methods for their first college course to help ensure success and ease the transition.” A third college expert agreeing with the statement commented, “If the funding is available for colleges/universities to offer these courses using those delivery methods.” One college panel member disagreed, suggesting, “I don’t believe that online coursework provides the ‘college experience’ that the dual credit program set out to achieve.” A high school expert strongly agreed, indicating, “These delivery methods are the most common form of delivery in our district.” One high school participant agreed, stating, “When applicable and when students are able to handle such varying modes of instruction.” Upon achieving panel consensus this item was removed from the instrument.

Round 1 consensus was achieved upon the statement “Dual credit is an essential part of the education framework.” Three comments were provided. A college expert strongly agreed, explaining:

Like any other educational program if it is implemented correctly with policies and guidelines it will work. The framework still needs work, but the overall intent of the law

allows students to get excited about learning. When a high school student successfully completes a college course they are motivated and more likely to continue on with the life long learning process. But, we must be diligent in placing the students into courses based upon their skill set, academic strengths and career goals. We must provide an opportunity for the career and technical geared student as well as those who are pursuing four-year degree.

A high school panelist noting strong agreement, indicated, “The line between high school and college is blurred and has made both sides of the effort better meet the needs of our students,” adding “We will benefit from a P-20 Program.” One high school panel member who agreed, observed, “I believe that it is becoming a more essential part, but in and of itself, if not completely necessary for all students.” This item was removed from the instrument upon reaching consensus among the panelists.

The final Round 1 consensus item in this category stated, “The presence of dual credit necessitates an ongoing statewide collaborative discussion upon the transition from high school to college and the workforce including educators from all levels (Pre-Kindergarten through Doctoral) and employers; constituting what may be referred to as a P-20 workforce conversation.” Two college and three high school panel member comments were provided. A college panelist in strong agreement asserted, “Creating awareness and knowledge at the early stage of child development is crucial,” continuing “The value of education must be taught at all levels P-20.” One college participant agreed with the statement, indicating, “I’m not sure it ‘necessitates’ an ongoing statewide collaborative discussion, but it certainly should be considered during a discussion.” A high school expert strongly agreed, declaring, “I want to remain part of this effort.” A high school participant strongly disagreed, suggesting that, “the P-10 part of the

equation is not needed in the equation.” This statement was removed from the instrument after achieving expert consensus.

In Round 2, consensus was reached upon the statement “Dual credit is a vital element in an educational system that will facilitate the future success of New Mexico students, opening the door to success in the workforce and in life.” Participants provided two college comments and one high school comment. A college expert disagreed, explaining:

Dual credit is one element in the NM Educational system in which students may participate. Because I work in this area, I would certainly encourage students to participate. However, it may not be right for all students. There are other avenues for those students which would be just as successful in opening the door to success in the workforce and in their life.

A high school participant who agreed, wrote, “It is one element.”

The Round 1 Nonconsensus item “Dual credit opportunities (whether academic or career technical) should be available to appropriately qualified high school freshmen, sophomores, juniors, and seniors” was split into separate statements addressing grade level and academic versus career technical designations. The statement, “Academic dual credit opportunities should be available to appropriately qualified high school Juniors” achieved Round 2 consensus. One college panelist agreed, writing, “Academic Dual Credit opportunities should be available to appropriately qualified high school students.” This item was removed from the instrument upon achieving consensus.

The Round 1 statement “Dual credit opportunities (whether academic or career technical) should be available to appropriately qualified high school freshmen, sophomores, juniors, and seniors” did not achieve consensus was split into separate statements addressing grade level and

academic versus career technical designations. The statement, “Academic dual credit opportunities should be available to appropriately qualified high school Seniors” achieved panel consensus in Round 2. Two college experts agreed with the statement. One explained:

I agree, however, what is the state going to do if you have a senior who needs to satisfy their graduation requirement by taking a dual credit, advance placement, distance education or online class? Exceptions would need to be made for these students whether they are qualified or not.

A second panelist indicated that, “Academic Dual Credit opportunities should be available to appropriately qualified high school students.” This item was removed from the instrument after consensus was achieved.

The Round 1 Nonconsensus item “Dual credit opportunities (whether academic or career technical) should be available to appropriately qualified high school freshmen, sophomores, juniors, and seniors” was split into separate statements addressing grade level and academic versus career technical designations. The statement, “Vocational and career technical dual credit opportunities should be available to appropriately qualified high school Juniors” achieved Round 2 consensus. A college expert agreed, indicating that, “Vocational and career technical Dual Credit opportunities should be available to appropriately qualified high school students.” This item was removed from the instrument upon achieving consensus.

The statement “Dual credit opportunities (whether academic or career technical) should be available to appropriately qualified high school freshmen, sophomores, juniors, and seniors” did not achieve Round 1 consensus; causing it to be split into separate statements addressing grade level and academic versus career technical designations. The statement, “Vocational and career technical dual credit opportunities should be available to appropriately qualified high school

juniors” achieved Round 2 expert panel consensus. A college panelist agreed, suggesting, “Vocational and career technical Dual Credit opportunities should be available to appropriately qualified high school students.” This item was removed from the instrument after panel consensus was achieved.

The Round 1 Nonconsensus statement, “Developmental, remedial, and physical education courses should not be available for dual credit” was split into Round 2 statements with one referencing physical education courses and the other referencing developmental and remedial courses. The Round 2 statement, “Developmental and Remedial courses should not be available for dual credit” achieved expert consensus. College participants provided three comments while high school participants contributed one. A college panelist strongly agreed, asserting, “High school standards should be aligned at the level of developmental courses so that students master the material and high school. One college expert agreed, explaining:

I think if they were offered along with a requirement that a student take a dual credit course I don't see the harm in that. Only for PE. The high schools should be responsible for bringing their student's up to level.

A second college panel member agreed, indicating, “This coursework should be provided by the high school.” A high school participant strongly disagreed, declaring, “If students need those classes, or will eventually have to take them anyway, let them take asap!” This statement was removed from the instrument upon achieving consensus.

Consensus was achieved upon the Round 3 statement “New Mexico should continuously follow up with stakeholders in dual credit to ensure that the program is working effectively and that goals are being met.” One comment was provided by a college participant and two were

submitted by high school participants. A high school participant agreeing with the statement suggested, “This is a worthwhile partnership and should continue.”

The statement, “As a result of increased dual credit enrollment, colleges and universities often have to offer more course sections with more faculty to accommodate students amidst budget constraints” achieved consensus in Round 3. Three comments were offered by the panel, one by a college participant and two by high school participants. A college panelist agreed, observing, “Yes, this is a possibility but it is a good problem to have.” One high school expert agreeing with the statement asserted, “I truly believe the Dual Credit enrollment has generated funding for post secondary,” adding “Offering more sections and more faculty should not be negative.”

The expert panel concurred with the Round 3 statement, “Dual credit in New Mexico should continue to be available without students having to pay for tuition, general college fees, or textbooks.” One college and one high school participant comment were provided. A college panel disagreed, observing, “Not sure this will continue to be feasible in our current and future economic situation.” A high school participant agreed, asserting, “Dual credit is a huge opportunity for students, that should be allowed to continue.”

The Round 3 statement “Dual credit opportunities have helped foster a greater overall focus on academics by all stakeholders” reached consensus among the panelists. No comments are being reported for this statement as the only comment was posted by a high school participant offering no judgment.

In Round 3, the expert panel agreed that “New Mexico should continue its progress on a common course numbering system that would ensure universal transferability within the state.” College and high school participants provided one comment each. One college participant

disagreed, observing, “‘Universal’ transferability is probably not attainable.” A high school panelist agreed, suggesting that, “It would indeed be helpful to students.”

The Round 1 Nonconsensus item “The process for academic transfer of dual credit courses from one college to another college is meeting the needs of students” was revised to read “The process for academic transfer of dual credit courses from one college to another college within the state of New Mexico is meeting the needs of students.” Upon not achieving consensus in Round 2, the statement was again revised to state, “Dual credit courses should be treated the same as other college courses regarding transfer from one New Mexico college or university to another.” Consensus was reached on this statement in Round 3, with one comment being offered by the panel. A high school expert strongly agreed, asserting, “Dual Credit courses should not be distinguished differently.... they provide college credit, and that should be universal on all transcripts / transfer options.”

The Round 1 statement “The Restricted Credit Agreement (noting that courses must be listed on a college certificate or degree, and be offered to both high school and college students during the same semester) effectively serves the needs of students, high schools, and colleges” was revised to read “Colleges should be able to offer all courses listed in the Academic Catalog for dual credit, in order that all students who meet the eligibility requirements (such as placement test and course prerequisites) would be eligible to enroll” in Round 2. The Round 2 Nonconsensus statement was retained in Round 3 by adding further panel comments and without statement without revision. The statement “Colleges should be able to offer all courses listed in the Academic Catalog for dual credit, in order that all students who meet the eligibility requirements (such as placement test and course prerequisites) would be eligible to enroll” reached panel consensus in Round 3. College participants provided four comments and high

school participants contributed one. A college participant in strong agreement wrote, “Not including remedial or PE courses.” One college expert agreeing with the statement explained:

I would agree with this statement, however, having an approved course that is agreed upon by all often smoothes the administrative process. Seeing the whole catalog as available would be great for access, but might not actually serve the best interest of the parties involved.

A second college panel member, who agreed with the statement, noted, “Space, available faculty, and finances figure into a college or university being able to authorize any or all courses for dual credit.” One college panelist disagreeing with the item, observed, “However, some courses are better suited for dual credit than others,” adding, “For example, those that have prerequisites may not be feasible since students must meet all requirements to take a course.” Finally, a high school participant indicating strong agreement, “If a student is able to meet the course prerequisites and placement test requirements, then they should be allowed to enroll for the course.”

The Round 2 Nonconsensus statement “Dual credit course should be weighted on a student’s high school transcript the same as an Advanced Placement or honors course in calculating the student's overall Grade Point Average” was retained in Round 3 with the panel feedback and without revision. The Round 3 statement “A dual credit course should be weighted on a student’s high school transcript the same as an Advanced Placement or honors course in calculating the student's overall Grade Point Average” achieved panel consensus. Two college and three high school participant comments were provided on the Round 3 statement. A college expert in strong agreement with the statement explained:

Students who are in the running for valedictorian shy away from DC classes not because they think they will get a lower grade but because the weight of the DC course is not the

same as an AP course thus resulting the students overall GPA being lowered and knocking the student out of the running for valedictorian. DC course should be weighted the same as AP course or take the place of AP courses.

A high school panelist agreeing with the item indicated that, “The local district should make the decision about the weighting factor,” adding “Our district has chosen to give Dual Credit courses a weighting factor, but some courses should carry more weight.” One high school participant in disagreement suggested, “I disagree,” continuing, “Students are already getting a ‘weighted’ GPA, based on the elevated credit.” A second high school panel member disagreeing with the statement wrote, “Academic, Yes” and “Vocational, No.”

The Round 3 statement “Dual credit procedures and policies should be consistent across all colleges, universities, and school districts in New Mexico” achieved expert consensus. Three college participant comments provided. One panelist agreed, indicating, “I think Universities should have the ability to create their admissions standards and enrollment policies,” continuing, “This should not be dictated by the state.” An expert disagreed, contending that, “What works for a multi-campus community college or university may not work for a smaller community college,” suggesting that “While overall policies should be uniform, some practices may have to vary due to the institution's resources.”

The statement, “Students who have taken dual credit courses are more familiar with the application process and the wide range of postsecondary education options than other high school students” garnered panel consensus in Round 3. One college expert commenting on the item disagreed, writing, “Assumption,” adding “Revise statement: Students who have taken dual credit courses are often more familiar with the application process.”

Consensus was reached upon the Round 3 statement, “A positive dual credit experience gives high school students a ‘jump start’ on college and encourages many to continue their postsecondary education.” No panel comments were offered on this item.

The expert panel agreed with the Round 3 statement “The support provided by high school and college or university staff during the dual credit enrollment process helps increase student confidence about taking college level coursework.” College panelists contributed two statements while high school participants provided one. A college panelist in strong agreement observed, “Advisement is mandatory in our program and provides an excellent resource for students.” A high school expert agreeing with the statement suggested, “Any support given to students helps increase their confidence level with taking college level coursework.”

The Round 3 statement “Dual credit opportunities have increased the number of students enrolling in a college or university directly after high school graduation” achieved consensus among the panelists. Three college participants and one high school participant commented. One college panelist disagreed, indicating, “The assumption is to Agree, but is there documented evidence?”

Consensus was reached upon the Round 3 statement “Dual credit courses should be freely transferable to all public higher education institutions in New Mexico.” College participants provided four comments and high school participants contributed one. One college participant agreeing with the statement, asserted, “This is good in theory but 4 year universities will not accept vocational or technical classes because those programs are not offered.” A college panelist disagreeing stated, “Not for Certificate Programs.” A high school participant agreed, adding, “When possible, yes.”

The expert panel agreed with the Round 3 statement “High school Grade Point Averages and the recommendation by teachers and/or counselors should be considered when determining whether to allow high school students to enroll in dual credit courses.” Four college participants provided comments. A college expert agreed, explaining, “However, we need to be careful by how this statement is implemented,” continuing, “By signing the current Dual Credit request form, there is an implied counselor recommendation which should include academic performance and/or potential,” concluding, “No new paperwork is necessary.” Another college participant agreeing with the statement noted that the admissions director at their postsecondary institution “also makes a determination if there is a question!” One college expert disagreed, asserting that, “I think recommendations for the counselors or teacher are helpful but a student should not be held back due to the high school GPA.” A second college panel member disagreeing with the statement contended, “I don’t support the usage of high school GPAs for entry.”

The Round 3 statement, “Prior to enrolling in a dual credit course, students should be made fully aware of the consequences of receiving a D, F, or W in a college course that will remain on their college transcript” reached consensus among the panel members. One high school expert strongly agreed, indicating, “Students very much need to be made aware of the consequences of receiving a D, F, or W.”

The final Round 3 consensus item in this category stated, “One dual credit goal should be encouraging high school students to explore academic and vocational college coursework after high school.” No comments were contributed by the panel in response to this statement.

Table 25 and Table 26 introduce the Consensus-to-Disagree items, with further discussion to follow. Examination of the Nonconsensus items will directly follow this section.

Table 25

Dual Credit in New Mexico Consensus to Disagree Frequency Distribution

Item	N	SA	A	D	SD	NJ
Revised Statement: The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of academically low performing students.	19	0	1	9	1	8
The decision to allow high school students to enroll in dual credit courses should be contingent upon whether there is a high school course that aligns with the college course that is desired.	19	2	1	11	5	0

Note. SA= Strongly Agree (4), A = Agree (3), D = Disagree (2), SD = Strongly Disagree (1), NJ = No Judgment (Null)

Table 26

Dual Credit in New Mexico Consensus to Disagree Items

Item	N ^a	Mean ^b	SD ^b	% Agree ^b	% Disagree ^b	Comments
Revised Statement: The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of academically low performing students.	11	2.00	0.45	9.09	90.91	3
The decision to allow high school students to enroll in dual credit courses should be contingent upon whether there is a high school course that aligns with the college course that is desired.	19	2.00	0.88	15.79	84.21	3

^a N excludes “No Judgment” responses.

^b Mean, Standard Deviation, and Percentages are rounded to the nearest two decimal places.

The Round 1 Nonconsensus statement “The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of students, high schools, and colleges” was divided into separate Round 2 statements addressing low performing students, high-achieving students, colleges, and high schools. The Round 2 statement “The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of academically low performing students” did not achieve panel consensus. This item was retained in Round 3 with panel comments but without further revision of the statement. The panel reached a consensus to disagree with the Round 3 statement, “The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of academically low performing students.” College participants submitted two comments while high school participants provided one. One college

panelist disagreed, indicating, “Since students must meet college requirements, it may be prohibitive to low performing students,” adding, “It’s not the agreement that is prohibitive but the necessary requirements of the college.” A second college participant in disagreement with the statement wrote, “It is challenging to determine dual credit opportunities for this population of students.”

The expert panel reached a consensus to disagree with the Round 3 statement “The decision to allow high school students to enroll in dual credit courses should be contingent upon whether there is a high school course that aligns with the college course that is desired.” A college expert strongly agreeing with the statement indicated, “That is the entire basis of the dual credit program.” One college panelist strongly disagreed, stating, “Colleges and Universities can and should augment high school offerings.” A high school panel member disagreed, responding, “I do not fully understand this statement.”

Table 27 and Table 28 introduce the Nonconsensus items, with further discussion to follow.

Table 27

Dual Credit in New Mexico Nonconsensus Frequency Distribution

Item	N	SA	A	D	SD	NJ
The process for academic transfer of dual credit courses from one college to another college is meeting the needs of students.	22	4	6	6	0	6
Dual credit opportunities (whether academic or career technical) should be available to appropriately qualified high school freshmen, sophomores, juniors, and seniors.	22	6	9	4	2	1
The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of students, high schools, and colleges.	22	0	17	2	1	2
The Restricted Credit Agreement (noting that courses must be listed on a college certificate or degree, and be offered to both high school and college students during the same semester) is effectively serves the needs of students, high schools, and colleges.	22	1	10	6	1	4
Standards for the course credit hour ratio between high school and college should be governed by state policy, rather than established individually by institutions.	22	4	9	7	1	1

(continued)

Table 27. *Dual Credit in New Mexico Nonconsensus Frequency Distribution* (continued)

Item	N	SA	A	D	SD	NJ
Advanced Placement (AP) courses should not be considered as part of the dual credit offerings, as these are high school courses with high school instructors and prescribed high school curriculum.	22	6	10	5	0	1
Developmental, remedial, and physical education courses should not be available for dual credit.	22	5	8	6	1	2
A dual credit course should be weighted on a student's high school transcript the same as an Advanced Placement or honors course in calculating the student's overall Grade Point Average.	22	5	6	5	1	5
The process for academic transfer of dual credit courses from one college to another college within the state of New Mexico is meeting the needs of students.	22	0	7	5	0	10
Academic dual credit opportunities should be available to appropriately qualified high school freshmen.	22	4	6	8	1	3
Academic dual credit opportunities should be available to appropriately qualified high school sophomores.	22	3	11	5	0	3
Vocational and career technical dual credit opportunities should be available to appropriately qualified high school freshmen.	22	6	7	5	1	3
Revised Statement: Vocational and career technical dual credit opportunities should be available to appropriately qualified high school sophomores.	22	6	9	3	1	3
The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of academically low performing students.	22	1	5	8	1	7
Revised Statement: The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of high-achieving students.	22	6	8	4	1	3
The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of high schools.	22	2	12	4	1	3
The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of colleges.	22	3	7	4	0	8
Colleges should be able to offer all courses listed in the Academic Catalog for dual credit, in order that all students who meet the eligibility requirements (such as placement test and course prerequisites) would be eligible to enroll.	22	5	8	6	0	3
The New Mexico standards for the 3:1 credit hour ratio between college and high school are appropriate for academic courses.	22	2	11	3	2	4
The New Mexico standards for the 3:1 credit hour ratio between college and high school are appropriate for vocational and career technical courses.	22	1	10	5	3	3
Physical education courses should not be available for dual credit.	22	4	7	5	3	3
Right now, HED and PED along with many high schools, colleges, and universities around the state are working in a "silo" atmosphere regarding dual credit, with no collaboration or consensus.	19	5	9	4	0	1
The process for offering dual credit courses on high school campuses needs to be made clearer.	19	4	8	5	0	2
Dual credit has ushered in questionable practices by some colleges and universities in an effort to bolster their full-time equivalencies (FTE).	19	2	3	5	2	7
College and university faculty often have negative attitudes towards teaching and working with high school students.	19	1	4	7	1	6
Dual credit has placed more work on academic program faculty at colleges and universities to align curriculum with high school programs of study.	19	0	7	6	1	5
The dual credit program as it presently exists in state policy requires more paperwork than should be necessary, such as the collection of parent signatures for every semester a student enrolls in dual credit courses.	19	4	6	5	0	4

(continued)

Table 27. *Dual Credit in New Mexico Nonconsensus Frequency Distribution* (continued)

Item	N	SA	A	D	SD	NJ
Revised Statement: The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of high schools.	19	0	12	4	0	3
Revised Statement: The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of colleges.	19	0	9	3	0	7
Revised Statement: Physical education courses should not be available for dual credit.	19	2	7	7	1	2
Revised Statement: The New Mexico standards for the 3:1 credit hour ratio between college and high school are appropriate for academic courses.	19	2	10	3	3	1
Revised Statement: The New Mexico standards for the 3:1 credit hour ratio between college and high school are appropriate for vocational and career technical courses.	19	0	8	6	3	2
Many dual credit students are low achieving first-generation students who may not have considered attending college if they had not participated in the dual credit program.	19	2	8	2	1	6
A student who does poorly in a dual credit course is less likely to go to a college or university than if they had not taken the dual credit course.	19	1	2	6	2	8
College placement exam scores in Reading, English, and Mathematics should be required for dual credit enrollment in academic courses.	19	8	7	4	0	0
College placement exam scores in Reading, English, and Mathematics should be required for dual credit enrollment in vocational/career courses.	19	3	7	8	1	0
Revised Statement: Academic dual credit opportunities should be available to appropriately qualified high school freshmen.	19	5	8	4	2	0
Revised Statement: Academic dual credit opportunities should be available to appropriately qualified high school sophomores.	19	6	9	3	1	0
Revised Statement: Vocational and career technical dual credit opportunities should be available to appropriately qualified high school freshmen.	19	5	8	5	1	0
Students should not be allowed to enroll in a dual credit course if they have previously failed a dual credit course.	19	1	5	11	1	1
The criteria for letting students take dual credit courses should determined in collaboration between high schools and the college or university they are working with, not determined by state statute.	19	4	8	5	0	2
One goal of dual credit should be preparing non-college going students for employment.	19	4	9	5	0	1
Exceptions will need to be made to the state graduation requirements if students have been unable to qualify for an Advanced Placement, dual credit, distance education, or online course as required in current New Mexico law.	19	1	11	4	0	3

Note. SA= Strongly Agree (4), A = Agree (3), D = Disagree (2), SD = Strongly Disagree (1), NJ = No Judgment (Null)

Table 28

Dual Credit in New Mexico Nonconsensus Items

Item	<i>N</i> ^a	Mean ^b	<i>SD</i> ^b	% Agree ^b	% Disagree ^b	Comments
The process for academic transfer of dual credit courses from one college to another college is meeting the needs of students.	16	2.88	0.81	62.50	37.50	10
Dual credit opportunities (whether academic or career technical) should be available to appropriately qualified high school freshmen, sophomores, juniors, and seniors.	21	2.90	0.94	71.43	28.57	12
The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of students, high schools, and colleges.	20	2.80	0.52	85.00	15.00	5
The Restricted Credit Agreement (noting that courses must be listed on a college certificate or degree, and be offered to both high school and college students during the same semester) is effectively serves the needs of students, high schools, and colleges.	18	2.61	0.70	61.11	38.89	4
Standards for the course credit hour ratio between high school and college should be governed by state policy, rather than established individually by institutions.	21	2.76	0.83	61.90	38.10	6
Advanced Placement (AP) courses should not be considered as part of the dual credit offerings, as these are high school courses with high school instructors and prescribed high school curriculum.	21	3.05	0.74	76.19	23.81	6
Developmental, remedial, and physical education courses should not be available for dual credit.	20	2.85	0.88	65.00	35.00	8
A dual credit course should be weighted on a student's high school transcript the same as an Advanced Placement or honors course in calculating the student's overall Grade Point Average.	17	2.88	0.93	64.71	35.29	5
The process for academic transfer of dual credit courses from one college to another college within the state of New Mexico is meeting the needs of students.	12	2.58	0.51	58.33	41.67	4
Academic dual credit opportunities should be available to appropriately qualified high school freshmen.	19	2.68	0.89	52.63	47.37	5
Academic dual credit opportunities should be available to appropriately qualified high school sophomores.	19	2.89	0.66	73.68	26.32	3
Vocational and career technical dual credit opportunities should be available to appropriately qualified high school freshmen.	19	2.95	0.91	68.42	31.58	2

(continued)

Table 28. *Dual Credit in New Mexico Nonconsensus Items* (continued)

Item	<i>N</i> ^a	Mean ^b	<i>SD</i> ^b	% Agree ^b	% Disagree ^b	Comments
Revised Statement: Vocational and career technical dual credit opportunities should be available to appropriately qualified high school sophomores.	19	3.05	0.85	78.95	21.05	2
The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of academically low performing students.	15	2.40	0.74	40.00	60.00	5
Revised Statement: The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of high-achieving students.	19	3.00	0.88	73.68	26.32	1
The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of high schools.	19	2.79	0.71	73.68	26.32	2
The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of colleges.	14	2.93	0.73	71.43	28.57	2
Colleges should be able to offer all courses listed in the Academic Catalog for dual credit, in order that all students who meet the eligibility requirements (such as placement test and course prerequisites) would be eligible to enroll.	19	2.95	0.78	68.42	31.58	6
The New Mexico standards for the 3:1 credit hour ratio between college and high school are appropriate for academic courses.	18	2.72	0.83	72.22	27.78	3
The New Mexico standards for the 3:1 credit hour ratio between college and high school are appropriate for vocational and career technical courses.	19	2.47	0.84	57.89	42.11	2
Physical education courses should not be available for dual credit.	19	2.63	1.01	57.89	42.11	3
Right now, HED and PED along with many high schools, colleges, and universities around the state are working in a "silo" atmosphere regarding dual credit, with no collaboration or consensus.	18	3.06	0.73	77.78	22.22	2
The process for offering dual credit courses on high school campuses needs to be made clearer.	17	2.94	0.75	70.59	29.41	5
Dual credit has ushered in questionable practices by some colleges and universities in an effort to bolster their full-time equivalencies (FTE).	12	2.42	1.00	41.67	58.33	3
College and university faculty often have negative attitudes towards teaching and working with high school students.	13	2.38	0.77	38.46	61.54	6
Dual credit has placed more work on academic program faculty at colleges and universities to align curriculum with high school programs of study.	14	2.43	0.65	50.00	50.00	6

(continued)

Table 28. *Dual Credit in New Mexico Nonconsensus Items* (continued)

Item	<i>N</i> ^a	Mean ^b	<i>SD</i> ^b	% Agree ^b	% Disagree ^b	Comments
The dual credit program as it presently exists in state policy requires more paperwork than should be necessary, such as the collection of parent signatures for every semester a student enrolls in dual credit courses.	15	2.93	0.80	66.67	33.33	7
Revised Statement: The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of high schools.	16	2.75	0.45	75.00	25.00	2
Revised Statement: The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of colleges.	12	2.75	0.45	75.00	25.00	3
Revised Statement: Physical education courses should not be available for dual credit.	17	2.59	0.80	52.94	47.06	4
Revised Statement: The New Mexico standards for the 3:1 credit hour ratio between college and high school are appropriate for academic courses.	18	2.61	0.92	66.67	33.33	4
Revised Statement: The New Mexico standards for the 3:1 credit hour ratio between college and high school are appropriate for vocational and career technical courses.	17	2.29	0.77	47.06	52.94	4
Many dual credit students are low achieving first-generation students who may not have considered attending college if they had not participated in the dual credit program.	13	2.85	0.80	76.92	23.08	3
A student who does poorly in a dual credit course is less likely to go to a college or university than if they had not taken the dual credit course.	11	2.18	0.87	27.27	72.73	4
College placement exam scores in Reading, English, and Mathematics should be required for dual credit enrollment in academic courses.	19	3.21	0.79	78.95	21.05	3
College placement exam scores in Reading, English, and Mathematics should be required for dual credit enrollment in vocational/career courses.	19	2.63	0.83	52.63	47.37	6
Revised Statement: Academic dual credit opportunities should be available to appropriately qualified high school freshmen.	19	2.84	0.96	68.42	31.58	5
Revised Statement: Academic dual credit opportunities should be available to appropriately qualified high school sophomores.	19	3.05	0.85	78.95	21.05	5
Revised Statement: Vocational and career technical dual credit opportunities should be available to appropriately qualified high school freshmen.	19	2.89	0.88	68.42	31.58	4
Students should not be allowed to enroll in a dual credit course if they have previously failed a dual credit course.	18	2.33	0.69	33.33	66.67	8

(continued)

Table 28. *Dual Credit in New Mexico Nonconsensus Items* (continued)

Item	<i>N</i> ^a	Mean ^b	<i>SD</i> ^b	% Agree ^b	% Disagree ^b	Comments
The criteria for letting students take dual credit courses should be determined in collaboration between high schools and the college or university they are working with, not determined by state statute.	17	2.94	0.75	70.59	29.41	4
One goal of dual credit should be preparing non-college going students for employment.	18	2.94	0.73	72.22	27.78	2
Exceptions will need to be made to the state graduation requirements if students have been unable to qualify for an Advanced Placement, dual credit, distance education, or online course as required in current New Mexico law.	16	2.81	0.54	75.00	25.00	3

^a *N* excludes *No Judgment* responses.

^b Mean, Standard Deviation, and Percentages are rounded to the nearest two decimal points.

Consensus was not achieved upon the Round 1 statement “The process for academic transfer of dual credit courses from one college to another college is meeting the needs of students.” College and high school panelists each contributed five comments. One college expert agreeing with the statement explained:

Institutions with transfer programs and degrees equally serve DC students. Students who go out of state, where their DC classes aren't all accepted, or accepted as electives have told us that just the DC experience helped them to get accepted and helped them to feel prepared.

A second college panelist in agreement, stated, “If the transfer is within the state of NM,” continuing, “If transferring to colleges in other states, many courses do not transfer.” A third college expert agreeing with the statement observed, “Though generally this is working, more consistency regarding transfer across the board is necessary in the State of NM.” A college panelist disagreed, noting, “I don’t think this issue pertains solely to Dual Credit students,” adding, “Articulation issues exist amongst all college students who transfer from one college to another.” A high school expert strongly agreeing, declared, “Students should indeed be able to

transfer from one institution to another, without loss of credit!” One high school panel member disagreed, indicating that, “Students must remember to ask colleges for their transcripts when seeking entrance/transfer to other colleges.” A second high school panelist disagreeing with the statement noted that “There are conflicts often when students transfer from one college to another, not just involving Dual Credit courses.” A third high school panel member in disagreement, indicated, “We have made progress in this area but still need expanded consistency past the 35 or so courses that all institutions have agreed to accept.” This item was revised and retained in Round 2 of the study.

The Round 1 statement, “Dual credit opportunities (whether academic or career technical) should be available to appropriately qualified high school freshmen, sophomores, juniors, and seniors” did not achieve panel consensus. Twelve comments were provided, eight by college participants and four by high school participants. A college panel member in strong agreement noted that, “If a student is prepared to take these courses and the secondary school approves that student as being ready to take on college level courses, I don't see why they shouldn't be able to.” One college participant in agreement stated, “I believe this statement in theory, but I'm not quite sure that all freshmen are ready for the rigors of college coursework,” continuing, “That said, I have seen numerous freshmen excel in my program.” A second college panel member agreeing with the statement observed, “We are having discussion about Freshman participation in dual credit due to state funding cutbacks, but we feel it is appropriate.” A third college participant agreed, writing, “If they are qualified.” One college participant disagreed, contending, “I believe freshmen are still not mature enough to handle dual credit.” A second college panelist disagreeing with the statement explained, “The NM program was developed and targets Juniors and Seniors,” continuing, “I believe it should stay that way,” suggesting, “Any

variance from that could be on a case-by-case basis.” A college expert in strong disagreement asserted, “May I suggest that we look at other states who are practicing Dual Credit initiatives and allowing freshman and sophomores to participate,” continuing, “There could be issues concerning maturity levels and motivation.” A high school panelist strongly agreeing with the statement suggested that, “Any high school student who is appropriately qualified should be able to participate.” One high school participant who agreed wrote, “I agree with this statement,” adding, “If any student is appropriately qualified, the opportunity should be afforded to them.” A high school panel member who disagreed suggested that “Freshmen and sophomores are too young and do not have the background to do college work.” One high school panelist strongly disagreed, indicating, “juniors and seniors only.” This item was split into two four-question sets. One four question set addressed academic courses at each grade level. The other four-question set referenced vocational and career technical courses at each grade level.

Consensus was not achieved upon the Round 1 statement, “The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of students, high schools, and colleges.” Three college participants and two high school participants provided comments. One college panelist who agreed, stated, “The HED and NMPED need to address the issue concerning students who are on an IEP and are academically challenged.” A second college participant in agreement observed, “Some of the terminology can be challenging to decipher but for the most part it does cover quite the range of responsibilities.” One college expert strongly disagreeing with the statement explained:

Parts of this document are enforced and others are not. I have seen (and fought against) districts that limit the number of courses with no consequences. I think this document has

many strengths and in theory has the interests of the students in mind, however, changes to this document are done without consultation from colleges, universities and districts. A high school representative disagreeing with the statement suggested that, “The agreement is wordy and convoluted,” asking “Perhaps an outline summary of important points?” This statement was divided into statements asking about low-performing students, high-achieving students, high schools, and colleges for Round 2 of this study.

The Round 1 statement, “The Restricted Credit Agreement (noting that courses must be listed on a college certificate or degree, and be offered to both high school and college students during the same semester) is effectively serves the needs of students, high schools, and colleges” did not achieve consensus among the panelists. College and high school panelists provided two comments each. One college expert agreed, stating:

May I suggest that colleges offer all courses listed in the Academic Catalog. Students who meet the eligibility requirements just like that of a regular college student would be eligible to enroll. For example, ACT, COMPASS, ACCUPLACER, SAT as well as course prerequisites.

A college panelist disagreed, indicating, “I’m primarily disagreeing with the policy that courses must both be offered to high school and college students during the same semester,” adding “I’m not clear on the rationale for this policy.” A high school participant disagreeing with the statement observed, “Some courses delivered to rural high schools via online or interactive video do not necessarily need to be offered during the same semester at the college.” This item was retained in Round 2 with a revision asking panel viewpoints upon the prospect of offering all courses in the college academic catalog.

Panel consensus was not achieved upon the Round 1 statement, “Standards for the course credit hour ratio between high school and college should be governed by state policy, rather than established individually by institutions.” Two college and four high school participants provided comments. A college panel member agreed, observing, “We have a 3:1 credit ratio in place,” continuing, “However, districts vary in the transcription of 2, 1, and 4 credit courses.” One college participant disagreeing with the item, stated, “The 3:1 ratio works for academic, but not always for career-tech courses,” continuing, “For example, coursework in the allied health fields can earn up to 8 credit hours and can be completed in one high school year.” A high school participant in strong agreement suggested that, “Consistency across the system is important.” A high school panelist agreed, indicating, “This issue should indeed be uniform across the state, as some districts would vary their credit-to-credit ratio widely.” One high school panelist who disagreed with the statement, noted, “It should be governed as a result of a collaborative effort between high schools and colleges. A high school expert in disagreement explained:

There are many facets to this statement. The time schedule in a high school is usually different from the college thus making the comparison of "seat time" most effective through collaboration between the two institutions delivering/receiving the class.

The Round 1 statement “Advanced Placement (AP) courses should not be considered as part of the dual credit offerings, as these are high school courses with high school instructors and prescribed high school curriculum” did not achieve consensus among the expert panel. Two college and four high school participants provided comments. A college expert who strongly agreed with the statement explained:

This delivery of instruction is NOT aligned with the intent of the law. LEA Based Dual Credit courses taught at the high school by a high school instructor also is not a college

experience. There should be only two types of delivery (1) Lecture Face - to - Face and (2) Distant learning/online.

A college panel member disagreed indicating, “AP courses align more closely with college work.” A high school participant agreeing with the statement observed, “As the courses are indeed high school courses, prescribed by high school curriculum, I agree with this statement.” A high school panelist who disagreed, asserted that, “The rigor of AP is worthy of college credit,” adding, “If the high school instructor meets the college credential dual credit should be established.” One high school participant in disagreement with the statement wrote “Passing the AP exam grants college credit.” A high school expert disagreed, indicating, “The curriculum in AP courses resembles closely freshman college courses.” This item achieved a mean of 3.0 or greater and a standard deviation of less than 1.0 but received less than 80% agreement amongst the panel.

Consensus was not achieved on the Round 1 statement, “Developmental, remedial, and physical education courses should not be available for dual credit.” Five college and three high school participants provided comments. A college panelist strongly agreed, indicating, “College students do not earn college credit for remedial courses,” adding “This only encourages the students not to study harder in high school knowing that they can take remedial classes in college.” One college panelist disagreed asserting, “Some of these students would benefit in taking remedial courses and be better prepared when beginning college in my opinion.” A second college panel member disagreeing with the statement, responded, “These are all college courses and should be made available to them.” A third college participant noting disagreement respondent mentioned, “Just on physical education courses.” One high school panel member agreed, recommending, “Some physical education courses should be considered if they are

required in a degree plan and are required in a Program of Study.” A second high school participant agreeing with the item stated, “I also agree with this statement.” A high school participant in strong disagreement wrote, “If PE is required and we can have our students get it though dual enrollment, that would be great.” This item was divided into two separate statements for Round 2, one seeking consensus upon developmental and remedial courses and the other seeking consensus on physical education courses.

The Round 2 statement, “A dual credit course should be weighted on a student’s high school transcript the same as an Advanced Placement or honors course in calculating the student's overall Grade Point Average” did not achieve consensus among the panelists. College participants provided four of the five comments. One college panelist agreed, explaining “There are students who shy away from dual credit because the rigor of college coursework may result in a lower grade and therefore impact their GPA,” adding, “This particularly happens with students vying for valedictorian.” A second college expert agreeing with the statement responded, “I don't believe milking GPA's should be the goal of the program,” continuing “I don't personally care either way - of course, it doesn't directly affect me,” adding “However, some of the brighter students may like the incentive.” A college participant disagreeing with the statement argued that, “School districts should make this decision, based on PED rules, regulations, etc.” A high school panel member disagreed, stating, “AP coursework is verified by external examination,” suggesting, “As in most high school or college coursework, what is actually learned is very dependent on the professor.” This item was retained in Round 3 without revision.

The Round 1 Nonconsensus statement “The process for academic transfer of dual credit courses from one college to another college is meeting the needs of students” was revised for

Round 2. The Round 2 statement, “The process for academic transfer of dual credit courses from one college to another college within the state of New Mexico is meeting the needs of students” did not garner consensus. Three of the four comments were provided by college participants. A college panelist agreeing with the statement wrote, “Agree, as long as students request that the college/university where they took the dual credit course sends their transcripts to the college/university they are transferring to.” One college participant disagreed observing:

I'm not too familiar with this but do know that policies for all school districts in New Mexico vary and are inconsistent. Even within our own university there are inconsistency with test score standard etc. The same is true for dual credit standards.

For Round 3, the statement was revised to read, “Dual credit courses should be treated the same as other college courses regarding transfer from one New Mexico college or university to another.”

The Round 1 Nonconsensus statement “Dual credit opportunities (whether academic or career technical) should be available to appropriately qualified high school freshmen, sophomores, juniors, and seniors” was split into two four-question sets for Round 2. One four question set addressed academic courses by grade level and the other four-question set referenced vocational and career technical courses by grade level. The Round 2 statement, “Academic dual credit opportunities should be available to appropriately qualified high school freshmen” did not garner panel consensus. College participants provided four comments and high school participants contributed one. A college panel member in strong agreement, contended, “If a student is capable of college level calculus, he should be allowed to take a calculus course,” asking “Who cares how old the student is?” concluding that “If they can test to that level, let them perform.” One college participant agreed, suggesting that “Dual Credit

opportunities should be available to appropriately qualified high school students.” A second college panelist agreeing with the statement, observed:

I lean toward freshmen and sophomores taking career-technical classes. The course alignment between high school and college is more appropriate with the junior/senior classes. I also believe consideration should be on a course-by-course basis and if a student meets the qualifications based on placement tests, but at the same time, we see many freshmen and sophomores who are not mature enough for college-level coursework in the academic disciplines, and do not have the motivation and the focus to meet required deadlines.

A college expert disagreeing with the statement explained:

I agree and disagree. I personally feel that most freshmen are not mature enough to handle dual credit. There are also certain vocational/technical programs with age requirement such as the medical fields of nursing, ems and criminal justice. I've had faculty tell me that some of the course content is not suitable for even 16 year olds. If parents really feel they would like their student to take college courses, perhaps they should be admitted their first semester as early admission and the parent pay for the first semester of classes. I also agree that if you have and academically prepared freshman there should be exceptions made on a case by case basis for these students.

One high school participant agreed, indicating, “If you are now requiring dual credit as part of other requirements, if you can get it early, then it is positive.”

The Round 1 Nonconsensus statement “Dual credit opportunities (whether academic or career technical) should be available to appropriately qualified high school freshmen, sophomores, juniors, and seniors” was split into two four-question sets for Round 2. One four

question set addressed academic courses by grade level and the other four-question set referenced vocational and career technical courses by grade level. The Round 2 statement, “Academic dual credit opportunities should be available to appropriately qualified high school sophomores” did not garner panel consensus. Three college participants offered comments. One college panel member agreed, stating, “If the courses align,” adding, “Most academic courses align with courses taken by juniors and seniors.” A second college participant agreeing with the statement contended, “Academic Dual Credit opportunities should be available to appropriately qualified high school students.” A college panelist disagreeing with the statement wrote, “Approval for dual credit admission on an individual basis only, after review of qualifications.” This item was retained along with the panel comments without further revision in Round 3.

The Round 1 Nonconsensus statement “Dual credit opportunities (whether academic or career technical) should be available to appropriately qualified high school freshmen, sophomores, juniors, and seniors” was split into two four-question sets for Round 2. One four question set addressed academic courses by grade level and the other four-question set referenced vocational and career technical courses by grade level. The Round 2 statement, “Vocational and career technical dual credit opportunities should be available to appropriately qualified high school freshmen” did not garner panel consensus. Two college participants provided comments. One agreed, writing, “Vocational and career technical Dual Credit opportunities should be available to appropriately qualified high school students.” Another disagreed, suggesting, “I don't believe they are mature enough.” This item was retained along with the panel comments and without further revision in Round 3.

The Round 1 Nonconsensus statement “Dual credit opportunities (whether academic or career technical) should be available to appropriately qualified high school freshmen,

sophomores, juniors, and seniors” was split into two four-question sets for Round 2. One four question set addressed academic courses by grade level and the other four-question set referenced vocational and career technical courses by grade level. The Round 2 statement, “Vocational and career technical dual credit opportunities should be available to appropriately qualified high school sophomores” did not garner panel consensus. Two college experts contributed comments. The first panelist agreed, stating, “Vocational and career technical Dual Credit opportunities should be available to appropriately qualified high school students.” The second disagreed, indicating, “approval on individual basis only after review of qualifications.” This item achieved a mean of 3.0 or greater and a standard deviation of less than 1.0, however, it did not achieve 80% agreement among the expert panel.

The Round 1 Nonconsensus statement “The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of students, high schools, and colleges” was divided into separate Round 2 statements addressing low performing students, high-achieving students, colleges, and high schools. The Round 2 statement “The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of academically low performing students” did not achieve panel consensus. College participants provided four of the five comments. One college panel member disagreed, writing, “I don’t think it addresses that.” A second college panel member disagreeing with the statement observed “More discussion among HED, PED, colleges/university and high schools needed to improve terminology/responsibilities of all involved.” A high school panelist strongly disagreeing with the statement indicated that “Higher Ed (the campus they work with) has made this a very complicated process.” This item was retained in Round 3 with panel comments and without further statement revision.

The Round 1 Nonconsensus statement “The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of students, high schools, and colleges” was divided into separate Round 2 statements addressing low performing students, high-achieving students, colleges, and high schools. The Round 2 statement “The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of academically high-achieving students” did not achieve panel consensus. One college expert disagreed, writing, “More discussion among HED, PED, colleges/university and high schools needed to improve terminology/responsibilities of all involved.” This item achieved a mean of 3.0 or greater and a standard deviation of less than 1.0, however, it did not achieve 80% agreement among the expert panel.

The Round 1 Nonconsensus statement “The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of students, high schools, and colleges” was divided into separate Round 2 statements addressing low performing students, high-achieving students, colleges, and high schools. The Round 2 statement, “The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of high schools” did not achieve consensus. Two college experts offered comments. One agreed, cautioning, “But only if the high school takes advantage of and supports the opportunities afforded to the students.” The other panelist disagreed, suggesting that “More discussion among HED, PED, colleges/universities, and high schools is needed to improve terminology/responsibilities of all involved.” This item was retained in Round 3 with panel comments and without further revision to the statement.

The Round 1 Nonconsensus statement “The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of students, high schools, and colleges” was

divided into separate Round 2 statements addressing low performing students, high-achieving students, colleges, and high schools. The Round 2 statement, “The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of colleges” did not achieve consensus. Two comments were contributed by the expert panel. A college panelist disagreed, indicating that, “More discussion among HED, PED, colleges/universities, and high schools is needed to improve terminology/responsibilities of all involved.” This item was retained in Round 3 with panel comments and without further revision to the statement.

The Round 1 Nonconsensus statement, “The Restricted Credit Agreement (noting that courses must be listed on a college certificate or degree, and be offered to both high school and college students during the same semester) is effectively serves the needs of students, high schools, and colleges” was revised in Round 2. The Round 2 statement, “Colleges should be able to offer all courses listed in the Academic Catalog for dual credit, in order that all students who meet the eligibility requirements (such as placement test and course prerequisites) would be eligible to enroll” did not achieve consensus. Six panel comments were provided, all by college participants. The first strongly agreed, asking, “Why limit their choices as we are going to be working with students at various levels of academic skills.” A second panelist in strong agreement stated, “I'd still like a restriction placed on the amount of P E taken by DC students,” adding “I like to see them have fun, but I'd rather have the program gear toward educational endeavors.” One panel member agreed, suggesting, “However, I believe the state made an appropriate call by eliminating fitness classes from DC,” contending, “DC is intended to prepare students for college or career.” A second participant agreeing with the statement indicated, “This is applicable if students come to the college to take the courses, and if the high school transcripts

it as a core vs. elective credit.” One panelist disagreeing with the statement responded “Agree with panel.” A second expert who disagreed, observed:

The following process has worked well for us: the Colleges and Departments determine which undergraduate courses they approve for dual credit offerings (usually 100- and 200-level--space and the number of sections that can be offered is a determining factor for many courses not being approved for dual credit), and this is our Master List of Authorized Courses for Dual Credit for all school districts with a Master Agreement with us and are included in their APPENDIX. Occasionally, a school district may receive approval of a few additional courses for their students only. Students who request to take courses not on the authorized Master List/APPENDIX must meet that course prerequisite and be authorized by the College, Department and school district on an individual basis to take the course.

This item was retained in Round 3 with panel comments and without further revision to the statement.

The Round 1 Statement “Standards for the course credit hour ratio between high school and college should be governed by state policy, rather than established individually by institutions” was divided into one statement referencing academic courses and one statement referencing vocational and career technical courses for Round 2. The Round 2 statement “The New Mexico standards for the 3:1 credit hour ratio between college and high school are appropriate for academic courses” did not achieve panel consensus. Three college participants provided comments. One agreed, observing “Should be consistent across the state.” A second disagreed, writing, “Agree with panel.” A third panelist strongly disagreed, indicating, “High Schools don't transcript in thirds,” adding, “It doesn't make sense for a student who completes a

1 credit college class to earn a .33 high school credit,” asserting “This is an important issue that needs to be revisited.” This item was retained in Round 3 with panel comments and without further revision to the statement.

The Round 1 Statement “Standards for the course credit hour ratio between high school and college should be governed by state policy, rather than established individually by institutions” was divided into one statement referencing academic courses and one statement referencing vocational and career technical courses for Round 2. The Round 2 statement “The New Mexico standards for the 3:1 credit hour ratio between college and high school are appropriate for vocational and career technical courses” did not achieve panel consensus. Two college panelists provided comments. One agreed, writing, “Should be consistent across the state.” The other disagreed, stating, “Agree with panel.” This item was retained in Round 3 with panel comments and without further revision to the statement.

The Round 1 Nonconsensus item, “Developmental, remedial, and physical education courses should not be available for dual credit” was divided into two statements for Round 2, with one referencing developmental and remedial courses and the other referencing physical education courses. The Round 2 statement “Physical education courses should not be available for dual credit” did not achieve consensus. Three college panelists wrote comments. One disagreed, responded, “If it was a requirement that a student also take a regular dual credit course.” A second participant disagreeing with the statement wrote, “Available but limited.” A third strongly disagreed, indicating, “The number of PE classes taken should be restricted as only one credit is needed to graduate.” This item was retained in Round 3 with panel comments and without further revision to the statement.

Consensus was not achieved upon the Round 3 statement, “Right now, HED and PED along with many high schools, colleges, and universities around the state are working in a "silo" atmosphere regarding dual credit, with no collaboration or consensus.” The first of two high school panelists offering comments, strongly agreed, observing “I strongly agree that more collaboration and consensus needs to take place between all stakeholders, as we are all indeed working in ‘silos,’” continuing, “If nothing else, best practice models and the sharing of innovative ideas would assist others.” A second agreed, with the statement, indicating, “This has improved greatly in the past two or three years but is still an area in need of improvement.” This item achieved a mean of 3.0 or greater and a standard deviation of less than 1.0, however, it did not achieve 80% agreement among the expert panel.

The Round 3 statement, “The process for offering dual credit courses on high school campuses needs to be made clearer” did not achieve panel consensus. Three college and two high school panel comments were contributed. One college panelist strongly agreed, response contending:

Some colleges/universities in NM will accept any high school instructor and class and award it as dual credit. This does not meet the Dual Credit guidelines that the instructor must meet the same college faculty standards and the class must meet the same rigor. A second college participant in strong agreement stated, “I believe this should be done at the high school level,” adding, “There is a large gap between high school counselor knowledge and practice when it comes to helping students enroll in classes.” A college expert who disagreed with the statement observed:

I "disagree" because unless the case is an extenuating one (i.e. a boarding school), the spirit and intention of Dual Credit suggests that the courses should be college courses

taught on a college campus by college faculty. Students attending a Dual Credit course on a high school campus may not be fully receiving a college experience.

One high school panel member agreeing with the item responded:

This can indeed always be improved. At our campus, while the counselors understand most of the offerings, we are utilizing classroom teachers as mentors/advisors, and in many of the cases, they can not answer even the most simplistic questions. The process can always be made clearer to students...

A high school panelist disagreed, asserting, "It is working well and some discretion must be left to the high school and college in collaboration."

Expert consensus was not achieved on the Round 3 statement, "Dual credit has ushered in questionable practices by some colleges and universities in an effort to bolster their full-time equivalencies (FTE)." College participants submitted one comment and high school participants contributed two. A college expert disagreed, suggesting, "I guess some colleges are using questionable practices but the colleges with whom I am familiar are following task force recommendations." One high school panelist strongly disagreed, indicating, "I am not aware of questionable practices associated with the colleges and universities working with my district."

The statement, "College and university faculty often have negative attitudes towards teaching and working with high school students" did not garner Round 3 panel consensus. College and high school panelists each offered three comments. A college panelist in strong agreement observed, "I often find that faculty are negative and often say dual credit students should be treated as college students not high school students," continuing, "They shouldn't have to water down their curriculum or make exceptions for these students." One college participant disagreed, suggesting, "Some do, but not most." A second college panel member disagreeing

with the statement indicated, “This should not be the case.” Another member wrote, “I have not seen that.” One high school participant disagreed, asserting, “We have not encountered this problem, our counterparts must do a good job of selecting faculty.” A second high school expert noting disagreement stated, “While SOME college and university faculty may have negative attitudes towards teaching and working with high school students, I have certainly not found that it is OFTEN.”

The panel did not agree with the Round three statement, “Dual credit has placed more work on academic program faculty at colleges and universities to align curriculum with high school programs of study.” Two comments were provided by college participants and four were contributed by high school participants. One college participant disagreed, asserting, “The answer to this is ‘somewhat,’ explaining “Dual credit in some cases is part of the regular load for some of our faculty.” A second college panel member disagreeing with the statement, indicated, “The college program of study is the standard not the high school curriculum.” One high school panelist agreed, suggesting, “Probably, but this is progress in the right direction.” One high school expert disagreed with the statement, observing:

I would not think that this is true, as they should not have to completely align to high school programs of study, but should be working to continuing to align with industry standards and needs. It should not be the goal of colleges to lower standards for high school students, rather the dual credit students should be able to rise to the standards as required by post-secondary institutions.

A second high school panelist in disagreement, suggested, “It seems that alignment has fallen predominately into the lap of High Schools.” A high school expert in strong disagreement wrote, “I do not think HED will align with us; rather, they will require us to align with them.”

Consensus was not reached on the Round 3 item “The dual credit program as it presently exists in state policy requires more paperwork than should be necessary, such as the collection of parent signatures for every semester a student enrolls in Dual Credit courses.” Five of the seven panel comments were contributed by college participants. A college panelist agreed, writing, “Although I know of one community college that requires the signature once from parents.” One college participant disagreed, asserting, “Parents should sign if the student is under 18 years of age.” A second panelist in disagreement argued, “The paperwork is brutal and I have spent weeks processing the materials but in my opinion the data is necessary.” A third participant disagreeing with the statement contended, “Most dual credit students are still minors; a parent signature each semester is warranted.” A fourth college participant also disagreed, noting that their postsecondary institution has “created automated processes to make collection of high school course approvals more streamlined and we require the parent permission form only once during admissions.” One high school expert agreed, suggesting, “Through good conversation this seems to be improving.”

The Round 1 Nonconsensus statement “The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of students, high schools, and colleges” was divided into separate Round 2 statements addressing low performing students, high-achieving students, colleges, and high schools. The Round 2 statement “The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of high schools” did not achieve panel consensus. This item was retained in Round 3 with panel comments but without further revision of the statement. The Round 3 statement, “The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of high schools” did not achieve panel consensus. One college comment and one high school comment were provided. A college

participant disagreed suggesting, “The 3:1 ratio for credit is highly problematic for high school districts.” One high school panelist agreed, indicating, “While there may be needed changes to verbiage, the overall agreement is currently serving the needs of high school students.”

The Round 1 Nonconsensus statement “The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of students, high schools, and colleges” was divided into separate Round 2 statements addressing low performing students, high-achieving students, colleges, and high schools. The Round 2 statement “The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of colleges” did not achieve panel consensus. This item was retained in Round 3 with panel comments but without further revision of the statement. The Round 3 statement, “The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of colleges” did not garner expert consensus. One college and two high school participant comments were offered. A college participant agreed, observing, “ I think the current agreement does serve the needs of colleges but improvements could certainly be made – as with anything, as programs evolve there is always room for improvement.” The two high school comments were not included here as they responded with no judgment.

The Round 1 Nonconsensus item, “Developmental, remedial, and physical education courses should not be available for dual credit” was divided into two statements for Round 2, with one referencing developmental and remedial courses and the other referencing physical education courses. The Round 2 statement “Physical education courses should not be available for dual credit” did not achieve consensus. This item was retained in Round 3 with panel comments but without further revision of the statement. College and high school participants provided two comments each. A college panelist agreed, writing, “Some physical education

courses should be considered if they are required in a degree plan and are required in a Program of Study.” One college participant disagreed, indicating, “Many colleges require a physical education activity course(s) as part of their general education component,” adding “Therefore, high school students should be able to take the course(s) as dual credit.” A high school expert strongly disagreed, observing, “In fact, as Health is now a requirement, offering it as dual enrollment would be incredibly beneficial!”

The Round 1 Statement “Standards for the course credit hour ratio between high school and college should be governed by state policy, rather than established individually by institutions” was divided into one statement referencing academic courses and one statement referencing vocational and career technical courses for Round 2. The Round 2 statement “The New Mexico standards for the 3:1 credit hour ratio between college and high school are appropriate for academic courses” did not achieve panel consensus. This item was retained in Round 3 with panel comments and without further revision of the statement. The Round 3 statement, “The New Mexico standards for the 3:1 credit hour ratio between college and high school are appropriate for academic courses” did not reach consensus. College participants provided three of the four comments. One college panel member agreed, indicating, “A different ratio should apply for career-tech classes that require skills labs and that carry a greater number of college credit hours.” A second college participant agreeing with the statement, stated, “Should be consistent throughout the state.” One college expert disagreed, asserting, “I have been a strong proponent of a state-wide transfer guideline and the 3:1 does not fit in all courses.”

The Round 1 Statement “Standards for the course credit hour ratio between high school and college should be governed by state policy, rather than established individually by institutions” was divided into one statement referencing academic courses and one statement

referencing vocational and career technical courses for Round 2. The Round 2 statement “The New Mexico standards for the 3:1 credit hour ratio between college and high school are appropriate for vocational and career technical courses” did not achieve panel consensus. This item was retained in Round 3 with panel comments and without further revision of the statement. The statement, “The New Mexico standards for the 3:1 credit hour ratio between college and high school are appropriate for vocational and career technical courses” did not achieve Round 3 panel consensus. Three of four comments were from college participants. A college expert agreed, noting, “Should be consistent throughout the state.” One college participant disagreed, writing “See above statement.”

Consensus was not reached upon the Round 3 statement, “Many dual credit students are low achieving first-generation students who may not have considered attending college if they had not participated in the dual credit program.” College participants provided two of the three comments. One college panelist agreed, indicating, “I hope this is the case but I do not have the data to support or disprove the statement.” Another college panelist disagreed, suggesting, “If this can be/or has been documented, then I could agree.”

The Round 3 statement, “A student who does poorly in a dual credit course is less likely to go to a college or university than if they had not taken the dual credit course” did not garner panel consensus. Three of four panel comments were contributed by college participants. A college panelist disagreed, asking, “What is the definition of ‘does poorly’?”

Expert consensus was not achieved on the Round 3 statement, “College placement exam scores in Reading, English, and Mathematics should be required for dual credit enrollment in academic courses.” Three college participant comments were contributed. A panelist strongly agreed, indicating, “Each academic course can be linked to reading, writing, and/or math and the

score on that test component should be used in qualifying the student for the dual credit class.” One participant agreed, writing, response read, “For those courses that require prerequisites.” A panel member disagreed, stating, “For some courses, not all.” This item achieved a mean of 3.0 or greater and a standard deviation of less than 1.0, however, it did not achieve 80% agreement among the expert panel.

The Round 3 statement, “College placement exam scores in Reading, English, and Mathematics should be required for dual credit enrollment in vocational/career courses” did not reach consensus among the experts. Five of six panel comments were from college participants. A college panel member strongly agreed, stating, “If it is required of all students.” One participant agreed, writing, “For those courses that require prerequisites.” A second college panel member agreeing with the statement observed, “We added an Accuplacer requirement for our Intro. To Computers class and course success increased in one year by 80%.” One college expert disagreed, asserting, “Students should be held to the current course prerequisites in place at the institution,” adding “If an ACT score is required for the class, then it should be enforced.” A second college panelist disagreeing with the statement indicated, “The entry requirements for the dual credit students should be the same as regular students and many of the regular students can take vocational courses without a placement test.” A high school participant disagreed, suggesting, “In some cases, maybe, but not in all.”

The Round 1 Nonconsensus statement “Dual credit opportunities (whether academic or career technical) should be available to appropriately qualified high school freshmen, sophomores, juniors, and seniors” was split into two four-question sets for Round 2. One four question set addressed academic courses by grade level and the other four-question set referenced vocational and career technical courses by grade level. The Round 2 statement,

“Academic dual credit opportunities should be available to appropriately qualified high school Freshmen” did not reach panel consensus. The Round 2 statement was retained in Round 3 with panel comments but without further revision of the statement. The Round 3 statement, “Academic dual credit opportunities should be available to appropriately qualified high school Freshmen” did not garner consensus. College participants contributed three of the five panel comments. A college expert agreed, indicating, “Each college should have a standardized process of qualifying freshmen for dual credit courses.” One college panel member disagreed, asserting, “If state funding is not an issue, I believe this to be true,” however “If it is an issue, it should be restricted to Juniors and Seniors.” A second college panel member disagreeing with the statement suggested, “Not as a general policy; on an individual basis, OK.” A high school participant strongly agreed, stating, “Appropriately qualified is the defining part of this statement.” One high school panelist agreed, indicating, “When students are indeed ‘appropriately qualified’.”

The Round 1 Nonconsensus statement “Dual credit opportunities (whether academic or career technical) should be available to appropriately qualified high school freshmen, sophomores, juniors, and seniors” was split into two four-question sets for Round 2. One four question set addressed academic courses by grade level and the other four-question set referenced vocational and career technical courses by grade level. The Round 2 statement, “Academic dual credit opportunities should be available to appropriately qualified high school sophomores” did not reach panel consensus. This item was retained in Round 3 with panel comments but without further revision to the statement. Panel consensus was not achieved on the Round 3 statement, “Academic dual credit opportunities should be available to appropriately qualified high school sophomores.” Five panel comments were provided, three by college

participants and two by high school participants. A college panel member agreed, writing, “See above answer.” One college panelist disagreed, indicated, “If state funding is not an issue, I believe this to be true,” adding, “If it is an issue, it should be restricted to Juniors and Seniors.” A second college panel member disagreed, observing, “Again, not as a general policy; on an individual basis only.” A high school participant strongly agreed, emphasizing, “Appropriately qualified is the defining part of this statement.” One high school expert agreed, responding, “When students are indeed considered ‘appropriately qualified’.” This item achieved a mean of 3.0 or greater and a standard deviation of less than 1.0, however, it did not achieve 80% agreement among the expert panel.

The Round 1 Nonconsensus statement “Dual credit opportunities (whether academic or career technical) should be available to appropriately qualified high school freshmen, sophomores, juniors, and seniors” was split into two four-question sets for Round 2. One four question set addressed academic courses by grade level and the other four-question set referenced vocational and career technical courses by grade level. The Round 2 statement, “Vocational and career technical dual credit opportunities should be available to appropriately qualified high school freshmen” did not garner panel consensus. This item was retained along with the panel comments and without further revision in Round 3. The Round 3 statement, “Vocational and career technical dual credit opportunities should be available to appropriately qualified high school Freshmen” did not achieve panel consensus. Four comments were provided. One college panelist who disagreed, stated, “If state funding is not an issue, I believe this to be true,” continuing “If it is an issue, it should be restricted to Juniors and Seniors.” A second college participant disagreeing with the statement wrote, “On an individual basis.” A high school expert in strong agreement indicated, indicated, “Appropriately qualified is the

defining part of this statement.” A high school panelist agreed, cautioning, “When students are indeed considered ‘appropriately qualified.’”

Expert consensus was not achieved on the Round 3 statement, “Students should not be allowed to enroll in a dual credit course if they have previously failed a dual credit course.” College participants provided seven comments and high school participants contributed one. One college expert agreed, observing, “Or there should be an intervention process to discuss it with the school and parents so they are fully aware that the student has previously failed.” A second college panelist in agreement with the statement, asserted, “NM Dual credit policy states students must have a college GPA of 2.0 or better to continue in the Dual Credit program.” One college panelist disagreed, stating, “A college student is allowed to re-enroll after failing a class,” continuing “DC students should be afforded the same opportunity.” A second college panel member expressed disagreement with the statement, participant suggesting, “Maybe dual credit students should sit out a semester and then be allowed to re-take the course or continue in the program after visiting with an advisor.” A third college panel member disagreeing with the statement asked, “Would you bar a regular student from taking another course if they had an ‘F’?” A fourth college panelist disagreed, writing, “Though I believe this to be the case in most situations, there can always be an exception.” A high school panelist disagreeing with the statement panelist noted, “The situational details need to be reviewed,” continuing “In most cases this may be true, but not in all cases.”

Round 3 consensus was not reached on the statement, “The criteria for letting students take dual credit courses should be determined in collaboration between high schools and the college or university they are working with, not determined by state statute.” Four college panelist comments were provided, with one agreeing and three disagreeing with the statement.

The sole comment in agreement indicated, “I believe it should be up to the college or university, not the schools or the state.” One panelist disagreed, suggesting, “It should remain as a statute, not negotiable between college and high school.” A second dissenting panel member declared, “This would lead to wide scale abuse!!!” A third expert disagreeing with the statement, indicated, “There needs to be a state policy; individual colleges and universities may make exceptions, as appropriate.”

The panel did not reach consensus upon the Round 3 statement, “One goal of dual credit should be preparing non-college going students for employment.” A high school expert disagreed, suggesting, “While all students should be prepared for employment, I do not believe that this should be one of the goals of dual credit.”

Expert consensus was not reached upon the Round 3 statement, “Exceptions will need to be made to the state graduation requirements if students have been unable to qualify for an Advanced Placement, dual credit, distance education, or online course as required in current New Mexico law.” Three college participant comments were contributed by the expert panel. The first agreed, asking, “How will students satisfy the graduation requirements?” suggesting “It has been brought to our attention many times by high schools.” One disagreed, observing, “Perhaps the first couple of years after 2013, until it is institutionalized and the high schools are fully diligent in ensuring that the students meet the requirement.” A second panel member disagreeing with the statement concluded, “We just need to work together to develop courses that fit more student needs and abilities.”

CHAPTER 5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Purpose of the Study

The purpose of this study is to determine the essential components of dual credit in New Mexico from the perspective of individuals working with dual credit at secondary and postsecondary institutions in New Mexico to determine the future state of dual credit in New Mexico. Issues addressed will include student access, eligibility, program information, secondary institution requirements, postsecondary institution responsibilities, education agency perspectives, and policymaker expectations.

Research Questions

The following research questions will guide this study:

1. What is the historical context from which current practices and educational philosophy in dual credit has emerged?
2. What has been the impact of dual credit upon postsecondary institutions, secondary institutions, and students?
3. What actions should be taken regarding dual credit?
4. What should be the philosophy and practice of dual credit in the state?

Introduction

This chapter offers a summary of the study and outlines essential components of dual credit program policy in New Mexico. As noted in Chapter 1, the problem addressed in this study is the need to determine essential components of dual credit in New Mexico from the perspective of experts at secondary and postsecondary institutions in New Mexico. Stakeholder priorities must be ascertained in order to determine what the future state of dual credit in New Mexico should look like, and why it should look that way. Issues addressed will include student

access, eligibility, program information, secondary institution requirements, postsecondary institution responsibilities, education agency perspectives, and policymaker expectations.

Financial constraints upon higher education institutions and students enhance the importance of ensuring that educational opportunities maintain academic quality and economic value. Some states provide substantial financial support for dual credit participation, substantially decreasing the costs for student participation in dual credit coursework while enrolled in high school. New Mexico prohibits charging students for tuition and books for dual credit courses. This provision helps remove financial barriers for secondary students seeking to enroll in dual credit coursework.

Methodology and Procedures

As described in Chapter 3, this study utilized the Delphi method. The Delphi method, as defined by Witkin and Altschuld (1995), comprises “a set of procedures characterized by the iterative use of a survey over time with the same panel of respondents” (pp. 193-4). According to Listone and Turoff (1975), “the Delphi method can effectively gather expert views, maintaining flexibility to allow the experts, rather than researcher bias, to drive research findings” (Listone & Turoff, 1975, p. 3; Price, 2005). Indeed, it is “an established method for obtaining consensus and has been used to identify problems, define needs, establish priorities, plan curriculum, and identify and evaluate solutions” (Nieger et al., 2001, p. 113). Anonymity, a structured information flow, and system for controlled feedback are required (Rice, 2009).

As required for use of the Delphi technique, participants were identified and selected based upon nomination criteria (Goetz & LeCompte, 1984; Stone Fish & Busby, 1996). As the structure of dual credit in New Mexico differs from other states, limiting participation to

panelists in New Mexico will help assure that all ideas presented are based upon experience in New Mexico and are relevant to New Mexico.

The first round instrument was developed by the researcher based upon an extensive literature review of aspects relating to dual credit enrollment programs that feature secondary institution students enrolling in postsecondary courses during high school. Participants were asked to respond to statements on a Likert scale with Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1), or No Judgment (Null). Each of the Likert scale items in this study was accompanied by a statement saying “Make comments and/or revise the statement” with a box for respondents to type this feedback. The experts were also asked to contribute statements for panel consideration in subsequent rounds. The second round instrument was developed based upon expert responses in the first round. The third round instrument was developed based upon the responses to the round two instrument. The Delphi instruments were divided into the following seven constructs:

- Education Philosophy
- Transition from High School to College
- Dual Credit Programs
- Dual Credit Courses
- Dual Credit Students
- Data Collection and Analysis
- Dual Credit in New Mexico

Summary of Major Findings

The results of the study will be discussed in narrative form. A summation will be provided for the fundamental findings of the study. The researcher will strive to glean

observations from the data that serve to provide further understanding and assess the areas where consensus was gained among the experts and areas in which consensus was not achieved. The entire narrative in this chapter is based upon recommendations by the expert panel.

Research Question 1: *What is the historical context from which current practices and educational philosophy in dual credit has emerged?* Definitions of dual credit may vary significantly from one state or program to another. For the purpose of this study, *Dual Credit Program* will be defined as “a program that allows high school students to enroll in college-level courses offered by a postsecondary institution that may be academic or career technical but not remedial or developmental, and simultaneously to earn credit toward high school graduation and a postsecondary degree or certificate” (SB 943, 2007, p. 1; Title 5, Chapter 55, Part 4, New Mexico Administrative Code, 2008, p. 1; Title 6, Chapter 30, Part 7, New Mexico Administrative Code, 2010, p. 1). This statute established the provisions for dual credit in New Mexico, and thus is appropriate to the scope of the study. Dual credit offerings are governed by a *Uniform Master Agreement* which is a document “developed in collaboration with school districts, charter schools and the public post-secondary educational institutions, that govern the roles, responsibilities and liabilities of the school district or charter school, the institution and the student and the student's family (SB 943, 2007, p. 3; SB 31, 2008, pp. 3-4). Dual credit courses may be offered on a college campus, online, or at a high school location. These courses may be taught by postsecondary faculty, or by high school faculty who meet the postsecondary criteria for adjunct faculty selection. Pertinent conclusions from statements within the Education Philosophy, Transition from High School to College, and Dual Credit Program constructs will be summarized as they relate to Research Question 1.

Education Philosophy

The consensus statement “Education is a personal and social investment, with implications for factors such as lifetime earnings, voter participation, volunteerism, literacy, health, and life expectancy,” was based upon literature review research (Washington Research Council, 1999, p. 6; Washington Alliance for Economic Competitiveness, 2006, p. 8; American Association of Colleges and Universities, 2002, p. iii, viii). Education provides the bedrock for an individual’s lifetime. Education is more than learning of material, it is an investment in the future. Education helps make a person better-rounded as far as employment.

Education is a key factor in producing a viable economy. The future job outlook depends heavily upon an educated and skilled workforce. Policy makers and legislators need to align state budgets with value systems that support education, our youth, and community. The panel also believed that “Education is an important solution to begin to break the cycle of poverty.”

Transition from High School to College

Conclusions regarding the Transition from High School to College help inform the context from which dual credit program policy has emerged. The purpose of this category was to reach consensus among the expert panel participants upon aspects of the high school to college transition.

Distinctions between high school graduation requirements and college admission requirements can hinder implementation of a college preparatory curriculum in high schools. The consensus statement, “A disconnect exists between the level of mastery required for high school graduation and the knowledge that will be required on college entrance exams,” was supported by observations from Adelman (2006) as a scholar of college student retention. College entrance standards should be consistent for general core classes, with some practical variation for

vocational courses and a means for student appeals. Through increased curricular collaboration between high schools and colleges in the subjects of English, reading, and mathematics to ensure that graduating high school students meet college entrance requirements, the need for remedial coursework in college may diminish. Increased emphasis should be placed on transforming the remedial programs into a module-based initiative that allows students to proceed at a pace best suited for each student.

The consensus statement “The decision to go to college and being successful in college are influenced by prior academic coursework and achievement, student motivation, awareness of academic opportunities, family financial resources, and cultural attitudes” was consistent with findings by Gladieux and Swail (1990) on college student success. High school students, including those viewed as low-achieving students may benefit from and should be encouraged to pursue educational opportunities outside of the traditional core high school curriculum, including academic or career technical college course options. The panel agreed with the statement “Students should be encouraged to consider possible career options prior to their high school freshmen year in order to assist in planning high school and college course options through and beyond high school graduation,” corroborated by research from Bartlett (2008) upon student postsecondary enrollment decisions.

Enhanced collaboration between high school and college career and college admission counseling efforts can assist secondary students in deciding upon and preparing for a college or career path. The panelists also agreed with the statement “Coordination of high school and college course schedules can facilitate student access to dual credit coursework,” concurring with research by O’Connor (2007) upon high school student performance in dual credit courses.

Community colleges can serve as a gateway to higher education, including through implementation of dual credit programs for high school students. The consensus statement “Students may be motivated to enroll in dual credit coursework to get a head start on college coursework, especially when credits may be earned at reduced or no cost to students,” was based upon observations by Catron (2001b) and the Community College Research Center (2012) regarding student benefits of dual credit enrollment.

Dual credit programs provide students with a means of transition to higher education by introducing higher education to the student with student support personnel at both the high school and college levels. Three participants responding to the statement “Students who participate in Dual Credit coursework remain in college programs at a higher percentage than students not participating in Dual Credit opportunities” referenced a need for more data. Likewise, consensus was reached upon the statement “Students who participate in dual credit coursework graduate from college at a higher percentage than students not participating in dual credit opportunities” with three panelists noting that more data is needed. More data is needed to determine whether dual credit students subsequently remain in college programs and graduate with certificates or degrees at a higher rate than those who do not participate in dual credit.

Dual Credit Programs

The consensus statement “Dual credit programs help reduce the time required for obtaining a college degree, helping create a continuum of learning from high school through college and university” was based on observations by Fincher-Ford (1997). Dual credit programs increase the variety of curricular options (academic or career technical) available for secondary students, especially for students in small and rural schools. Dual credit programs help students prepare for and understand the skills necessary for success in college or career. Consensus with

the statement “Dual credit programs can promote curriculum evaluation and revision, including collaboration with lower grades and high schools” supported observations by Kirst & Venezia (2006).

The statement “Dual credit programs can help address what has been referred to as the ‘leaky education pipeline’ (the disparity between the number of high school Freshmen who desire a college education versus those who actually enroll and complete their desired college degree)” underscored concept addressed by National Center on Education and the Economy (2008). One expert asserted, “We can document this trend in our district.”

The statement “While the terms concurrent enrollment, dual credit, dual enrollment, postsecondary enrollment, and co-enrollment are used interchangeably to describe academic programming at colleges and universities for high school students enrolling in college/university courses; the meanings vary to such an extent that a simplified vocabulary is needed,” except the portion noting the need for a simplified vocabulary, was supported by research from Robertson et al. (2001).

Research Question 2: *What has been the impact of dual credit upon postsecondary institutions, secondary institutions, and students?* Pertinent conclusions from statements within the Dual Credit Programs, Dual Credit Courses, and Dual Credit Students constructs will be summarized.

Dual Credit Programs

The expert panelists agreed that “Colleges and universities may be motivated to support dual credit programs due, in part, to a belief that these programs can facilitate student recruitment and increase enrollment.” Student motivations are also important as the panel agreed that “The opportunity to participate in dual credit aligned with Programs of Study is a huge

motivator for students who may otherwise have a strong probability of never enrolling in higher education.” Similarly, it was suggested that students are more motivated to put forth a good effort in academic dual credit courses than in vocational or career dual credit courses.

Dual Credit Courses

The panel agreed that “Dual credit coursework helps reduce the possibility of ‘senioritis’, a ‘senior slump’, or boredom.” Likewise, panel consensus was reached that “Dual credit coursework can increase student and parental confidence about a student’s ability to succeed in college coursework.” These statements were corroborated by research (Andrews, 2000; Andrews & Davis, 2003; Catron, 2001a, 2001b; Chapman, 2001; Decker, 2006; Fincher-Ford, 1997; Helfgot, 2001; Hoffman & Robins, 2005; Hoffman et al., 2009; Johnstone & del Genio, 2001; Mark, 2011; O’Connor, 2007; Porter 2003; U. S. Department of Education 2005).

Dual credit courses can motivate high school students to put forth a good effort throughout high school because it gives their work relevance. In some cases, the panel believed that the urban versus rural disparity in the range of dual credit courses available may limit rural student enrollment to only distance education courses. Due to the largely rural composition of New Mexico, this may impact course availability for some students. There may, however, be opportunities for college level instruction to be made available at distant high school campuses through adjunct faculty or other collaborative arrangements.

Dual Credit Students

Dual credit students often perform comparably with regular college students enrolled in the same course section; however, more emphasis needs to be placed upon student supports at high schools and colleges to facilitate the success of dual credit students. Three panelists noted the need for more data on the consensus statement “Dual credit students frequently perform well

academically in college coursework when enrolled in college after high school graduation.” More research on the relationship of dual credit enrollment and subsequent academic performance would be beneficial.

Dual Credit in New Mexico

The panelists agreed that “Dual credit opportunities have expanded educational opportunities and helped students prepare for postsecondary education.” Similarly, consensus was achieved that “Dual credit opportunities have helped reduce the time to postsecondary degree completion; helping lead to reduced postsecondary costs for students, parents, and taxpayers.”

The experts agreed with a panel contributed statement suggesting that “As a result of increased dual credit enrollment, colleges and universities often have to offer more course sections with more faculty to accommodate students amidst budget constraints.” It was also the panelists view that “Dual credit opportunities have helped foster a greater overall focus on academics by all stakeholders.”

According to the experts in this study, “The support provided by high school and college or university staff during the dual credit enrollment process helps increase student confidence about taking college level coursework,” an observation supported by research (Andrews, 2000; Andrews & Davis, 2003; Catron, 2001a, 2001b; Chapman, 2001; Decker, 2006; Fincher-Ford, 1997; Helfgot, 2001; Hoffman & Robins, 2005; Hoffman et al., 2009; Johnstone & del Genio, 2001; Mark, 2011; O’Connor, 2007; Porter 2003; U. S. Department of Education 2005).

Similarly, the panelists believed that students with dual credit experience are more familiar with the application process and the wide range of postsecondary education options than

other high school students. This belief promotes the goal of encouraging students to explore further academic and vocational or career educational opportunities after high school graduation.

A positive dual credit experience gives high school students a ‘jump start’ on college and encourages many to continue their postsecondary education. The statement “Dual credit opportunities have increased the number of students enrolling in a college or university directly after high school graduation” was affirmed. It is important to note, however, that this may not be happening as often as it should be since four panelists referencing the need for more data.

The panel reached a consensus to disagree with the statement “The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of academically low performing students.” This may be an area to explore in further depth as research has suggested that academically low-achieving students may benefit from dual credit opportunities (Green, 2006; Hoffman, Vargas, & Santos, 2009; Karp, et. al., 2007). Vocational or career technical opportunities have been specifically noted as benefiting these students (Edwards, Hughes, & Weisberg, 2011; Hughes, et. al, 2012).

Research Question 3: *What actions should be taken regarding dual credit?* Pertinent conclusions from statements within the Dual Credit Programs, Data Collection and Analysis, and Dual Credit in New Mexico constructs will be summarized.

Dual Credit Programs

The panel reached consensus on the statement “Dual credit programs should include a requirement of coursework and/or orientation to acclimate students to the college environment,” a statement based upon research findings by Duffy (2002) and Gladieux & Swail (2000). The panel also agreed that “Students should be clearly informed which New Mexico colleges and universities would accept each dual credit course toward fulfilling certificate or degree

requirements.” Finally, the panel concurred that “Examination of dual credit program effectiveness in promoting college student success is necessary.”

Data Collection and Analysis

A national database of information regarding student participation in dual credit programs is necessary for evaluation of program impact upon college enrollment, degree completion, and promotion of continuous program improvement. Public colleges and universities should be required to report achievement and performance data such as student remediation rates, Grade Point Averages, persistence, and degree completion rates.

New Mexico should create a statewide education database, including dual credit information, to facilitate research and refinement of academic curricula where needed. It is important to track the future postsecondary performance of students who earn passing grades in dual credit courses while in high school. Data should be collected to determine the impact of dual credit enrollment upon subsequent certificate or degree attainment; including comparing academic achievement, retention, persistence, and degree completion levels for dual credit and non-dual credit students. A state-wide analysis should also be conducted to identify best practice models for dual credit in New Mexico.

Colleges and universities need to report student success information back to high schools so that curricular refinement can improve education. There should be a specific contact person at each high school and college or university designated to discuss dual credit issues and collect and relay information.

Dual Credit in New Mexico

Data consistency between high school and college student tracking systems must be enhanced to ensure consistent tracking of subsequent student performance in college and the

workforce. Similarly, increased data collection and analysis is needed to determine the impact of secondary student dual credit enrollment in college achievement, retention, persistence, and length of time to degree completion. Research is needed to determine the impact of dual credit programs upon academically underrepresented populations such as first generation, low income, and minority students.

New Mexico should continuously follow up with stakeholders in dual credit to ensure that the program is working effectively and that goals are being met. Increased guidance upon dual credit is needed by high school and college administrators and faculty. Dissemination of dual credit program information should be expanded to ensure that all students and parents are aware of these curricular options.

Expert panel consensus was reached upon the statement “Colleges should be able to offer all courses listed in the Academic Catalog for dual credit, in order that all students who meet the eligibility requirements (such as placement test and course prerequisites) would be eligible to enroll.” Distance education delivery methods, such as interactive video and online instruction, should be utilized to expand access to dual credit opportunities. Notably, expansion in the eligibility and availability of these courses must take into consideration course prerequisites and limitations in the capacity to effectively deliver the desired courses through distance education delivery methods.

Dual credit courses should be treated the same as other college courses regarding transfer from one New Mexico college or university to another. Dual credit courses should be freely transferable to all public higher education institutions in New Mexico. The panel agreed with a statement contributed by one of the expert participants that “New Mexico should continue its progress on a common course numbering system that would ensure universal transferability

within the state.” This may impact some dual credit offerings, though these initiatives typically affect primarily general education, 100, and 200 level courses. In addition, the panel concurred with the statement “A dual credit course should be weighted on a student’s high school transcript the same as an Advanced Placement or honors course in calculating the student's overall Grade Point Average.”

Research Question 4: *What should be the philosophy and practice of dual credit in the state?* Pertinent conclusions from statements within the Dual Credit Programs, Dual Credit Courses, Dual Credit Students, and Dual Credit in New Mexico constructs will be summarized.

Dual Credit Programs

With the input of practitioners at high schools and colleges, statutory and procedural guidance from legislators and agencies can assist in creating dual credit program consistency. Consistency in admission requirements, course eligibility, and credit transferability for dual credit courses were noted as important elements by the experts participating in this study.

Dual Credit Courses

Dual credit courses should maintain the academic rigor of college or university courses. In a similar vein, dual credit instructors should meet college or university criteria for instructor selection. These factors are important for maintaining the integrity of dual credit coursework and the corresponding college credit that is offered. This is consistent with language in Criterion Three of *The New Criteria for Accreditation* set forth by the Higher Learning Commission stating “The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality)” (Higher Learning Commission, 2012, p. 6).

Dual Credit Students

The panelists believed that “Strong and active collaboration between the high school teacher and the college faculty is a factor in helping students perform well in dual credit courses.” Toward this end, attention should be paid to maintaining existing collaborative efforts and enhancing them where necessary. In a similar vein, dual credit students should be afforded the full range of academic support and student services available to regular college students. Since college credit is being awarded, dual credit students should be treated equitably with regular college students.

Dual Credit in New Mexico

The panelists agreed that “Dual credit procedures and policies should be consistent across all colleges, universities, and school districts in New Mexico.” For example, course texts, course syllabi, course objectives, course requirements, and other instructional materials for dual credit courses should correspond with the nature and rigor of instructional materials used at the college. This is also consistent with requirements of the Higher Learning Commission regarding course consistency mentioned above (Higher Learning Commission, 2012, p. 6).

Dual credit is an essential part of the education framework. Similarly, the presence of dual credit necessitates an ongoing statewide collaborative discussion about the transition from high school to college and the workforce including educators from all levels (Pre-Kindergarten through Doctoral) and employers; constituting what may be referred to as a P-20 workforce conversation.

One dual credit goal should also be to encourage students to explore further academic and vocational college coursework after high school graduation. Toward this end, the expert panel

believed that “Dual credit in New Mexico should continue to be available without students having to pay for tuition, general college fees, or textbooks.”

High school Grade Point Averages and the recommendation by teachers and counselors should be considered when determining whether to allow high school students to enroll in dual credit courses. Prior to enrolling in a dual credit course, students should be made fully aware of the consequences of receiving a D, F, or W in a college course that will remain on their college transcript.

The panel agreed with a series of statements indicating that academic and vocational or career technical dual credit opportunities should be available to appropriately qualified Juniors and Seniors. Statements about academic and vocational or career technical dual credit offerings for freshmen and sophomores did not achieve consensus. The nonconsensus regarding whether freshmen and sophomores enrolling in Dual Credit courses seemingly stemmed from the sense that freshmen and sophomores may not be mature or academically prepared for college level course content. Five comments were specifically contributed regarding maturity, all by college participants. Three specifically addressed freshmen, while two addressed freshmen and sophomores.

The expert panelists agreed that “Developmental and Remedial courses should not be available for dual credit.” This is consistent with existing dual credit policy in the state. The panel did not reach a consensus to agree with the present dual credit prohibition upon physical education courses, however, with nine comments suggesting that physical education courses should be allowed for dual credit on a limited basis if they are required for a postsecondary degree. High school participants contributed two comments in Round 1, and four in Round 3, while college participants contributed one in Round 2 and two in Round 3.

The expert panel reached a consensus to disagree with the statement, “The decision to allow high school students to enroll in dual credit courses should be contingent upon whether there is a high school course that aligns with the college course that is desired.” This statement was placed into the study as a result of a suggestion from one of the participants for panel consideration. The consensus disagreement upon this statement, however, affirms the existing dual credit principles of expanding dual credit opportunities and allowing courses to be taken for core or elective credit.

Conclusions

Dual credit policies have been implemented in states across the nation. Program objectives from the literature (Andrews, 2000; Duffy, 2002; Fincher-Ford, 1997) that were affirmed by the panel included: (a) reducing time to postsecondary degree or certificate completion, (b) establishing a continuum of learning from high school through college, (c) expanding curricular options for students, (d) helping increase student academic preparedness, (e) expanding the career technical offerings that are available to students, and (f) encouraging students to explore careers or areas of interest prior to college. Likewise, the panelists concurred with dual credit outcomes highlighted by Andrews (2000) and Duffy (2002), including: (a) helping students get acclimated to college, (b) allowing students access to challenging academic content, and (c) increasing collaboration between high schools and colleges.

Dual credit program benefits have been addressed by several researchers (Andrews, 2000; Andrews & Davis, 2003; Catron, 2001a, 2001b; Chapman, 2001; Decker, 2006; Fincher-Ford, 1997; Helfgot, 2001; Hoffman & Robins, 2005; Hoffman et al., 2009; Johnstone & del Genio, 2001; Mark, 2011; O’Connor, 2007; Porter 2003; U. S. Department of Education 2005). Benefits affirmed by the panel, included: (a) helping relieve “senioritis” and boredom, (b)

increasing college preparation, (c) helping bridge the gaps between high school and college, (d) helping students get a sense of what college is like, (e) increasing academic confidence on the part of students, (f) reassuring parents that their children can succeed in college, (g) helping bridge gaps between high school and college, and (h) reduced time to postsecondary certificate or degree completion.

The panel agreed with several statutory provisions existing within New Mexico governing dual credit, including: (a) financial arrangements whereby students do not have to cover the costs of tuition, general course fees, or textbooks; (b) the prohibition upon developmental or remedial courses for dual credit; (c) dual credit faculty and courses should maintain academic standards consistent with college instruction, including faculty selection criteria and selection of course materials; and (d) that dual credit courses should be available for core or elective credit.

The expert panel did not agree with the prohibition against physical education courses for dual credit. Nine panel comments suggested that physical education courses should be allowed for dual credit on a limited basis if they are required for a postsecondary degree. High school participants contributed two comments in Round 1, and four in Round 3, while college participants contributed one in Round 2 and two in Round 3.

Panel consensus was not reached upon the 3:1 credit ratio employed for dual credit courses. Under this standard, a course that is worth three college credits should be worth one credit on a high school transcript. Some panel comments noted the difficulty of high school courses being recorded in thirds. Consensus was also not achieved when dividing this topic into two separate statements, one addressing academic courses and one addressing vocational or career technical courses.

Recommendations

The following section will highlight recommendations based upon the findings of the study. The first portion will address recommendations for practice, while the second portion will address recommendations for further study.

Recommendations for Practice

More data collection is needed with regard to dual credit and student achievement in New Mexico. Examples include reporting of high school student performance information, college persistence, retention to certificate or degree completion, time to certificate or degree completion, and comparisons with non-dual credit students. The nature of dual credit programs allowing high school students to take college coursework brings a greater focus upon the transition from high school to college. While a number of the expert panelists believed that dual credit helped students in a variety of ways, there was a consistent call for more data to determine whether these beliefs are supported by student achievement.

New Mexico must ensure that dual credit faculty and courses maintain academic standards consistent with college instruction, including faculty selection criteria and selection of course materials. The expert panel affirmed the belief that dual credit courses are college courses and should be treated as such with regard to instructor criteria, course materials, and course rigor.

Institutions should allow appropriately qualified high school juniors and seniors to enroll in academic and career or vocational dual credit courses, including consideration of appropriate course placement mechanisms. Consensus was not achieved upon allowing freshman and sophomore students to enroll in academic or vocational and career technical college courses for dual credit. One comment from a college expert related to a concern that the state of New Mexico may limit funding for freshman or sophomore dual credit enrollment. Five comments

were specifically contributed regarding maturity, all by college participants. Three specifically addressed freshmen, while two addressed freshmen and sophomores. Some panelists supported allowing appropriately qualified freshmen and sophomores to enroll in dual credit coursework. Consensus was not achieved upon requiring placement testing for academic or vocational and career technical coursework. Some experts noted that their institutions used placement testing for students desiring academic courses.

Maintain the policy prohibiting dual credit for developmental or remedial courses. The panel reached consensus on this prohibition within New Mexico statute. While the panel noted that remediation is necessary for many students, they did not agree with making these courses available for dual credit.

Institutions and state decision makers should follow-up with dual credit stakeholders to determine whether the dual credit program is providing quality educational opportunities for students. The importance of gathering input from stakeholders was viewed as an important aspect of continuous program evaluation.

Postsecondary institutions should promote professional development opportunities for dual credit faculty, especially those offering dual credit courses at high school locations. This professional development could include instructional methods and administrative requirements for instruction in college and high school settings. Administrators, faculty, and staff members working with dual credit courses need to be familiar with aspects of both systems.

New Mexico should continue existing financial arrangements that allow students to enroll in dual credit courses without having to cover expenses for tuition, general course fees, and textbooks. The panel agreed that students should continue to be able to enroll in dual credit courses without having to cover these costs. This aspect of dual credit policy in New Mexico

helps make this coursework available to students who may not otherwise be able to afford college course enrollment, including to underserved student populations. The ability to maintain these arrangements will be dependent upon the availability of sufficient funding in the state budget.

Maintain at least one dual credit contact at each high school and college who can help facilitate dual credit opportunities and help disseminate program information. The panel agreed with this idea. This contact person would serve an important role in disseminating program information to students and facilitating communication between students and instructors.

Explore additional dual credit opportunities through avenues such as the aforementioned career pathways that have been used to organize vocational or career technical course offerings and distance education course delivery methods. The panel supported further exploration in each of these areas to expand student opportunities. Distance education options may be particularly helpful in rural high schools that are a considerable distance from the nearest college.

The panel agreed that an ongoing, collaborative discussion on the transition from high school to college and the workforce is needed in the state. This conversation should include educators from all levels (Pre-Kindergarten through Doctoral) and employers; constituting what may be referred to as a P-20 workforce conversation. Within this collaborative approach, educators at all levels would bring diverse expertise to an ongoing conversation, identifying achievement goals for students at each grade level with a continuous focus upon preparing students for employment and postsecondary education. This approach must be accompanied by a commitment to view the educational journey as a continuous process and maintain the willingness to explore opportunity for improvement at all educational levels.

Recommendations for Further Study

More research is needed with regard to dual credit and student achievement in New Mexico. Examples include the impact of dual credit upon underserved and/or under-achieving student populations, college persistence, retention to degree completion, time to degree completion, and comparisons with non-dual credit students. The nature of dual credit programs allowing high school students to take college coursework brings a greater focus upon the transition from high school to college. Increased research in New Mexico can contribute to a need for increased research in the same areas across the nation.

Further research is needed to determine the role of college placement exams in placing high school students into dual credit courses. Placement exams are often used to determine which courses students should enroll in, particularly within the fields of English and Mathematics. Appropriate course placement is an important step in promoting student success at all levels. Enrolling students in coursework they are not prepared for can lead to poor results.

State level decision makers within New Mexico should evaluate whether the 3:1 credit ratio policy is appropriate for dual credit courses. This has been the standard since the dual credit statute was implemented in the state. The evaluation process should include personnel from colleges and high schools in New Mexico.

Dual credit decision makers at the state level should evaluate whether the dual credit Master Agreement and Restricted Credit Agreement are meeting the needs of students, colleges, and high schools in the state. The expert panel did not believe that these documents were meeting the needs of students, colleges, and high schools. This process should include personnel from colleges and high schools in New Mexico as well as input from students who have experience with dual credit coursework. A focus upon low-achieving students should be a part of

these discussions as research suggests they can benefit from dual credit enrollment opportunities, including in career technical or vocational programs.

State decision makers in New Mexico should examine whether Physical Education courses could qualify for dual credit in the event that they may be required for a postsecondary degree. Based upon the lack of consensus by the expert panel upon this statutory matter, a review of this policy is needed. This review should include personnel from high schools and colleges in the state. As previously noted, nine panel comments suggested that these courses should be allowed for dual credit on a limited basis in the event that physical education credits may be required for a postsecondary degree. Other panelists agreed that this prohibition should remain in place.

Researchers should explore how the Delphi method should treat items with comments that express panel uncertainty about the meaning of the statement. This occurred on two items in this study. Both of these items were contributed by participants for consideration by the entire expert panel. These items were “Vocational and academic career pathways should be reviewed” and “Review of vocational and academic career pathways would allow educators to identify a student's interests and skill sets which would collectively result in higher graduation rates and more skilled workers.” Both of these items were removed from the instrument after achieving a consensus to agree in the designated consensus criteria of a mean of 3.00 or higher, a standard deviation less than 1.00, and 80% or more agreement amongst the panelists. Some of the panel comments expressed uncertainty regarding what the statement was referring to, lending to the possibility that their responses were not based upon a clear understanding of the statement. This may result from insufficient panel expertise with regard to the specific statement or from a statement that was not written clearly enough. Due to the presence of these inconsistent panel

comments, the researcher was not comfortable including these statements within the overall conclusions of consensus within the study. Perhaps a research study examining Delphi studies could determine whether this occurs with sufficient frequency to merit revision of the Delphi consensus requirements to include criteria for aligning the quantitative determination of consensus with a qualitative determination of whether the panel comments indicate an understanding of the Delphi statements.

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APPENDIX A. NORTH DAKOTA STATE UNIVERSITY INSTITUTIONAL REVIEW

BOARD (IRB) APPROVAL

NDSU

NORTH DAKOTA STATE UNIVERSITY

Institutional Review Board

*Office of the Vice President for Research, Creative Activities and Technology Transfer
NDSU Dept. 4000
1735 NDSU Research Park Drive
Research 1, P.O. Box 6050
Fargo, ND 58108-6050*

701.231.8995

Fax 701.231.8098

Federalwide Assurance #FWA00002439
Expires April 24, 2011

April 14, 2011

**Myron Eighmy
School of Education
FLC 216D**

IRB Expedited Review of: “**Essential Components of Dual Credit in New Mexico: A Delphi Study**”, Protocol #**HE11228**

Co-investigator(s) and research team: **Gregory D. Carlson**

Research site(s): **New Mexico**

Funding: **n/a**

The protocol referenced above was reviewed under the expedited review process (category # 7) on **4/11/2011**, and the IRB voted for: approval approval, contingent on minor modifications. IRB approval is based on the submission received 4/11/2011.

Approval expires: 4/10/2012

Continuing Review Report Due: 3/1/2012

Please note your responsibilities in this research:

- All changes to the protocol require approval from the IRB prior to implementation, unless the change is necessary to eliminate apparent immediate hazard to participants. Submit proposed changes using the *Protocol Amendment Request Form*.
- All research-related injuries, adverse events, or other unanticipated problems involving risks to participants or others must be reported in writing to the IRB Office within 72 hours of knowledge of the occurrence. All significant new findings that may affect risks to participation should be reported in writing to subjects and the IRB.
- If the project will continue beyond the approval period, a continuing review report must be submitted by the due date indicated above in order to allow time for IRB review and approval prior to the expiration date. The IRB Office will typically send a reminder letter approximately one month before the report due date; however, timely submission of the report is your responsibility. Should IRB approval for the project lapse, recruitment of subjects and data collection must stop.
- When the project is complete, a final project report is required so that IRB records can be inactivated. Federal regulations require that IRB records on a protocol be retained for three years following project completion. Both the continuing review report and the final report should be submitted according to instructions on the *Continuing Review/Completion Report Form*.
- Research records may be subject to a random or directed audit at any time to verify compliance with IRB regulations.

Thank you for cooperating with NDSU IRB policies, and best wishes for a successful study.

Sincerely,

Kristy Shirley, CIP
Research Compliance Administrator

Last printed 4/14/2011 8:45:00 AM

NDSU is an equal opportunity institution.

APPENDIX B. NEW MEXICO STATE UNIVERSITY INSTITUTIONAL REVIEW BOARD

(IRB) APPROVAL



Office of the Vice President for Research

INSTITUTIONAL REVIEW BOARD (IRB)

Dr. Luis A. Vazquez, Chair

MSC 3RES-PSL
New Mexico State University
P. O. Box 30001
Las Cruces, NM 88003-8001
Phone: 575-646-7177 Fax: 575-646-2480
Email: ovpr@nmsu.edu

DATE: July 07, 2011
TO: Dr. Myron A. Eighmy
Gregory D. Carlson
FROM: Nellie Quezada-Aragon
SUBJECT: Application for Permission to Use Human Subjects in Research IRB
Application Number: **7284 (Expedited)**

The NMSU Institutional Review Board Chair, Dr. Luis A. Vazquez, has reviewed your application for the conduct of research involving human subjects for the project titled **“Essential Components of Dual Credit in New Mexico: A Delphi Study.”**

The application was reviewed in accordance with the expedited review process outlined in 45 CFR 46.110(b)(1) - Category 7. Dr. Vazquez approved the application on behalf of the IRB on July 06, 2011.

Your IRB approval is valid for the period: **July 06, 2011 - July 05, 2012.**

The research must be conducted according to the proposal/protocol that was approved by the IRB. Any changes in the research, instruments, or the consent document(s) must be submitted to the IRB prior to implementation. Additionally, any unexpected hazards or adverse events involving risk to the subjects or others must be reported immediately to the IRB.

Please note that the IRB approval is valid for only one (1) year. The IRB must review and approve all research protocols involving human subjects at intervals appropriate to the degree of risk, but not less than once per year. Therefore, in order to continue your project after the approved period, you must submit a request for continuation **45 days prior** to the end date of **July 05, 2012.**

If you should have any questions, please do not hesitate to contact me at 646-7177 or via e-mail at ovpr@nmsu.edu.

cc: Dr. Luis A. Vazquez, IRB Chair

APPENDIX C. EMAIL ACCOMPANYING INVITATION AND CONSENT

North Dakota State University (NDSU)
Department: School of Education
Address: 216D FLC, PO Box 6050
Fargo, North Dakota 58108-6050
Phone: (701) 231-5775
Fax: (701) 231-7416
Email: Myron.Eighmy@ndsu.edu

Dear Participant:

Because of your professional expertise, you are among a select group of experts who have been invited to participate in this research study examining essential components of Dual Credit in New Mexico. Please read the following information and ask any questions you may have before you agree to participate in this study. If you agree to participate, we would ask that you respond to all three rounds of this Delphi study. This study will be conducted by Gregory D. Carlson, Doctoral Candidate in the School of Education at North Dakota State University. Please note that the Consent Form is attached to this email.

Purpose of the study: The purpose of this study is to seek expert feedback and consensus upon the essential components of dual credit policy in New Mexico. Participation will be sought from administrators, counselors, and other employees involved with Dual Credit at secondary and postsecondary institutions in New Mexico.

Please review the attached Invitation to Participate and Informed Consent. Upon receipt of your response agreeing to participate, you will receive an email with a link to the survey.

Your prompt response to the email address below is highly appreciated. Thank you very much.

Sincerely,

Gregory D. Carlson
Dual Credit Coordinator
New Mexico State University Carlsbad
1500 University Drive
Carlsbad, New Mexico 88220
Office: (575) 234-9276
Fax: (575) 234-9233
gregorydcarlson@yahoo.com

Attachments

Download All

- Invitation to Participate.pdf
- Consent Form.pdf

APPENDIX D. INVITATION TO PARTICIPATE

North Dakota State University (NDSU)
Department: School of Education
Address: 216D FLC, PO Box 6050
Fargo, North Dakota 58108-6050
Phone: (701) 231-5775
Fax: (701) 231-7416
Email: Myron.Eighmy@ndsu.edu

INVITATION TO PARTICIPATE

Essential Components of Dual Credit in New Mexico: A Delphi Study

July 11, 2011

Dear Participant:

Because of your professional expertise, you are among a select group of experts who have been invited to participate in this research study examining essential components of Dual Credit in New Mexico. Please read the following information and ask any questions you may have before you agree to participate in this study. If you agree to participate, we would ask that you respond to all three rounds of this Delphi study. This study will be conducted by Gregory D. Carlson, Doctoral Candidate in the School of Education at North Dakota State University.

Purpose of the study: The purpose of this study is to seek expert feedback and consensus upon the essential components of dual credit policy in New Mexico. Participation will be sought from administrators, counselors, and other employees involved with Dual Credit at secondary and postsecondary institutions in New Mexico.

Nomination criteria:

Participants in this study will be divided into two groups. Group A participants will be drawn from K-12 institutions. Group B Participants will be drawn from colleges or universities.

To be included in this study, Group A participants should:

1. Possess a working knowledge of statutory and procedural provisions of dual credit in New Mexico.
2. Currently hold or have previously held a position that requires knowledge of and interaction with dual credit instruction and/or administration efforts at a high school in New Mexico.
3. Be committed to providing educational opportunities for students

To be included in this study, Group B participants should:

1. Possess a working knowledge of statutory and procedural provisions of dual credit in New Mexico.
2. Currently hold or have previously held a position that requires knowledge of and interaction with dual credit instruction and/or administration efforts at a college or university in New Mexico.
3. Be committed to providing educational opportunities for students

Request for Name, Title, Current Position, and Address:

If you agree to participate in this study, please provide the following information:

- (a) Official Name
- (b) Title
- (c) Current Position
- (d) Address

Confidentiality: All responses to this instrument will be kept strictly confidential and names will not be linked to individual responses during the data collection and reporting processes. In the final published results, your name will only be listed as one of the expert panelists along with others who participate in this Delphi study. Upon consenting to participate in this study, you will be asked to provide your name, title, and address in order that it can be listed in the dissertation to establish credibility for this study. At no time in this process will identities be linked to individual responses. All research records will be kept on a password protected storage device or in a locked cabinet and will be destroyed upon completion of the study.

Potential benefits and risks: Please keep in mind that it is not possible to identify all potential risks in research procedures, but I have taken reasonable precautions to minimize any known risks. If you choose to participate, this study will provide you with the opportunity to share your views with your colleagues and compare similarities and differences. Your shared expertise may result in improved quality and leadership in Dual Credit in New Mexico. No monetary compensation will be provided for your participation.

Your prompt response providing this information to the email address below is highly appreciated. Thank you very much.

Sincerely,

Gregory D. Carlson
Dual Credit Coordinator
New Mexico State University Carlsbad
1500 University Drive
Carlsbad, New Mexico 88220
Office: (575) 234-9276
Fax: (575) 234-9233
gregorydcarlson@yahoo.com

APPENDIX E. PARTICIPANT CONSENT

North Dakota State University (NDSU)
Department: School of Education
Address: 216D FLC, PO Box 6050
Fargo, North Dakota 58108-6050
Phone: (701) 231-5775
Fax: (701) 231-7416
Email: Myron.Eighmy@ndsu.edu

CONSENT FORM

Essential Components of Dual Credit in New Mexico: A Delphi Study

July 11, 2011

Dear Participant:

Because of your professional expertise, you are among a select group who have been invited to participate in this research study examining essential components of Dual Credit in New Mexico. Please read the following information and ask any questions you may have before you agree to participate in this study. This study will be conducted by Gregory D. Carlson, Doctoral Candidate in the School of Education at North Dakota State University.

Purpose of the study: The purpose of this study is to seek expert feedback and consensus upon the essential components of dual credit policy in New Mexico. Participation will be sought from administrators, counselors, and other employees involved with Dual Credit at secondary and postsecondary institutions in New Mexico.

Time commitment: The first round instrument in this Delphi contains 52 topic statements for you to review and provide responses and comments. This process will take approximately 50 minutes. In the second and third rounds of the instrument, topic statements will be removed when consensus is reached. Additional responses may be added based upon participant feedback. The time commitment for the second and third rounds should be less than 50 minutes each. The researcher anticipates that the process of interaction with panelists will occur during a three month period. This period will include time for participant responses, analysis of results, and preparing the subsequent round of the instrument to include the results of the previous round.

Voluntary choice: Participation in this study is voluntary and you may choose not to participate or quit at any time without penalty. Should you choose to participate, we would appreciate your participation in all three rounds in order to provide the most accurate data for the study.

Explanation of procedures: You will receive an email inviting you to participate in a three round Delphi study to determine the essential components of Dual Credit in New Mexico. This email will contain an invitation to participate in the study, an explanation of the nomination criteria, a copy of the consent form, and a request for your name, title, and address as you would like it to appear in the Methodology and Procedures (Chapter 3) of the study. Your name, title, and address should be sent to me in a response to the above noted email. Upon receipt of this email, you will receive a subsequent email including another copy of the consent form and the url to a link to the instrument on Survey Monkey. Please note that the consent form will also be included as the first screen of the survey instrument. When you reach the first screen of the survey, you will have to again click to accept the terms prior to proceeding to subsequent items in the survey. If you agree to participate, we would ask that you be included in all three rounds of the study. This Delphi study will allow you to express your opinions and ideas concerning the essential components of Dual Credit in New Mexico. During the first round you will be asked to respond to 52 topic statements using a Likert scale for levels of agreement. You will also have the opportunity to include comments and suggestions for additional statements in subsequent Delphi rounds. Items that show statistical consensus will be removed from the instrument and topics contributed by panelists will be added to the instrument for the next round. The mean response, median response, standard deviation, percentage response for each level of opinion, and a

qualitative summary of panelists' explanations will also be added to the related topic statement on the instrument. A list of items removed based on statistical consensus will also be provided for panelists.

Confidentiality: All responses to this instrument will be kept strictly confidential and names will not be linked to individual responses during the data collection and reporting processes. In the final published results, your name will only be listed as one of the expert panelists along with others who participate in this Delphi study. Upon consenting to participate in this study, you will be asked to provide your name, title, and address in order that it can be listed in the dissertation to establish credibility for this study. At no time in this process will identities be linked to individual responses. All research records will be kept on a password protected storage device or in a locked cabinet and will be destroyed upon completion of the study.

Potential benefits and risks: Please keep in mind that it is not possible to identify all potential risks in research procedures, but I have taken reasonable precautions to minimize any known risks. If you choose to participate, this study will provide you with the opportunity to share your views with your colleagues and compare similarities and differences. Your shared expertise may result in improved quality and leadership in Dual Credit in New Mexico. No monetary compensation will be provided for your participation.

Contact information: The researcher conducting this study is Gregory D. Carlson. If you have questions regarding this study, please contact him at (575) 234-9276 or gregorydcarlson@yahoo.com. The faculty advisor for this study is Dr. Myron A. Eighmy, Professor of Occupational and Adult Education, North Dakota State University, (701) 231-5775, Myron.Eighmy@ndsu.edu.

Research subjects' rights: For any questions regarding research subjects' rights or to file a complaint regarding this research study, contact the North Dakota State University Human Research Protection Office (701) 231-8908 or ndsu.irb@ndsu.edu. If you have any questions regarding your rights as a research subject, please contact the Office of Compliance at (575) 646-7177.

Please print this document for your records. I hope that your participation will help achieve expert consensus upon the essential components of dual credit policy in New Mexico. Your participation is highly appreciated. Thank you very much.

Sincerely,

Gregory D. Carlson
Dual Credit Coordinator
New Mexico State University Carlsbad
1500 University Drive
Carlsbad, New Mexico 88220
Office: (575) 234-9276
Fax: (575) 234-9233
gregorydcarlson@yahoo.com

APPENDIX F. WELCOME EMAIL AND ROUND 1 SURVEY LINK

North Dakota State University (NDSU)
Department: School of Education
Address: 216D FLC, PO Box 6050
Fargo, North Dakota 58108-6050
Phone: (701) 231-5775
Fax: (701) 231-7416
Email: Myron.Eighmy@ndsu.edu

Dear Participant:

Thank you for your willingness to participate in this research study examining essential components of Dual Credit in New Mexico. Please read the following information and ask any questions you may have before you agree to participate in this study. We ask that you respond to all three rounds of this Delphi study. This study will be conducted by Gregory D. Carlson, Doctoral Candidate in the School of Education at North Dakota State University. Please note that the Consent Form is attached to this email.

Purpose of the study: The purpose of this study is to seek expert feedback and consensus upon the essential components of dual credit policy in New Mexico. Participation will be sought from administrators, counselors, and other employees involved with Dual Credit at secondary and postsecondary institutions in New Mexico.

The Round 1 Delphi instrument has been placed on Survey Monkey and may be accessed through the following link:

<https://www.surveymonkey.com/s/CMQXD6S>

Thank you very much for your participation!

Sincerely,

Gregory D. Carlson
Dual Credit Coordinator
New Mexico State University Carlsbad
1500 University Drive
Carlsbad, New Mexico 88220
Office: (575) 234-9276
Fax: (575) 234-3300
gregorydcarlson@yahoo.com

Attachments
Download All

- Invitation to Participate.pdf
- Consent Form.pdf

APPENDIX G. ROUND 1 DELPHI INSTRUMENT

1. Consent Information

North Dakota State University (NDSU)

CONSENT FORM

Essential Components of Dual Credit in New Mexico: A Delphi Study

Because of your professional expertise, you are among a select group who have been invited to participate in this research study examining essential components of Dual Credit in New Mexico. Please read the following information and ask any questions you may have before you agree to participate in this study.

Purpose of the study: The purpose of this study is to seek expert feedback and consensus upon the essential components of dual credit policy in New Mexico.

Time commitment: The first round instrument in this Delphi contains 52 topic statements for you to review and provide responses and comments. This process will take approximately 50 minutes. In the second and third rounds of the instrument, topic statements will be removed when consensus is reached. Additional responses may be added based upon participant feedback. The time commitment for the second and third rounds should be less than 50 minutes each. The researcher anticipates that the process of interaction with panelists will occur during a three month period.

Voluntary choice: Participation in this study is voluntary and you may choose not to participate or quit at any time without penalty. Should you choose to participate, we would appreciate your participation in all three rounds in order to provide the most accurate data for the study.

Explanation of procedures: This Delphi study will allow you to express your opinions and ideas concerning the essential components of Dual Credit in New Mexico. During the first round you will be asked to respond to 52 topic statements using a Likert scale for levels of agreement. You will have the opportunity to include comments and suggestions for additional statements in subsequent Delphi rounds. Items that show statistical consensus will be removed from the instrument and topics contributed by panelists will be added to the instrument for the next round.

Confidentiality: All responses to this instrument will be kept strictly confidential and names will not be linked to individual responses during the data collection and reporting processes. In the final published results, your name will only be listed as one of the expert panelists along with others who participate in this Delphi study. At no time in this process will identities be linked to individual responses.

Potential benefits and risks: Please keep in mind that it is not possible to identify all potential risks in research procedures, but I have taken reasonable precautions to minimize any known risks. If you choose to participate, this study will provide you with the opportunity to share your views with your colleagues and compare similarities and differences. Your shared expertise may result in improved quality and leadership in Dual Credit in New Mexico. No monetary compensation will be provided for your participation.

Contact information: Gregory D. Carlson (575) 234-9276 or gregorydcarlson@yahoo.com . The faculty advisor: Dr. Myron A. Eighmy, (701) 231-5775, Myron.Eighmy@ndsu.edu.

For any questions regarding research subjects' rights or to file a complaint regarding this research study, contact the North Dakota State University Human Research Protection Office (701) 231-8908 or ndsu.irb@ndsu.edu.

Please acknowledge that you have read this consent letter prior to proceeding.

Yes

No

2. Please provide your name in order that the researcher can track who has responded to the instrument.

Please read each of the statements and indicate your level of agreement with that statement. Provide information in the comment box to support your choice. If you think an item is poorly worded, provide an alternative wording for that item in the comment box. Please note that if you have to exit the survey prior to completion, you may return to it later and continue from where you left off.

Education Philosophy

3. Education is a personal and social investment, with implications for factors such as lifetime earnings, voter participation, volunteerism, literacy, health, and life expectancy.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
18	3	1	0	0

Mean 3.77 St. Dev. 0.53

Make comments and/or revise the statement. 3

Not sure if "implications" denotes the appropriate meaning. The statement appears to describe a correlation between education and these factors rather than a more direct relationship. No alternative suggestions.

The 'social' implications of the statement is too political. To me, "Education is a personal investment which can effect lifetime earnings and personal accomplishment, and could influence one's health and life expectancy and possible involvement in community or volunteer activities."

Mostly agree with the statement.

4. Please contribute other statements about Education Philosophy that you would like the expert panel to consider. 9

They would also have a better quality of life and be a more well rounded individual as far as employment goes.

Education empowers individuals and improves quality of life.

Education is a key factor in producing a viable economy and enhances an individual's quality of life. Te future of local, regional and national job outlook depends heavily upon an educated and skilled workforce.

Education is indeed more than just the learning of material. It is an investment in the future and all areas that are associated with that.

I agree with the policy above completely.

I strongly believe that policy makers and legislatures need to align state budgets with value systems that support education, our youth and community.

It is the only solution to begin to break the cycle of poverty.

My Philosophy of Education may differ some from the mainstream Education Philosophy.

Education provides the bedrock for an individual's lifetime.

Transition from High School to College

5. Distinctions between high school graduation requirements and college admission requirements can hinder implementation of a college preparatory curriculum in high schools.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
6	11	4	0	1

Mean 3.10 St. Dev. 0.70

Make comments and/or revise the statement. 7

High schools have lowered their standards while the colleges have not, thereby creating a gap in college readiness from high school to college.

Shouldn't a college preparatory curriculum in high school encourage student to excel, not lower expectations (i.e., any differences in HS and college admission requirements)?

The line between high school and college is now blurred. We must work for a seamless transition.

Students would benefit from a great discussion regarding academic preparation and that having completed AP or Honors courses in high school do not always translate to high (placement/ACT/SAT) scores.

While it would be great if both items were equal, there are differences in many of the college admission requirements (and rightly so), and that must differ from the high school graduation requirements. The only problem that is posed is that students are forced to plan early in their high school careers, to ensure that they have the college admission requirements met for the college of their choice.

For example, foreign languages aren't mandated as high school course offerings and many state charter schools don't offer foreign language classes. The consequence is that these students don't meet state university entrance requirements.

Until Higher Ed and Public Ed begin to collaboratively discuss this issue, it will continue to be a hindrance.

6. The decision to go to college and being successful in college are influenced by prior academic coursework and achievement, student motivation, awareness of academic opportunities, family financial resources, and cultural attitudes.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
16	6	0	0	0

Mean 3.73 St. Dev. 0.46

Make comments and/or revise the statement. 4

Parent/family expectations play a key role in whether or not a student succeeds in college.

I personally believe that the family expectations have the highest influence on a student's decision to go to college. This is obviously not the case in all situations, but overall, has a large impact.

Might want to list each area separately to prioritize which is most important

For some, why go to college when they can earn up to \$1000 on welfare and government assistance?

7. The emphasis upon remedial coursework within college can hinder a smooth student transition from secondary to postsecondary education.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
4	7	6	3	2

Mean 2.60 St. Dev. 0.99

Make comments and/or revise the statement. 12

If a student needs remediation, he/she needs remediation.

Some students welcome remedial coursework especially if they have been out of the loop for a long time also if they are recent graduates from high school they may not be prepared for regular college coursework

I believe that remedial coursework is necessary and does not hinder the transition for secondary to postsecondary. To some extent I believe that it can ease the transition because many students who finish high school still feel unsure that they are prepared for postsecondary education.

Students requiring remedial coursework when they enter college should have access to it, otherwise they may not persist. It can enhance a student's transition from secondary to postsecondary rather than hinder it.

I don't know if it is so much an emphasis rather a necessity. At times we have students enter college with minimal math and English skills.

If secondary and post secondary can truly collaborate the need for legitimate remediation will diminish greatly.

Often "too many" remedial or developmental courses will make the college experience seem impossible and make the student feel 'less than.'

I neither agree nor disagree with the statement. I believe in some cases, if a student is too far behind and has a great deal of remedial work to be done, it can greatly hinder a further progression towards degree, but in a case where mild doses of remedial work is needed, the student can be brought up to the required mark, and the outcome can result in graduation.

I believe that while remediation may be necessary for some students, it may result in a stigma and delay in graduation. I do not condone eliminating remediation at the college level.

Developmental, or remedial coursework, makes possible success in post-secondary courses. If high school students don't receive the instruction required to be successful in college, it is up to the college or university to provide opportunities for students to learn foundational skills and then be able to progress in their education.

It will help some students get a positive start in their postsecondary education.

The desire is there, but many come needing remedial work. Thus, frustrations eventually leads to disenrollment or sadly failure.

8. The lack of a single college entrance standard for a diverse population may hinder a student's transition from high school to college.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
1	6	9	2	4

Mean 2.33 St. Dev. 0.77

Make comments and/or revise the statement. 5

A single entrance standard is a disadvantage to minority candidates.

Our college has a single college entrance standard for college-level coursework. Remediation is available to students who do not meet that standard.

The entrance requirements should be consistent for core classes and practical for vocational classes.

I can see the purpose of varying college entrance standards, as some colleges need more stringent guidelines than others, but I would hope that it does not actually hinder a student's ability to go to college.

If I'm understanding this statement correctly, I do believe that there should be flexibility and the ability to appeal admission standards. I agree that admission standards need to be enforced, however, there always should be a way to challenge a decision.

9. High school students, including those viewed as low achieving students may benefit from and should be encouraged to pursue educational opportunities outside of the traditional core high school curriculum, including academic or career technical college course options.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
16	6	0	0	0

Mean 3.73 St. Dev. 0.46

Make comments and/or revise the statement. 8

encouraged, yes. Required, no.

I definitely agree. At times, low achieving students will not attend college as they may think they are not college material and wouldn't do well.

They should have that opportunity, however, traditional core curriculum should be emphasized in high school first and foremost.

We have witnessed the transformation first hand that college level courses can have on students who are not achieving academically. There were a few students during our summer program who had noted academic difficulties but who were engaged and self-motivated when challenged with college level coursework.

I strongly agree with this statement. ALL students can benefit from varying academic and career technical education courses.

We have students in our Dual Credit Program who are high performers in their college classes, yet struggle to be successful in their high school classes.

Not all students are college bound, nor should they be.

Not everyone wants to enter college.

10. Enhanced collaboration between high school and college career and college admission counseling efforts can assist secondary students in deciding upon and preparing for a college or career path.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
15	7	0	0	0

Mean 3.68 St. Dev. 0.48

Make comments and/or revise the statement. 4

I think this formula also includes educating the parents about these choices.

This must start in middle school and become more focused as the student goes through high school.

The greater the collaboration between both parties, the easier the transition for students.

We host high school counselor professional development events and bring in college advisors and achievement coaches. The collaboration helps support student matriculation efforts.

11. Coordination of high school and college course schedules can facilitate student access to dual credit coursework.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
14	7	1	0	0

Mean 3.59 St. Dev. 0.59

Make comments and/or revise the statement. 4

College programs of study should be aligned to high school career pathways.

Colleges must schedule courses based on regular student enrollment, faculty availability, funding, etc. If possible, I know some colleges at our university will schedule late afternoon and evening courses anticipating some dual credit student enrollment.

By far, this has been one of the primary barriers to students taking IAIA courses on our campus. Schedule coordination and lack of transportation.

While scheduling classes to fit all situations is impossible, the greater the flexibility for students, the easier it is for them to participate in both institutions.

12. Students should be encouraged to consider possible career options prior to their high school Freshmen year in order to assist in planning high school and college course options through and beyond high school graduation.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
5	15	1	1	0

Mean 3.09 St. Dev. 0.68

Make comments and/or revise the statement. 7

prior to freshman year?

Encouraging career exploration prior to freshman year should be done; however, to expect a student to determine their career path at the age of 14 is impractical. The average college student changes their major at least 3 times during their college career so to a high school student or younger to choose what their career is going to be and that student having to stick to that particular career plan during high school is gets somewhat unrealistic. What if a student chooses a career path and takes the first class in that career area and decides that the career is not for them?

I would think most freshmen in high school have no idea what kind of career they want to pursue when they graduate from high school! But to START looking at possibilities in their freshman year could plant the seed for pursuing some kind of education after graduation.

I think it might be helpful and if they later choose to stray from the original choice and opt for another this would also be an argument to have them have the option of beginning dual credit by 9th grade.

Interest and aptitude enlightenment must begin in the Middle School.

Beginning as a freshman seems logical, prior to high school, it may be too abstract to the student.

While this is absolutely ideal for students, it often is hard for them to be decided on a path, prior to enrolling in high school. The greater the number of careers a student is exposed to, however, the easier for them to decide and begin their journey.

13. The high school student's academic program in college preparatory coursework should be an important factor in the college admissions process.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
3	13	5	1	0

Mean 2.82 St. Dev. 0.73

Make comments and/or revise the statement. 6

Some student barely get through high school so making preparatory course work a factor in determining if a student gets into college or not is unfair. I have met many students who barely made it through high school but have been completely successful during their college career and beyond.

This is a matter of entry level, not a matter of entry.

The rigor of the course work the student chose to take on should be a factor though not the only factor nor the most important.

Mastery of college entrance requirements should be the primary factor but if collaboration has been effective the college preparatory coursework will produce mastery.

It should be one of several factors in the college admission process.

As a community college, we practice open admissions and thus do not consider the high school's academic program.

14. Community colleges can serve as a gateway to higher education, including through implementation of dual credit programs for high school students.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
15	6	0	0	1

Mean 3.71 St. Dev. 0.46

Make comments and/or revise the statement. 3

The accessibility of community colleges is likely their strength.

Many students will begin their higher education path by starting at a community college. The area community colleges serve a population that would not normally go on to pursue their post-secondary studies.

Community colleges are institutions of higher learning.

15. Students may be motivated to enroll in dual credit coursework to get a head start on college coursework, especially when credits may be earned at reduced or no cost to students.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
16	5	1	0	0

Mean 3.68 St. Dev. 0.57

Make comments and/or revise the statement. 4

Few high school students have a solid grasp on finances and "reduced or no cost" advertising will not motivate this group.

This could be true if students were educated about the cost of college attendance and how taking dual credit courses could alleviate much of that financial burden.

This plays a huge role in dual credit enrollment, from both the parents and student's point of view.

Students don't really seem concerned about finances.

16. Please contribute other statements about Transition from High School to College that you would like the expert panel to consider. 5

Community Colleges definitely serve as a gateway to higher education, especially to those low achieving students who most likely would not attend college.

I have been engaged in Dual Credit for more than 14 years as a coordinator. I have personally witnessed high school juniors and seniors obtain the confidence and necessary skills to continue on with their college education. I have worked with both career and technical along with academic career bound students. May I suggest that we review the two different career pathways. This would allow educators to identify a student's interests and skill sets. In turn this would result in higher graduation rates and better skilled workers. I still think we have remained in the box thinking that all graduating seniors are going to a four-year college. This is not the case. Many students want to be in a skilled trade that does not require the academic preparation. The European model is an example i allowing secondary students choose an educational pathway based upon skill sets and interests.

Students who participate in dual credit coursework remain in college programs and graduate at a higher percentage than students not participating in dual credit opportunities.

I believe Dual Credit programs provide students with an invaluable means of transition to higher education. This is done by introducing higher ed. to the student with support at the high school and college levels.

Increased emphasis should be placed on transforming the remedial programs into a module-based initiative that allows students to proceed at a pace best suited for each student.

Dual Credit Programs

17. The terms concurrent enrollment, dual credit, dual enrollment, postsecondary enrollment, and co-enrollment are used interchangeably to describe academic programming at colleges and universities.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
4	10	1	6	1

Mean 2.57 St. Dev. 1.12

Make comments and/or revise the statement. 11

we need a simplified vocabulary.

Many do use the terms dual credit and concurrent enrollment interchangeably; however, they mean two different things. A student who registers under dual credit has tuition and fees waived by the university they are attending and their high school district that they reside in purchases their books for them and then the district gets reimbursed from the state. Concurrent enrollment students get everything the same as a dual credit student except for they (the student) is responsible for the purchase or their book for the course.

The use of terminology is sometimes confusing for students, parents and high school teachers, but it is prevalent.

Use one term and one term only. Using multiple terms can be very confusing for stakeholders.

For example: Dual credit refers to simultaneously earning hours for secondary and post-secondary levels - double dipping on one class. Concurrent enrollment means they are enrolled at both the secondary and post-secondary levels in the same semester - nothing more.

... to describe academic programming at colleges and universities for high school students enrolling in college/university courses.

The two I've heard most often are concurrent enrollment, dual credit and dual enrollment.

Dual credit indicates that both high school and college credit are received for a course, dual enrollment may be included in this concept. Concurrent, and co-enrollment merely mean the student is taking high school and college classes at the same time.

While all terms may not be used at each school / institution, they would all mean close to the same and could be interchangeable, in most cases.

Concurrent Enrollment and Dual Credit here are two different programs.

concurrent enrollment has costs, dual enrollment does not.

18. Dual credit programs help reduce the time required for obtaining a college degree, helping create a continuum of learning from high school through college and university.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
12	7	3	0	0

Mean 3.41 St. Dev. 0.73

Make comments and/or revise the statement. 6

If students enroll in dual credit courses each semester of their junior and senior year of high school, then they would reduce the time required to obtain a college degree. But most students I know take only one or two courses for dual credit before they graduate, so the time obtaining a degree would not be reduced by much!

I would agree however, this depends greatly on whether the secondary school and postsecondary institution are ensuring that those students are on a pathway.

We are beginning to see our dual credit students obtain college degrees in a shorter time period or obtain a higher degree than would have been expected in the given timeframe.

Dual credit programs not only reduce the time and create a more fluid transition, it also serves to assist in cost and ensuring a student that they can indeed succeed in a post-secondary environment.

With planning they can be instrumental in reducing the time it takes to graduate from college.

This would only occur if the student utilized Dual Credit throughout their high school career.

19. Dual credit programs increase the variety of curricular options (academic or career technical) available for secondary students, especially for students in small and rural schools.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
14	8	0	0	0

Mean 3.64 St. Dev. 0.49

Make comments and/or revise the statement. 4

One must consider the limitation of resources for students and LEA staff at remote schools. The schools that participate with SJC may only have the distant learning option.

Our rural high school offers a broader variety of curricular options than would ever be possible without dual enrollment.

In most cases, I agree with this statement. If campuses are in close enough proximity and/or required equipment is available, the combination of two institutions resources are always superior to just one.

Having Distance Learning options is also important when students from rural schools don't live in close proximity to a college.

20. Dual credit programs help students prepare for and understand the skills necessary for success in college or career.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
15	6	1	0	0

Mean 3.64 St. Dev. 0.58

Make comments and/or revise the statement. 6

The college survival skills a student acquires by enrolling in dual credit courses is dependent upon how the postsecondary institution approaches and monitors students.

With the support that students have available in high school our students gain the skills to independently incorporate work ethic and time management to meet the rigor of college courses and be successful.

Often students who are struggling in a traditional high school setting will find success in a Dual Credit course on a college campus. This can add relevancy to their education and give them a sense of success at the college level.

While the dual credit courses may not completely prepare the students, it does help in allowing them the opportunity to better understand parts of college life.

Simply helping students navigate college enrollment processes helps prepare students and gives them a college experience.

Depends on the coursework involved.

21. Statutory and procedural guidance from state legislators and agencies can assist in creating program consistency.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
3	13	2	2	2

Mean 2.85 St. Dev. 0.81

Make comments and/or revise the statement. 9

The government is not the answer.

Based upon the intent of the law I strongly think that there should be representation at the grassroots level to educate government agencies and legislators. Hopefully, having stakeholder input would help in the elimination of mass confusion.

Especially if the program is being paid for by tax dollars, we all (high school, college, university) need to be accountable to the citizens of the state!

Up until this point there has been a lack of communication regarding the program and how it is to function. This creates extreme difficulties for those schools who are new to dual credit.

This guidance can assist if their information comes from practitioners at the high school, two-year and four-year institution levels. No group can be left out or the guidance will be skewed.

To an extent.... While each region may need to handle certain situations differently, general guidelines should be obtained to allow for consistency between institutions within the state.

In a perfect world, I believe this is true. However, in many cases I've noticed that NM PED produces policy with little or no input from colleges, universities, and high schools. These policies, in turn, do not always have the best interest of the students in mind nor do they provide adequate guidance or means of enforcement.

program consistency is important but myriad rules and regulations hinder the process.

Micro-managing by the PED actually interfere with education delivering relevant and rigorous opportunities to students.

22. Statutory and procedural guidance from state legislators and agencies can assist in ensuring student access.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
6	9	4	1	2

Mean 3.00 St. Dev. 0.86

Make comments and/or revise the statement. 6

same as above,

Again, decisions being made must include input from stakeholders at the grassroots level. Student access and success hinges upon the streamlined enrollment process.

Student success cannot be legislated!

This guidance can assist if their information comes from practitioners at the high school, two-year and four-year institution levels. No group can be left out or the guidance will be skewed.

Students should be allowed the opportunity, as closely as possible, to transfer from one institution to another, with credits accepted.

As stated above, guidance regarding policy has been fair at best.

23. Examination of dual credit program effectiveness in promoting college student success is necessary.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
12	10	0	0	0

Mean 3.55 St. Dev. 0.51

Make comments and/or revise the statement. 2

The examination process must include adequate input from the high school level as well as college.

In order to best evaluate any program, the examination of program effectiveness is necessary.

24. Differences between community college and four year college general education coursework may hinder dual credit opportunities.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
0	5	12	4	1

Mean 2.05 St. Dev. 0.67

Make comments and/or revise the statement. 9

If we are speaking on New Mexico community colleges vs. NM four-year colleges general education course work then no it does not hinder due to the New Mexico common core. However, it would hinder if the student is seeking to go to a University out of the state of NM.

In Math, it is easier to align the coursework once the it is determined at what level students are taught core concepts, i.e., algebra, trigonometry, pre-calculus, calculus, and under what course "titles" they appear in high school. However, we find that English is harder to align as college faculty and high school teachers may not agree on readings and assignments that are requirements for college, AP and state standard and benchmarks.

Not every student should go to a four-year college. The differences allow students to go in a direction best suited to their abilities--I don't see that as a hindrance.

There does not have to be a difference in the coursework. There must be communication between the two and four-year colleges. Too often the four-year does not honestly consider the rigor of community/two-year college coursework.

There should be no difference. An introductory, college level freshman composition course should result in identical outcomes for the student.

It may, but I see no reason to take away local autonomy within an area / region. The coursework should transfer, in some way, as both institutions work together.

Having the option of challenging college coursework provides students with an option to traditional college coursework. Similarly, students who have access to career technical programs also have an outlet to high school coursework that may not capture the interest of the student. Universities and community colleges are both necessary options for a diverse student population.

With Articulation Agreements in place DC students know which class(es) and programs seamlessly transfer.

If we can complete the development of common course numbers and transfer matrices across all institutions then there should be no issues in regard to general education courses.

25. Colleges and universities may be motivated to support dual credit programs due, in part, to a belief that these programs can facilitate student recruitment and increase enrollment.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
6	14	0	0	2

Mean 3.30 St. Dev. 0.47

Make comments and/or revise the statement. 5

This is part of, but not the motivating factor for offering dual credit.

But, is that the best way to look at the program?

We have data in our district that proves this concept to be true.

High school students are indeed more likely to continue their post-secondary studies at the local community college, if they can begin with a "head start."

Here DC enrollment has very little impact on overall college enrollment. However, it's a program our administration believes is an equalizer and provides access to students who never imagined they would go to college.

26. Dual credit programs create professional development opportunities for high school instructors participating in dual credit course delivery.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
4	11	4	0	3

Mean 3.00 St. Dev. 0.67

Make comments and/or revise the statement. 4

The vast majority of high schools teachers do not have the university-required masters degree in the discipline.

Like any partnership, learning can take place on both sides.

Though this institution offers some Dual Credit courses on the high school campus, we rarely employ the high school instructors. In order to ensure a college level experience, our faculty go to the high school campus to teach the course(s).

Ideally, that would be the case. Both secondary and post-secondary institutions, however, must work together to provide adequate professional development opportunities for their staff. Both parties must make a conscious effort to work together.

27. Dual credit programs can help address what has been referred to as the “leaky education pipeline” (the disparity between the number of high school Freshmen who desire a college education versus those who actually enroll and complete their desired college degree).

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
6	14	2	0	0

Mean 3.18 St. Dev. 0.59

Make comments and/or revise the statement. 4

This was a difficult choice. I would like to think it would make a difference but until other changes are made to the dual credit program that include educating the students about college and assisting them along the way I don't think it will make much more of a difference.

We can document this trend in our district.

I believe that it can help address the issue, but by itself, cannot correct it entirely.

Too many other variables.

28. Dual credit programs can promote curriculum evaluation and revision, including collaboration with lower grades and high schools.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
7	13	1	0	1

Mean 3.29 St. Dev. 0.56

Make comments and/or revise the statement. 4

We are beginning to offer professional development opportunities at school district in-service training days to discuss curriculum alignment.

Our high school is organized around Programs of Study. Dual credit is an essential component and has driven PreK-12 collaboration.

Dual credit programs can assist with the facilitation of increased communication, but again, both institutions must make a conscious effort to work together.

In aligning our English courses with Public Education Department standards, our English faculty added information to their master syllabi to more accurately reflect and communicate what they do in the classroom.

29. Dual credit programs should include a requirement of coursework and/or orientation to acclimate students to the college environment.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
6	13	2	0	1

Mean 3.19 St. Dev. 0.60

Make comments and/or revise the statement. 7

We visit every high school class that will be offered for dual credit and orient the students to college expectations.

A college success course would be helpful but not necessary. Providing some form of orientation would be extremely helpful.

The high school is a good place for this coursework instead of waiting until the student is already in college.

We currently require students meet prerequisite requirements - this should be sufficient.

In some cases it may be helpful, but may not be needed as mandatory.

Helping students understand the difference between high school and college is extremely important in supporting success in the classroom.

If the dual credit student is college-ready, then they should be treated in the same manner as other college students.

30. Please contribute other statements about Dual Credit Programs that you would like the expert panel to consider. 1

The opportunity to participate in dual credit aligned with Programs of Study is a huge motivator for students who would otherwise see no relevance in high school and have a strong probability of never enrolling in a postsecondary opportunity.

Dual Credit Courses

31. Dual credit courses should maintain the academic rigor of college or university courses.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
18	4	0	0	0

Mean 3.82 St. Dev. 0.39

Make comments and/or revise the statement. 4

The Dual Credit students must be treated just like that of any other college aged students. NO exceptions!

This should not be 'dumbed down' in any manor!

If a student is to get college credit, the academic rigor should be reflective of that.

If they don't, we're setting up students to fail.

32. Dual credit instructors should meet college or university criteria for instructor selection.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
18	4	0	0	0

Mean 3.82 St. Dev. 0.39

Make comments and/or revise the statement. 3

Most high school teachers have master's degrees in Education but not in the discipline as required by colleges.

They must meet the same requirements as an Adjunct Instructor.

Again, if college credit is provided, the instructors should indeed meet the standards of that institution.

33. Dual credit coursework can increase student and parental confidence about a student's ability to succeed in college coursework.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
14	8	0	0	0

Mean 3.64 St. Dev. 0.49

Make comments and/or revise the statement. 2

I think this is under-appreciated aspect!

If a dual credit course is of equal rigor to a college course, and a student succeeds in that course, it would stand to reason that the student should indeed be able to succeed in addition college coursework.

34. Dual credit coursework helps reduce the possibility of "senioritis," a "senior slump," or boredom.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
9	9	2	1	1

Mean 3.24 St. Dev. 0.83

Make comments and/or revise the statement. 5

High school students will be high school students!

It may serve to motivate some students, however, others may be involved in extra-curricular activities that hinder their success in college coursework.

For many students, I strongly agree with this statement. It allows them the opportunity to progress on, if they desire.

Senioritis is more of an emotional mindset than academic

It will always occur in Seniors.

35. Please contribute other statements about Dual Credit Courses that you would like the expert panel to consider. 1

Dual credit courses can provide a career pathway that motivates high school students to put forth a good effort throughout high school because it gives their work relevance.

Dual Credit Students

36. Dual credit students should be afforded the full range of academic support and student services available to regular college students.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
13	9	0	0	0

Mean 3.59 St. Dev. 0.50

Make comments and/or revise the statement. 5

In an ideal world, there should be a college advisor assigned to the high schools, as well as tutoring services where needed.

They should be extended the same level of academic support and most student services. The extracurricular activities portion would have to be looked at carefully as mixing with students in class is one thing while socializing outside of class is another even if the activities were monitored.

The support and services should be in collaboration with the high school.

If a student is enrolled in any college course, they should be provided the full range of support and services.

Here a Dual Credit student is considered a "regular" student and enjoys all the same support services afforded to any student.

37. Dual credit students frequently perform at or above the level of regular college students enrolled in the same course section.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
3	10	6	0	3

Mean 2.84 St. Dev. 0.69

Make comments and/or revise the statement. 7

Sometimes, but not frequently enough.

Dependent on the student.

I can really only comment on this from the viewpoint of having a majority of our courses take place on high school campuses. Though this seems to be the trend.

If the high school and college work collaboratively the performance is excellent.

I do not have the data to agree nor disagree with this statement. I would hope that all students enrolled in the course, regular college students or dual credit students, would succeed.

Data from my program supports this statement.

DC students here have an overall course success rate of 76% - slightly exceeding the overall student success rate of 72%. Data collected for 2009 - 2010 school year.

38. Dual credit students frequently perform well academically in college coursework when enrolled in college after high school graduation.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
4	11	1	0	6

Mean 3.19 St. Dev. 0.54

Make comments and/or revise the statement. 5

I haven't seen any data on this, but it would be very interesting to know.

We need better data on this.

Because the transition has been accomplished with support, the percentage of our students remaining in college and earning a degree has improved.

I would hope that this would be true, but again, do not have enough information to determine if I agree or disagree with the statement.

I believe it is more dependent on their preparation during high school.

39. Please contribute other statements about Dual Credit Students that you would like the expert panel to consider. 1

Dual credit opportunity has changed motivation of students to work toward a goal they truly believe is possible.

Data Collection and Analysis

40. A national database of information regarding student participation in dual credit programs is necessary for evaluation of program impact upon college enrollment, degree completion, and promotion of continuous program improvement.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
5	13	4	0	0

Mean 3.05 St. Dev. 0.65

Make comments and/or revise the statement. 4

A data base is important. Ensuring the data collected is consistent from institution to institution and state to state will be very difficult at this time. We would be comparing apples and oranges.

While a national database would be helpful in determining some information, I do not believe that it is necessary to determine impact or program success.

National research will only help to support these programs. However, individual institutions can also demonstrate the value of these programs within their communities.

Perhaps at least at the state level.

41. Public colleges and universities should be required to report achievement and performance data such as student remediation rates, Grade Point Averages, persistence, and degree completion rates.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
7	13	1	0	1

Mean 3.29 St. Dev. 0.56

Make comments and/or revise the statement. 6

My high school graduation rate is widely publicized, I think public colleges and universities should have their graduation rates posted as well.

Some NM schools lower the standards for instructors and course content when classes are held at high schools, obviously to get the FTE.

We do report data to the state department of higher ed, however, dual credit is not allowed for remedial coursework.

This information needs to be pared with the rigor and challenge of the coursework.

The post-secondary institutions should be held accountable to stakeholders, just as other institutions are held accountable. Certain information should indeed be reported.

To who? The state? The high School? Legislators?

42. Please contribute other statements about Data Collection and Analysis that you would like the expert panel to consider. 1

Colleges and universities need to report back to high schools so that refinement can improve education.

Dual Credit in New Mexico

43. Dual credit opportunities have expanded educational opportunities and helped students prepare for postsecondary education.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
13	9	0	0	0

Mean 3.59 St. Dev. 0.50

Make comments and/or revise the statement. 2

The expansion of Dual Credit beyond career and technical programs has provided additional educational opportunities for students interested in academic core and elective courses.

This general statement, I would hope, is true.

44. Dual credit opportunities have helped reduce the time to postsecondary degree completion; helping lead to reduced postsecondary costs for students, parents, and taxpayers.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
9	11	2	0	0

Mean 3.32 St. Dev. 0.65

Make comments and/or revise the statement. 4

NM taxpayers pay for the dual credit program during high school; I'm not sure the postsecondary costs to taxpayers is reduced that much with other state funded programs available to the students.

For some students who had good guidance and who were well informed about how the system could work to their advantage.

This general statement, I would also hope, is true. :)

Sometimes the courses make high school requirements fulfilled earlier

45. Dissemination of dual credit program information should be expanded to ensure that all students and parents are aware of these curricular options.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
14	8	0	0	0

Mean 3.64 St. Dev. 0.49

Make comments and/or revise the statement. 4

I strongly recommend that the NMPED and HED work together on a mass media marketing campaign to create more awareness and knowledge about Dual Credit!

By all parents, would that mean NM parents of homeschooled and private school students, or only public school parents?

In our district all students and parents are aware of these options.

I strongly agree. The dissemination of dual credit offerings is vital to the success of the program. Students must be made aware of their options.

46. Research is needed to determine the impact of dual credit programs upon academically underrepresented populations such as first generation, low income, and minority students.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
15	5	2	0	0

Mean 3.59 St. Dev. 0.67

Make comments and/or revise the statement. 3

This will be challenging as the state is not set up to receive information regarding students attending BIE schools. TCUs are able to share their information so this portion will be easier to track.

Improved record keeping and sharing of information from post-secondary back to secondary would answer these questions.

I do not believe that a great deal of resources are needed for a special study, but it would be interesting to follow students and gain overall evaluations of success.

47. The process for academic transfer of dual credit courses from one college to another college is meeting the needs of students.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
4	6	6	0	6

Mean 2.88 St. Dev. 0.81

Make comments and/or revise the statement. 11

I am not aware of this.

Unknown

If the transfer is within the state of NM. If transferring to colleges in other states, many courses do not transfer.

We have made progress in this area but still need expanded consistency past the 35 or so courses that all institutions have agreed to accept.

Though generally this is working, more consistency regarding transfer across the board is necessary in the State of NM.

Students should indeed be able to transfer from one institution to another, without loss of credit!

I don't think this issue pertains solely to Dual Credit students. Articulation issues exist amongst all college students who transfer from one college to another.

Institutions with transfer programs and degrees equally serve DC students. Students who go out of state, where their DC classes aren't all accepted, or accepted as electives have told us that just the DC experience helped them to get accepted and helped them to feel prepared.

Students must remember to ask colleges for their transcripts when seeking entrance/transfer to other colleges.

There are conflicts often when students transfer from one college to another, not just involving Dual Credit courses.

48. Course texts, course syllabi, course objectives, course requirements, and other instructional materials for dual credit courses should correspond with the nature and rigor of instructional materials used at the college.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
16	6	0	0	0

Mean 3.73 St. Dev. 0.46

Make comments and/or revise the statement. 5

This seems to be a duplicate from a previous question - worded differently.

The texts must be screened so that information is valid and not a requirement merely to sell books.

The courses should be EXACTLY the same regardless of where it is taught. The student should only be receiving Dual Credit if the class is the college course.

Again, if the student is getting college credit, the course information and rigor should reflect all needed requirements of the college.

There should be no difference in any type of instructional materials, expectations, or rigor regardless of where the course is offered.

49. Data consistency between high school and college student tracking systems must be enhanced to ensure consistent tracking of subsequent student success in college and the workforce.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
13	7	0	0	2

Mean 3.65 St. Dev. 0.49

Make comments and/or revise the statement. 3

This is key.

The data provided from both institutions would be enhanced if a consistent tracking system could be implemented.

It is very HARD to track students after they leave high school because of privacy issues.

50. Increased data collection and analysis is needed to determine the impact of secondary student dual credit enrollment in college achievement, retention, and persistence to degree completion.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
10	11	0	0	1

Mean 3.48 St. Dev. 0.51

Make comments and/or revise the statement. 2

We must be very careful in collecting this data. Both small and large high schools and two and four-year institutions must collaborate or the information will be skewed.

While increased data collection and analysis is always helpful, the data that is currently available should be shared and analyzed before more information is requested / obtained.

51. Increased guidance upon dual credit is needed by high school and college administrators and faculty.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
6	11	3	0	2

Mean 3.15 St. Dev. 0.67

Make comments and/or revise the statement. 5

The high school counselors are already facing challenges in regards to time and resources. May I suggest the NMPED an HED research the possibility of funding Dual Credit / Career Advisors in high schools to assist with Dual Credit initiatives.

Information should be shared across the board. For example, IAIA was new to dual credit and there were MOA and appendix deadlines shared with only the secondary schools but this information would have been extremely helpful to us in determining deadline dates for our partner schools.

In our district the guidance has been very good. Those involved from both sides have worked very hard to make the program successful.

In some cases, this may be true. It would depend on a case-by-case basis, and by region / situation.

Our counselors are using the dual credit system to our students' advantage.

52. Dual credit opportunities (whether academic or career technical) should be available to appropriately qualified high school freshmen, sophomores, juniors, and seniors.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
6	9	4	2	1

Mean 2.90 St. Dev. 0.94

Make comments and/or revise the statement. 12

juniors and seniors only

If they are qualified.

I believe freshmen are still not mature enough to handle dual credit

We are having discussions about freshmen participation in dual credit due to state funding cutbacks, but we feel it is appropriate.

May I suggest that we look at other states who are practicing Dual Credit initiatives and allowing freshmen and Sophomores to participate. There could be issues concerning maturity levels and motivation.

The NM state program was developed and targets juniors and seniors. I believe it should stay that way. Any variance from that could be on a case-by-case basis.

If a student is prepared to take these courses and the secondary school approves that student as being ready to take on college level courses, I don't see why they shouldn't be able to.

Any high school student who is appropriately qualified should be able to participate.

I agree with this statement. If any student is appropriately qualified, the opportunity should be afforded to them.

I believe with this statement in theory, but I'm not quite sure that all freshmen are ready for the rigors of college coursework. That said, I have seen numerous freshmen excel in my program.

Students who have successfully completed their freshman year of coursework are eligible for DC here.

Freshmen and sophomores are too young and do not have the background to do college work..

53. Use of distance education delivery methods, such as interactive video and online instruction, should be utilized to expand access to dual credit opportunities.

Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	No Judgment
12	9	1	0	0

Mean 3.50 St. Dev. 0.60

Make comments and/or revise the statement. 9

For those appropriately qualified students. Many times dual credit students do not do well with online instruction.

However, students are slow to respond to on-line delivery methods in some subjects.

This type of delivery in Dual Credit courses is the only option for the extended and remote high schools. The only other option is to have LEA Based Dual Credit courses taught by an approved high school instructor that follows the identical college course work, textbook, syllabus etc..

If the funding is available for colleges/universities to offer these courses using those delivery methods.

These delivery methods are the most common form of delivery in our district.

While I believe these should be available, most Dual Credit students should begin with traditional delivery methods for their first college course to help ensure success and ease the transition.

When applicable and when students are able to handle such varying modes of instruction.

I don't believe that online coursework provides the "college experience" that the dual credit program set out to achieve.

We have a facilitated distance learning model that requires our faculty to partner with high school teachers. The model increases collaboration between secondary and post-secondary, student success, college access, and high school teacher professional development.

54. The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of students, high schools, and colleges.

Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	No Judgment
0	17	2	1	2

Mean 2.80 St. Dev. 0.52

Make comments and/or revise the statement. 5

The HED and NMPED needs to address the issue concerning students who are on an IEP and are academically challenged.

Some of the terminology can be challenging to decipher but for the most part it does cover quite the range of responsibilities.

While the document is currently effective, I believe that it does not contain all information that is necessary. The individual situations warrant additional criteria in local agreements.

Parts of this document are enforced and others are not. I have seen (and fought against) districts that limit the number of courses with no consequences. I think this document has many strengths and in theory has the interests of the students in mind, however, changes to this document are done without consultation from colleges, universities and districts.

The agreement is wordy and convoluted. Perhaps an outline summary of important points?

55. The Restricted Credit Agreement (noting that courses must be listed on a college certificate or degree, and be offered to both high school and college students during the same semester) is effectively serves the needs of students, high schools, and colleges.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
1	10	6	1	4

Mean 2.61 St. Dev. 0.70

Make comments and/or revise the statement. 4

May I suggest that colleges offer all courses listed in the Academic Catalog. Students who meet the eligibility requirements just like that of a regular college student would be eligible to enroll. For example, ACT, COMPASS, ACCUPLACER, SAT as well as course prerequisites.

I'm primarily disagreeing with the policy that courses must both be offered to high school and college students during the same semester. I'm not clear on the rationale for this policy.

Some courses delivered to rural high schools via online or interactive video do not necessarily need to be offered during the same semester at the college.

I see varying sides to this argument and do not have enough personal information to make a judgment on the issue, at this time.

56. Standards for the course credit hour ratio between high school and college should be governed by state policy, rather than established individually by institutions.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
4	9	7	1	1

Mean 2.76 St. Dev. 0.83

Make comments and/or revise the statement. 6

The 3:1 ratio works for academic, but not always for career-tech courses. For example, coursework in the allied health fields can earn up to 8 credit hours and can be completed in one high school year.

There are many facets to this statement. The time schedule in a high school is usually different from the college thus making the comparison of "seat time" most effective through collaboration between the two institutions delivering/receiving the class.

This issue should indeed be uniform across the state, as some districts would vary their credit-to-credit ratio widely.

We have a 3:1 credit ratio in place. However, districts vary in the transcription of 2, 1, and 4 credit courses.

Consistency across the system is important.

It should be governed as a result of a collaborative effort between high schools and colleges.

57. Advanced Placement (AP) courses should not be considered as part of the dual credit offerings, as these are high school courses with high school instructors and prescribed high school curriculum.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
6	10	5	0	1

Mean 3.05 St. Dev. 0.74

Make comments and/or revise the statement. 6

Passing the AP exam grants college credit.

AP courses align more closely with college coursework.

This delivery of instruction is NOT aligned with the intent of the law. LEA Based Dual Credit courses taught at the high school by a high school instructor also is not a college experience. There should be only two types of delivery (1) Lecture Face - to - Face and (2) Distant learning/online.

The rigor of AP is worthy of college credit. If the high school instructor meets the college credential dual credit should be established.

As the courses are indeed high school courses, prescribed by high school curriculum, I agree with this statement.

The curriculum in AP courses resembles closely freshman college courses.

58. Developmental, remedial, and physical education courses should not be available for dual credit.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
5	8	6	1	2

Mean 2.85 St. Dev. 0.88

Make comments and/or revise the statement. 8

If PE is required and we can have our students get it through dual enrollment, that would be great.

Some of these students would benefit in taking remedial courses and be better prepared when beginning college in my opinion.

These are all college courses and should be made available to them

Just on the physical ed courses.

College students do not earn college credit for remedial courses. This only encourages the students not to study harder in high school knowing that they can take remedial classes in college.

Did not like the grouping of these. Developmental and remedial (high school level) courses ought to be taught at the appropriate institution. Physical education courses should not be excluded, although probably limited and restricted.

Some physical education courses should be considered if they are required in a degree plan and are required in a Program of Study.

I also agree with this statement.

59. Dual credit is an essential part of the education framework.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
11	11	0	0	0

Mean 3.50 St. Dev. 0.51

Make comments and/or revise the statement. 3

Like any other educational program if it is implemented correctly with policies and guidelines it will work. The framework still needs work, but the overall intent of the law allows students to get excited about learning. When a high school student successfully completes a college course they are motivated and more likely to continue on with the life long learning process. But, we must be diligent in placing the students into courses based upon their skill set, academic strengths and career goals. We must provide an opportunity for the career and technical geared student as well as those who are pursuing four-year degree.

The line between high school and college is blurred and has made both sides of the effort better meet the needs of our students. We will benefit from a P-20 Program.

I believe that it is becoming a more essential part, but in and of itself, if not completely necessary for all students.

60. The presence of dual credit necessitates an ongoing statewide collaborative discussion upon the transition from high school to college and the workforce including educators from all levels (Pre-Kindergarten through Doctoral) and employers; constituting what may be referred to as a P-20 workforce conversation.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
13	6	0	1	2

Mean 3.55 St. Dev. 0.76

Make comments and/or revise the statement. 5

the P-10 part of the equation is not needed in the equation.

Creating awareness and knowledge at the early stage of child development is crucial. The value of education must be taught at all levels P-20.

I'm not sure it 'necessitates' an ongoing statewide collaborative discussion, but it certainly should be considered during a discussion.

I want to remain part of this effort.

While I agree that an ongoing statewide collaborative discussion is needed in a P-20 system, I do not believe that the dual credit component "necessitates" it. I believe that it is necessary, regardless of the dual credit component.

61. Please contribute other statements about Dual Credit in New Mexico that you would like the expert panel to consider. 3

When a dual credit course is taken back on a student's high school transcript the credit should be weighted the same as an AP or honors course. College course have a higher rigor expectation than AP or honors course and should be respected as such. If a student takes an AP course in high school and then takes the AP exam and fails it than that student loss college credit. That student could have taken the course as a college course and not have lost the college credit. The way that dual credit courses are weighted when they are taken back on the high school transcript can knock a student out of the running for valedictorian or salutatorian.

Thank you for allowing me to be a part of this questionnaire. I do hope that my comments and responses add value to panels discussion. There still needs to be revisions in policies and guidelines. The important factor in the equation id to include high school counselors and Dual Credit coordinators as part of the discussion. Dual Credit has worked and will be a benefit to students, parents and stakeholders. I have involved with Dual Credit for the past 14 years beginning with career and technical pathways. Today, and because of the Dual Credit law, educational opportunities are endless.

Dual Credit is a vital element in an educational system that will facilitate the future success of New Mexico students. It opens the door to success in the workforce and in life.

APPENDIX H. DELPHI SURVEY ROUND 1 REMINDER EMAIL

North Dakota State University (NDSU)
Department: School of Education
Address: 216D FLC, PO Box 6050
Fargo, North Dakota 58108-6050
Phone: (701) 231-5775
Fax: (701) 231-7416
Email: Myron.Eighmy@ndsu.edu

Dear Participant:

Thank you for your willingness to participate in this research study examining essential components of Dual Credit in New Mexico. Please read the following information and ask any questions you may have before you agree to participate in this study. We ask that you respond to all three rounds of this Delphi study. This study will be conducted by Gregory D. Carlson, Doctoral Candidate in the School of Education at North Dakota State University. Please note that the Consent Form is attached to this email.

Purpose of the study: The purpose of this study is to seek expert feedback and consensus upon the essential components of dual credit policy in New Mexico. Participation will be sought from administrators, counselors, and other employees involved with Dual Credit at secondary and postsecondary institutions in New Mexico.

The Round 1 Delphi instrument has been placed on Survey Monkey and may be accessed through the following link:

<https://www.surveymonkey.com/s/CMQXD6S>

Thank you very much for your participation!

Sincerely,

Gregory D. Carlson
Dual Credit Coordinator
New Mexico State University Carlsbad
1500 University Drive
Carlsbad, New Mexico 88220
Office: (575) 234-9276
Fax: (575) 234-3300
gregorydcarlson@yahoo.com

APPENDIX I. ROUND 2 DELPHI EMAIL

North Dakota State University (NDSU)
Department: School of Education
Address: 216D FLC, PO Box 6050
Fargo, North Dakota 58108-6050
Phone: (701) 231-5775
Fax: (701) 231-7416
Email: Myron.Eighmy@ndsu.edu

Dear Participant:

Thank you for your willingness to participate in this research study examining essential components of Dual Credit in New Mexico. Please read the following information and ask any questions you may have before you agree to participate in this study. We ask that you respond to all three rounds of this Delphi study. This study will be conducted by Gregory D. Carlson, Doctoral Candidate in the School of Education at North Dakota State University. Please note that the Consent Form is attached to this email.

Purpose of the study: The purpose of this study is to seek expert feedback and consensus upon the essential components of dual credit policy in New Mexico. Participation will be sought from administrators, counselors, and other employees involved with Dual Credit at secondary and postsecondary institutions in New Mexico.

The Round 2 Delphi instrument has been placed on Survey Monkey and may be accessed through the following link:

<https://www.surveymonkey.com/s/ZWHKS8H>

Thank you very much for your participation!

Sincerely,

Gregory D. Carlson
Dual Credit Coordinator
New Mexico State University Carlsbad
1500 University Drive
Carlsbad, New Mexico 88220
Office: (575) 234-9276
Fax: (575) 234-3300
gregorydcarlson@yahoo.com

Attachments

Download All

- Invitation to Participate.pdf
- Consent Form.pdf

APPENDIX J. ROUND 2 DELPHI SURVEY INSTRUMENT

1. Consent Information

North Dakota State University (NDSU)

CONSENT FORM

Essential Components of Dual Credit in New Mexico: A Delphi Study

Because of your professional expertise, you are among a select group who have been invited to participate in this research study examining essential components of Dual Credit in New Mexico. Please read the following information and ask any questions you may have before you agree to participate in this study.

Purpose of the study: The purpose of this study is to seek expert feedback and consensus upon the essential components of dual credit policy in New Mexico.

Time commitment: The first round instrument in this Delphi contains 52 topic statements for you to review and provide responses and comments. This process will take approximately 50 minutes. In the second and third rounds of the instrument, topic statements will be removed when consensus is reached. Additional responses may be added based upon participant feedback. The time commitment for the second and third rounds should be less than 50 minutes each. The researcher anticipates that the process of interaction with panelists will occur during a three month period.

Voluntary choice: Participation in this study is voluntary and you may choose not to participate or quit at any time without penalty. Should you choose to participate, we would appreciate your participation in all three rounds in order to provide the most accurate data for the study.

Explanation of procedures: This Delphi study will allow you to express your opinions and ideas concerning the essential components of Dual Credit in New Mexico. During the first round you will be asked to respond to 52 topic statements using a Likert scale for levels of agreement. You will have the opportunity to include comments and suggestions for additional statements in subsequent Delphi rounds. Items that show statistical consensus will be removed from the instrument and topics contributed by panelists will be added to the instrument for the next round.

Confidentiality: All responses to this instrument will be kept strictly confidential and names will not be linked to individual responses during the data collection and reporting processes. In the final published results, your name will only be listed as one of the expert panelists along with others who participate in this Delphi study. At no time in this process will identities be linked to individual responses.

Potential benefits and risks: Please keep in mind that it is not possible to identify all potential risks in research procedures, but I have taken reasonable precautions to minimize any known risks. If you choose to participate, this study will provide you with the opportunity to share your views with your colleagues and compare similarities and differences. Your shared expertise may result in improved quality and leadership in Dual Credit in New Mexico. No monetary compensation will be provided for your participation.

Contact information: Gregory D. Carlson (575) 234-9276 or gregorydcarlson@yahoo.com. The faculty advisor: Dr. Myron A. Eighmy, (701) 231-5775, or Myron.Eighmy@ndsu.edu.

For any questions regarding research subjects' rights or to file a complaint regarding this research study, contact the North Dakota State University Human Research Protection Office (701) 231-8908 or ndsu.irb@ndsu.edu.

Please acknowledge that you have read this consent letter prior to proceeding.

Yes
No

2. Please provide your name in order that the researcher can track who has responded to the instrument.

Please read each of the statements and indicate your level of agreement with that statement. Provide information in the comment box to support your choice. If you think an item is poorly worded, provide an alternative wording for that item in the comment box. Please note that if you have to exit the survey prior to completion, you may return to it later and continue from where you left off.

Education Philosophy

3. Education helps individuals improve their quality of life.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
20	2	0	0	0

Mean 3.91 St. Dev. 0.29

Make comments and/or revise the statement. 1

Not only the individual, but their communities, state and country.

4. Education is a key factor in producing a viable economy.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
18	4	0	0	0

Mean 3.82 St. Dev. 0.39

Make comments and/or revise the statement. 0

5. The future job outlook depends heavily upon an educated and skilled workforce.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
16	6	0	0	0

Mean 3.73 St. Dev. 0.46

Make comments and/or revise the statement. 1

But would state it as: "The future job outlook will depend, in part, upon an educated and skilled workforce." Don't feel 'depends heavily' is a correct statement.

6. Policy makers and legislatures need to align state budgets with value systems that support education, our youth and community.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
21	1	0	0	0

Mean 3.95 St. Dev. 0.21

Make comments and/or revise the statement. 1

As long as government is not viewed 'as the answer to all our needs!' We should not keep throwing money into the same programs that have been proven to not work, just because money is allocated for 'education.'

7. Education is an important solution to begin to break the cycle of poverty.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
19	3	0	0	0

Mean 3.86 St. Dev. 0.35

Make comments and/or revise the statement. 3

Education is not the only solution. There are many other variables which help contribute to poverty.

But restate it as, "Education is an important part of the solution to begin to break the cycle of poverty."

Many people are held hostage in poverty due to their inability to read or write.

8. Education provides the bedrock for an individual's lifetime.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
17	3	2	0	0

Mean 3.68 St. Dev. 0.65

Make comments and/or revise the statement. 1

Education is only one element that provides the bedrock during an individual's lifetime.

9. Education helps make a person more well-rounded as far as employment.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
9	12	1	0	0

Mean 3.36 St. Dev. 0.58

Make comments and/or revise the statement. 1

I think it greatly contributes to it but a person's experience I believe contributes more.

10. Education is more than learning of material, it is an investment in the future.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
15	7	0	0	0

Mean 3.68 St. Dev. 0.48

Make comments and/or revise the statement. 0

11. Please contribute other statements about Education Philosophy that you would like the expert panel to consider. 2

Integrate culturally relevant education where needed.

Education has many elements, including academic achievement.

Transition from High School to College

12. Community colleges serve as a gateway to higher education, especially to those low achieving students who most likely would not attend college.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
10	11	0	0	1

Mean 3.48 St. Dev. 0.51

Make comments and/or revise the statement. 1

I previously worked in the Admissions Office and very frequently found when visiting with low achieving students that they don't believe they can attend college. The community college serves as a gateway to give these students an opportunity to live a better quality of life.

13. Vocational and academic career pathways should be reviewed.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
15	4	0	0	3

Mean 3.79 St. Dev. 0.42

Make comments and/or revise the statement. 6

Reviewed for what? Effectiveness? Not sure what you are asking with this question.

All programs should be reviewed for continual improvement and maximized effectiveness.

This should happen when students enter high school.

by whom?

Not everyone is paper and pencil, Harvard Law-type students.

Reviewed by whom? To be changed?

14. Review of vocational and academic career pathways would allow educators to identify a student's interests and skill sets which would collectively result in higher graduation rates and more skilled workers.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
12	7	2	0	1

Mean 3.48 St. Dev. 0.68

Make comments and/or revise the statement. 4

I think this could work against many students who may be taught from childhood that they are not college material and therefore not strive for college at all.

Students who are interested in a career pathway / subject are always more apt to stay interested in school.

As written if you mean just review pathway programs by itself. That doesn't in itself identify student interests and skills.

But restate as, "A review of vocational and academic career pathways may allow educators to identify interests and skill sets of students, which could result in higher graduation rates and more skilled workers."

15. Secondary students should be allowed to choose educational pathways based upon skill sets and interests.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
13	7	1	0	1

Mean 3.57 St. Dev. 0.60

Make comments and/or revise the statement. 1

If the students' themselves make the choice rather than being placed based on a "review" this might be more feasible.

16. Students who participate in dual credit coursework remain in college programs at a higher percentage than students not participating in dual credit opportunities.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
8	7	0	0	7

Mean 3.53 St. Dev. 0.52

Make comments and/or revise the statement. 5

We personally don't have the data to prove that as we are in the earliest stages of our program.

Have not seen data on this lately.

I have not seen any data on this.

I would like to believe this is true. Has this research been done?

not necessarily

17. Students who participate in dual credit coursework graduate from college at a higher percentage than students not participating in dual credit opportunities.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
6	9	0	0	7

Mean 3.40 St. Dev. 0.51

Make comments and/or revise the statement. 5

Again, I can make a personal assessment but not one based on my work with dual credit. At least not at this time.

New Mexico is in its 4th year since legislation was passed to support dual credit. Data is not in.

I have not seen any data on this.

This may be a byproduct of the group - which first elects to take part in a DC program and second is eligible (i.e. qualified) to participate. Worried about how such a statement may be interpreted, given the lurking variables.

Same here. I would like to believe this is true.

18. Dual credit programs provide students with a means of transition to higher education by introducing higher education to the student with student support personnel at both the high school and college levels.

<i>Strongly Agree</i> (4)	<i>Agree</i> (3)	<i>Disagree</i> (2)	<i>Strongly Disagree</i> (1)	<i>No Judgment</i>
17	4	0	0	1

Mean 3.81 St. Dev. 0.40

Make comments and/or revise the statement. 1

This also depends on the level of commitment of both institutions to educate the student on the processes and expectations involved in taking on college and college level courses.

19. Increased emphasis should be placed on transforming the remedial programs into a module-based initiative that allows students to proceed at a pace best suited for each student.

<i>Strongly Agree</i> (4)	<i>Agree</i> (3)	<i>Disagree</i> (2)	<i>Strongly Disagree</i> (1)	<i>No Judgment</i>
8	5	3	0	6

Mean 3.31 St. Dev. 0.79

Make comments and/or revise the statement. 4

I'm not sure if this would work as some students may choose to merely "cruise" along neither improving nor regressing.

Some work is being done on our campus with curriculum delivered electronically.

what are module-based initiatives?

This is not a DC related topic. This is a very important topic, but is not related to DC. By legislation - DC cannot include remedial or developmental coursework.

20. Through increased curricular collaboration between high schools and colleges in the subjects of English, Reading, and Mathematics to ensure that graduating high school students meet college entrance requirements, the need for remedial coursework in college may diminish.

<i>Strongly Agree</i> (4)	<i>Agree</i> (3)	<i>Disagree</i> (2)	<i>Strongly Disagree</i> (1)	<i>No Judgment</i>
6	13	2	0	1

Mean 3.19 St. Dev. 0.60

Make comments and/or revise the statement. 2

Possibly, although some students who enter high school may be at a level which may require more intensive interventions than may be applicable to others. Some students get passed from grade to grade never learning the basics and some of who can barely read.

The high schools over many years have lowered their requirements while the colleges have not. This has created a major disconnect between what high school students are required to master in order to graduate and what will be required on college placement exams.

21. If high school students do not receive the instruction required to be successful in college, it is up to the college or university to provide opportunities for students to learn foundational skills and then be able to progress in their education.

<i>Strongly Agree</i> (4)	<i>Agree</i> (3)	<i>Disagree</i> (2)	<i>Strongly Disagree</i> (1)	<i>No Judgment</i>
1	15	5	0	1

Mean 2.81 St. Dev. 0.51

Make comments and/or revise the statement. 2

Ideally this would be the case but remedial courses which bring students up to speed in college also eat up their financial aid thereby decreasing their chances of continuing due to limited funds.

However, students may take a year or 2 to progress from developmental/remedial courses to the college level, having to learn what they should have learned in high school.

22. The emphasis upon remedial coursework within college can hinder a smooth student transition from secondary to postsecondary education.

Panel Scores SA (18.2%) A (31.8%) D (27.3%) SD (13.6%) NJ (9.1%)

Panel Comments: If a student needs remediation, he/she should receive it. Some students welcome remedial coursework especially if they have been out of the loop for a long time also if they are recent graduates from high school they may not be prepared for regular college coursework. I believe that remedial coursework is necessary and does not hinder the transition for secondary to postsecondary. To some extent I believe that it can ease the transition because many students who finish high school still feel unsure that they are prepared for postsecondary education. Students requiring remedial coursework when they enter college should have access to it, otherwise they may not persist. It can enhance a student's transition from secondary to postsecondary rather than hinder it. I don't know if it is so much an emphasis rather a necessity. At times we have students enter college with minimal math and English skills. If secondary and postsecondary can truly collaborate the need for legitimate remediation will diminish greatly. Often "too many" remedial or developmental courses will make the college experience seem impossible and make the student feel 'less than.' I neither agree nor disagree with the statement. I believe in some cases, if a student is too far behind and has a great deal of remedial work to be done, it can greatly hinder a further progression towards degree, but in a case where mild doses of remedial work is needed, the student can be brought up to the required mark, and the outcome can result in graduation. I believe that while remediation may be necessary for some students, it may result in a stigma and delay in graduation. I do not condone eliminating remediation at the college level. Developmental, or remedial coursework, makes possible success in postsecondary courses. If high school students don't receive the instruction required to be successful in college, it is up to the college or university to provide opportunities for students to learn foundational skills and then be able to progress in their education. It will help some students get a positive start in their postsecondary education. The desire is there, but many come needing remedial work. Thus, frustrations eventually leads to disenrollment or sadly failure.

Revised Statement: While remediation may be necessary for some students, it may result in a stigma and delay college graduation.

<i>Strongly Agree</i> (4)	<i>Agree</i> (3)	<i>Disagree</i> (2)	<i>Strongly Disagree</i> (1)	<i>No Judgment</i>
2	11	6	1	2

Mean 2.70 St. Dev. 0.73

Make comments and/or revise the statement. 4

I don't know if it is so much the stigma attached to remediation as it would be other factors which would contribute to a student's persistence. It definitely makes the goal of graduation more difficult but not impossible.

I agree with this, but I don't think that "stigma" is the main problem. I think the greater problem is that the high schools should teach to the level that will be required in high school, thereby reducing the need for remediation.

DC does not, by legislation, deal in remedial or developmental coursework. I agree with the above statement but withdraw judgment based on improper categorization of this issue.

If there are too many layers of developmental education in which a student must participate, there is no "light at the end of the tunnel" and students are less likely to persist.

23. Uniform college entrance standards may unfairly disadvantage some students, including minority students.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
3	12	6	0	1

Mean 2.86 St. Dev. 0.66

Make comments and/or revise the statement. 2

Here, we have seen many examples of students coming to us with challenges in the areas of reading, writing and application of simple mathematics but have many success stories. Currently our entrance standards are very inclusive and to think of making standards universal for all types of colleges and universities does seem to pose quite a disadvantage especially to those students who choose to attend specialized institutions such as ours.

They "may."

24. The lack of a single college entrance standard for a diverse population may hinder a student's transition from high school to college.

Panel Scores: SA (4.5%) A (27.3%) D (40.9%) SD (9.1%) NJ (18.2%)

Panel Comments: A single entrance standard is a disadvantage to minority candidates. Our college has a single college entrance standard for college-level coursework. Remediation is available to students who do not meet that standard. The entrance requirements should be consistent for core classes and practical for vocational classes. I can see the purpose of varying college entrance standards, as some colleges need more stringent guidelines than others, but I would hope that it does not actually hinder a student's ability to go to college. If I'm understanding this statement correctly, I do believe that there should be flexibility and the ability to appeal admission standards. I agree that admission standards need to be enforced, however, there always should be a way to challenge a decision.

Revised Statement:

College entrance standards should be consistent for general core classes, with some practical variation for vocational courses and a means for student appeals.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
8	13	0	0	1

Mean 3.38 St. Dev. 0.50

Make comments and/or revise the statement. 2

Particularly when courses are skills-based and result in an industry credential.

Always give the students a voice.

25. The high school student's academic program in college preparatory coursework should be an important factor in the college admissions process.

Panel Scores: SA (13.6%) A (59.1%) D (22.8%) SD (4.5%)

Panel Comments: Some student barely get through high school so making preparatory course work a factor in determining if a student gets into college or not is unfair. I have met many students who barely made it through high school but have been completely successful during their college career and beyond. This is a matter of entry level, not a matter of entry. The rigor of the course work the student chose to take on should be a factor though not the only factor nor the most important. Mastery of college entrance requirements should be the primary factor but if collaboration has been effective the college preparatory coursework will produce mastery. It should be one of several factors in the college admission process. As a community college, we practice open admissions and thus do not consider the high school's academic program.

Revised Statement:

The high school student's academic program in college preparatory coursework should be one factor considered in the college admissions process.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
2	15	2	1	2

Mean 2.90 St. Dev. 0.64

Make comments and/or revise the statement. 2

This would depend on the type of institution the student is considering and the student themselves. If we break the system down into categories and only the students who fit neatly into those categories are allowed entrance we will then continue to perpetuate the system of entitlement which is already strongly supported.

My philosophy aligns with the portion of the statement above that says "if collaboration has been effective the college preparatory coursework will produce mastery."

26. Please contribute other statements about Transition from High School to College that you would like the expert panel to consider. 2

None at this time.

New Mexico High School Redesign legislation requires that beginning with the high school class of 2013, each student will be required to have an AP, online or dual credit class in order to graduate. Those students are now juniors. Hopefully data is forthcoming to support that this mandate is advantageous, but I fear that many students will be placed in E-20/20 in order to fulfill this requirement.

Dual Credit Programs

27. The opportunity to participate in dual credit aligned with Programs of Study is a huge motivator for students who may otherwise have a strong probability of never enrolling in higher education.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
9	11	0	0	2

Mean 3.45 St. Dev. 0.51

Make comments and/or revise the statement. 3

We have hired a full-time advisor for dual credit and hope that alignment of Programs of Study will be a motivator for students to enter college.

They don't know what they don't know. We're here to show them this pathway exists.

I would not use the word "huge motivator" - rather "one motivator"

28. The terms concurrent enrollment, dual credit, dual enrollment, postsecondary enrollment, and co-enrollment are used interchangeably to describe academic programming at colleges and universities.

Panel Scores: SA (18.2%) A (45.5%) D (4.5%) SD (27.3%) NJ (4.5%)

Panel Comments: We need a simplified vocabulary. Many do use the terms dual credit and concurrent enrollment interchangeably; however, they mean two different things. A student who registers under dual credit has tuition and fees waived by the university they are attending and their high school district that they reside in purchases their books for them and then the district gets reimbursed from the state. Concurrent enrollment students get everything the same as a dual credit student except for they (the student) is responsible for the purchase or their book for the course. The use of terminology is sometimes confusing for students, parents and high school teachers, but it is prevalent. Use one term and one term only. Using multiple terms can be very confusing for stakeholders. For example: Dual credit refers to simultaneously earning hours for secondary and postsecondary levels double dipping on one class. Concurrent enrollment means they are enrolled at both the secondary and postsecondary levels in the same semester nothing more. ... to describe academic programming at colleges and universities for high school students enrolling in college/university courses. The two I've heard most often are concurrent enrollment, dual credit and dual enrollment. Dual credit indicates that both high school and college credit are received for a course, dual enrollment may be included in this concept. Concurrent, and coenrollment merely mean the student is taking high school and college classes at the same time. While all terms may not be used at each school / institution, they would all mean close to the same and could be interchangeable, in most cases. Concurrent Enrollment and Dual Credit are two different programs. Concurrent enrollment has costs, dual enrollment does not.

Revised Statement:

While the terms concurrent enrollment, dual credit, dual enrollment, postsecondary enrollment, and co-enrollment are used interchangeably to describe academic programming at colleges and universities for high school students enrolling in college/university courses; the meanings vary to such an extent that a simplified vocabulary is needed.

<i>Strongly Agree</i> (4)	<i>Agree</i> (3)	<i>Disagree</i> (2)	<i>Strongly Disagree</i> (1)	<i>No Judgment</i>
10	9	0	1	2

Mean 3.40 St. Dev. 0.75

Make comments and/or revise the statement. 1

I do not condone the restriction of word choice. We learn to appropriately use our words - but this is not something that can be forced on anyone.

29. Statutory and procedural guidance from state legislators and agencies can assist in creating program consistency.

Panel Scores: SA (13.6%) A (59.1%) D (9.1%) SD (9.1%) NJ (9.1%)

Panel Comments: The government is not the answer. Based upon the intent of the law I strongly think that there should be representation at the grassroots level to educate government agencies and legislators. Hopefully, having stakeholder input would help in the elimination of mass confusion. Especially if the

program is being paid for by tax dollars, we all (high school, college, university) need to be accountable to the citizens of the state! Up until this point there has been a lack of communication regarding the program and how it is to function. This creates extreme difficulties for those schools who are new to dual credit. This guidance can assist if their information comes from practitioners at the high school, two-year and four-year institution levels. No group can be left out or the guidance will be skewed. To an extent.... While each region may need to handle certain situations differently, general guidelines should be obtained to allow for consistency between institutions within the state. In a perfect world, I believe this is true. However, in many cases I've noticed that NM PED produces policy with little or no input from colleges, universities, and high schools. These policies, in turn, do not always have the best interest of the students in mind nor do they provide adequate guidance or means of enforcement. Program consistency is important but myriad rules and regulations hinder the process. Micromanaging by the PED actually interfere with education delivering relevant and rigorous opportunities to students.

Revised Statement:

With the input of practitioners at high schools and colleges, statutory and procedural guidance from legislators and agencies can assist in creating dual credit program consistency.

<i>Strongly Agree</i> (4)	<i>Agree</i> (3)	<i>Disagree</i> (2)	<i>Strongly Disagree</i> (1)	<i>No Judgment</i>
5	14	1	1	1

Mean 3.10 St. Dev. 0.70

Make comments and/or revise the statement. 2

This has not been the case with our statewide dual credit program. There are many variations which would benefit from having professionals of all institutional levels at the table when developing such consistency.

I served on the steering committee that wrote the rules that became the Statewide Master Agreement. It has since been revised. I recall that input was solicited from practitioners at high schools and colleges. Revisions should be on-going, but I believe the input described above was taken into consideration.

30. Differences between community college and four year college general education coursework may hinder dual credit opportunities.

Panel Scores: SA (0.0%) A (22.7%) D (54.6%) SD (18.2%) NJ (4.5%)

Panel Comments: If we are speaking on New Mexico community colleges vs. NM four-year colleges general education course work then no it does not hinder due to the New Mexico common core. However, it would hinder if the student is seeking to go to a University out of the state of NM. In Math, it is easier to align the coursework once the it is determined at what level students are taught core concepts, i.e., algebra, trigonometry, precalculus, calculus, and under what course "titles" they appear in high school. However, we find that English is harder to align as college faculty and high school teachers may not agree on readings and assignments that are requirements for college, AP and state standard and benchmarks. Not every student should go to a four-year college. The differences allow students to go in a direction best suited to their abilities I don't see that as a hindrance. There does not have to be a difference in the coursework. There must be communication between the two and four-year colleges. Too often the four-year does not honestly consider the rigor of community/two-year college coursework. There should be no difference. An introductory, college level freshman composition course should result in identical outcomes for the student. It may, but I see no reason to take away local autonomy within an area / region. The coursework should transfer, in some way, as both institutions work together. Having the option of challenging college coursework provides students with an option to traditional college coursework. Similarly, students who have access to career technical programs also have an outlet to high school coursework that may not capture the interest of the student. Universities and community colleges are both necessary options for a diverse student population. With Articulation Agreements in place DC students know which class(es) and programs seamlessly transfer. If we can complete

the development of common course numbers and transfer matrices across all institutions then there should be no issues in regard to general education courses.

Revised Statement:

Differences between community college and four year college general education coursework in New Mexico hinder dual credit opportunities for students planning to continue their higher education coursework in New Mexico.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
1	2	12	2	5

Mean 2.12 St. Dev. 0.70

Make comments and/or revise the statement. 3

The general education courses work at my branch campus (UNM) are no different than what is required at the university we are a branch of, therefore, it should not be a hindrance for students.

One comment, not all dual credit students know about the classes with articulation agreements so many do not know they will transfer.

Do not make such vast implications in a statement.

31. Please contribute other statements about Dual Credit programs that you would like the expert panel to consider. 1

None at this time.

Dual Credit Courses

32. Dual credit courses can motivate high school students to put forth a good effort throughout high school because it gives their work relevance.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
10	10	1	0	1

Mean 3.43 St. Dev. 0.60

Make comments and/or revise the statement. 2

This depends on how the course is developed and offered to the student. There are some schools which do not have ready access to dual credit courses as would a urban student. In order to get access to courses they would have to enroll in distance education courses which are not as readily available as well as depend on the district to determine which courses they are to be offered.

I find this to be somewhat true for academic courses, but not so much for career-technical.

33. Please contribute other statements about Dual Credit Courses that you would like the expert panel to consider. 1

None

Dual Credit Students

34. Dual credit students frequently perform at or above the level of regular college students enrolled in the same course section.

Panel Scores: SA (13.6%) A (45.5%) D (27.3%) SD (0.0%) NJ (13.6%)

Panel Comments: Sometimes, but not frequently enough. Dependent on the student. I can really only comment on this from the viewpoint of having a majority of our courses take place on high school campuses. Though this seems to be the trend. If the high school and college work collaboratively the performance is excellent. I do not have the data to agree nor disagree with this statement. I would hope that all students enrolled in the course, regular college students or dual credit students, would succeed. Data from my program supports this statement. DC students here have an overall course success rate slightly exceeding the overall student success rate.

Revised Statement:

Dual credit students often perform comparably with regular college students enrolled in the same course section; however, more emphasis needs to be placed upon student supports at high schools and colleges to facilitate the success of dual credit students.

<i>Strongly Agree</i> (4)	<i>Agree</i> (3)	<i>Disagree</i> (2)	<i>Strongly Disagree</i> (1)	<i>No Judgment</i>
5	13	0	0	4

Mean 3.28 St. Dev. 0.46

Make comments and/or revise the statement. 3

The key is strong and active collaboration between the high school teacher and the college faculty.

Not really sure what is meant by "student supports"

I agree with the first part of the sentence; but, I question whether more EMPHASIS on student support is needed to facilitate the success of dual credit students!

35. Please contribute other statements about Dual Credit Students that you would like the expert panel to consider. 1

None

Data Collection and Analysis

36. Colleges and universities need to report student success information back to high schools so that curricular refinement can improve education.

<i>Strongly Agree</i> (4)	<i>Agree</i> (3)	<i>Disagree</i> (2)	<i>Strongly Disagree</i> (1)	<i>No Judgment</i>
9	10	0	0	3

Mean 3.47 St. Dev. 0.51

Make comments and/or revise the statement. 5

The student success information of college students or high school students taking dual credit?

Although, I believe this statement to be true, I feel that the high school student success information should be forwarded to the colleges and universities, as well, to improve curricular refinement & education.

Especially if a high school student is failing a class needed for HS graduation.

And vice versa - the communication needs to be going both ways. There needs to be a point person designated to discuss these issues and relay information.

Rephrase sentence to something like, "Colleges and universities should report student success information to the high schools so if needed, curricular refinement can be made to help improve the students' high school education."

37. What data and reports are needed to assist in making decisions about dual credit in New Mexico? 7

The state needs to look at how dual credit courses are being implemented. Are they being taught by adjunct faculty, regular college faculty or high school teachers hired as adjunct faculty. Are the same textbooks as are used in the main campus' college classes also being utilized if the courses is taking place at a high school site. The overall process for initiating an MOA with a district and seeing this MOA through to offering courses on their site needs to be clearer.

A state-wide analysis of what is working and what is not, innovative ideas, and general data concerning dual credit programs would be beneficial to all agencies. Right now, many agencies around the state are working in a "silo" atmosphere, with no collaboration or consensus.

Success rates among students who complete Dual Credit courses with a passing grade. Data needs to be collected that measures the number of students who complete a Dual Credit course and completes a post-secondary education leading to full-time employment. The issue concerning Dual Credit courses offered at the LEA's needs to be addressed. For example the quality of instruction compared if the student was to take the course under a college instructor at the post-secondary institution. There is a main concern among college faculty is the student is not prepared to take the next course. For example, the student takes a college algebra at the high school and then enrolls in a pre-calculus or trigonometry course. The student fails the course because they did not have the preparation to be successful.

mid course progress reports at each 6 weeks

I think most colleges and universities do not follow through with tracking the success of dual credit students. How many students actually go on to receive a post-secondary certificate or degree? Even the New Mexico PED/HED website does not list this information.

matriculation, retention and grade reports

It would be interesting to see STATE WIDE data on Dual credit- Which courses students are taking as well as success rates.

38. Please contribute other statements about Data Collection and Analysis that you would like the expert panel to consider. 2

None.

Carefully consider the geographical areas from where the data is collected, demographics, high school cumulative GPA's that determine success rates for students who enroll in Dual Credit Courses. Consider and compare success rates for students who enroll in lecture, online and LEA based Dual Credit courses.

Dual Credit in New Mexico

39. What has been the impact of dual credit on colleges? 12

Dual credit has helped prepare students for what they will encounter in some cases with college level courses. Students are more aware of their options when it comes to college and a bit more familiar with the application process.

Increased enrollment, I would assume. Additionally, I would hope that future post-secondary enrollment would be increased?! Not necessarily a question that I can answer, from a secondary stand-point.

Increase in enrollment and younger students--those straight out of high school--have lowered the average age of students attending.

Obviously, enrollment has increased. There are also some questionable practices by college/universities in an effort to solicit the FTE, such as "dumbing down" college classes taught at high schools.

For the most part because dual credit enrollment has increased, colleges find themselves have to offer more course sections to accommodate dual credit students. This has been difficult due to budget constraints.

Students make progress early.

Increased enrollment + Need for additional course sections/faculty

Both college faculty and staff need to make adjustments in their attitudes towards teaching and working with high school students. More work on our enrollment services who now function partly as high school registrar's with requirements to get parent permission forms. More work on Academic Schools to align curriculum with high school programs of study.

It has created more paperwork, but also more students.

Students are transitioning better and are staying in college.

Since our program is relatively small, the overall impact of the program on the college and its resources is also small.

40. What has been the impact of dual credit on universities? 7

Unknown, can't comment.

I would assume the same.....

Universities may have the same impact with budget constraints as college, however, their numbers are considerably lower because the admission requirements are considerably higher.

Don't know.

It has created more paperwork, but also more students

More students believe they can be successful and enter college better prepared therefore numbers are increasing.

Since our program is relatively small, the overall impact of the program on the college and its resources is also small.

41. What has been the impact of dual credit on high school students? 12

See question 39

increased opportunities.

Increased confidence in students who graduate high school knowing that a post-secondary education is something that they can indeed gain. Additionally, it allows for "free" college credit for the students.

I believe it is the realization that college is a possibility for their future and it is attainable.

greater focus on academics over all

The impact for high school students has been favorable since we see many of these students go on to pursue a post-secondary education. Many of these students are first time generation, low achieving students that may not considered attending college if they hadn't participated in the Dual Credit Program.

Post-secondary exposure and experience.

High school students are more supported in navigating enrollment processes, they feel more optimistic and confident about going to college.

Students view Dual Credit as an opportunity to "get a jump" on course requirements and as an opportunity to broaden their areas of expertise. I don't think that dual credit opportunities have significantly impacted our HS students.

Dual credit motivates students to put forth an honest effort in high school. They become interested in a career and more students are choosing to go to college.

Higher achievement rates and greater participation in college

We are seeing high school students coming in better prepared for college if they have taken DC courses.

42. A dual credit course should be weighted on a student's high school transcript the same as an Advanced Placement or honors course in calculating the student's overall Grade Point Average.

<i>Strongly Agree</i> (4)	<i>Agree</i> (3)	<i>Disagree</i> (2)	<i>Strongly Disagree</i> (1)	<i>No Judgment</i>
5	6	5	1	5

Mean 2.88 **St. Dev.** 0.93

Make comments and/or revise the statement. 5

I'm not familiar with this practice so I can't comment on it.

There are students who shy away from dual credit because the rigor of college coursework may result in a lower grade and therefore impact their GPA. This particularly happens with students vying for valedictorian.

I don't believe milking GPA's should be the goal of the program. I don't personally care either way - of course, it doesn't directly affect me. However, some of the brighter students may like the incentive.

School districts should make this decision, based on PED rules, regulations, etc.

AP coursework is verified by external examination. As in most high school or college coursework, what is actually learned is very dependent on the professor.

43. What should the policy be for transfer of dual credit courses in New Mexico? 12

If an institution is accredited I think the state should set a standard where credits transfer easily especially within that state.

It would be my hope that the transfer of dual credit would fall in line with the state credit transfer guidelines already in place.

Same as college courses.

If the classes are Gen Eds, they should all transfer in NM.

They are college courses. Treat them as such.

Same as for regular transfer students...college/university transcripts must be evaluated by the respective Registrar's Office for transfer of credit.

It should be the same as any college course, regardless of which type of student is enrolled.

If it is a college level course that transfers, it should transfer.

Dual Credit courses need to be freely transferable to all public higher education institutions in New Mexico.

If there is not consistency, they must go by the rules of the receiving school.

New Mexico should continue its progress on a common course numbering system that would ensure universal transferability

This should be up to each individual institution.

44. Dual credit is a vital element in an educational system that will facilitate the future success of New Mexico students, opening the door to success in the workforce and in life.

<i>Strongly Agree</i> (4)	<i>Agree</i> (3)	<i>Disagree</i> (2)	<i>Strongly Disagree</i> (1)	<i>No Judgment</i>
11	6	1	0	4

Mean 3.56 St. Dev. 0.62

Make comments and/or revise the statement. 3

I don't have enough information about the results of dual credit to make a judgment.

Dual credit is one element in the NM Educational system in which students may participate. Because I work in this area, I would certainly encourage students to participate. However, it may not be right for all students. There are other avenues for those students which would be just as successful in opening the door to success in the workforce and in their life.

It is one element.

45. The process for academic transfer of dual credit courses from one college to another college is meeting the needs of students.

Panel Scores: SA (18.1%) A (27.3%) D (27.3%) SD (0.0%) NJ (27.3%)

Panel Comments: I am not aware of this. Unknown. If the transfer is within the state of NM. If transferring to colleges in other states, many courses do not transfer. We have made progress in this area but still need expanded consistency past the 35 or so courses that all institutions have agreed to accept. Though generally this is working, more consistency regarding transfer across the board is necessary in the State of NM. Students should indeed be able to transfer from one institution to another, without loss of credit! I don't think

this issue pertains solely to Dual Credit students. Articulation issues exist amongst all college students who transfer from one college to another. Institutions with transfer programs and degrees equally serve DC students. Students who go out of state, where their DC classes aren't all accepted, or accepted as electives have told us that just the DC experience helped them to get accepted and helped them to feel prepared. Students must remember to ask colleges for their transcripts when seeking entrance/transfer to other colleges. There are conflicts often when students transfer from one college to another, not just involving Dual Credit courses.

Revised Statement:

The process for academic transfer of dual credit courses from one college to another college within the state of New Mexico is meeting the needs of students.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
7	5	0	0	10

Mean 2.58 St. Dev. 0.51

Make comments and/or revise the statement. 4

I do not have enough information to answer this question.

Are dual credit courses transcribed differently on a college transcript? My assumption is that ENGL 101 is ENGL 101 and no distinction is made on the transcript if it was taken when a student is in college or in high school.

I'm not familiar with this but do know that policies for all school districts in New Mexico vary and are inconsistent. Even within our own university there are inconsistency with test score standard etc. The same is true for dual credit standards.

Agree, as long as students request that the college/university where they took the dual credit course sends their transcripts to the college/university they are transferring to.

46. Dual credit opportunities (whether academic or career technical) should be available to appropriately qualified high school freshmen, sophomores, juniors, and seniors.

Panel Scores: SA (27.3%) A (40.9%) D (18.2%) SD (9.1%) NJ (4.5%)

Panel Comments: Juniors and seniors only. If they are qualified. I believe freshmen are still not mature enough to handle dual credit. We are having discussions about freshman participation in dual credit due to state funding cutbacks, but we feel it is appropriate. May I suggest that we look at other states who are practicing Dual Credit initiatives and allowing freshman and sophomores to participate. There could be issues concerning maturity levels and motivation. The NM state program was developed and targets juniors and seniors. I believe it should stay that way. Any variance from that could be on a case-by-case basis. If a student is prepared to take these courses and the secondary school approves that student as being ready to take on college level courses, I don't see why they shouldn't be able to. Any high school student who is appropriately qualified should be able to participate. I agree with this statement. If any student is appropriately qualified, the opportunity should be afforded to them. I believe with this statement in theory, but I'm not quite sure that all freshmen are ready for the rigors of college coursework. That said, I have seen numerous freshmen excel in my program. Students who have successfully completed their freshman year of coursework are eligible for DC here. Freshmen and sophomores are too young and do not have the background to do college work.

Revised Statement:

Academic dual credit opportunities should be available to appropriately qualified high school freshmen.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
4	6	8	1	3

Mean 2.68 St. Dev. 0.89

Make comments and/or revise the statement. 5

I lean toward freshmen and sophomores taking career-technical classes. The course alignment between high school and college is more appropriate with the junior/senior classes. I also believe consideration should be on a course-by-course basis and if a student meets the qualifications based on placement tests, but at the same time, we see many freshmen and sophomores who are not mature enough for college-level coursework in the academic disciplines, and do not have the motivation and the focus to meet required deadlines.

I agree and disagree. I personally feel that most freshman are not mature enough to handle dual credit. There are also certain vocational/technical programs with age requirement such as the medical fields of nursing, EMS and criminal justice. I've had faculty tell me that some of the course content is not suitable for even 16 year olds. If parents really feel they would like their student to take college courses, perhaps they should be admitted their first semester as early admission and the parent pay for the first semester of classes. I also agree that if you have and academically prepared freshman there should be exceptions made on a case by case basis for these students.

If you are now requiring dual credit as part of other requirements, if you can get it early, then it is positive.

If a student is capable of college level calculus, he should be allowed to take a calculus course. Who cares how old the student is? If they can test to that level, let them perform.

Dual Credit opportunities should be available to appropriately qualified high school students.

47. Dual credit opportunities (whether academic or career technical) should be available to appropriately qualified high school freshmen, sophomores, juniors, and seniors.

Panel Scores: SA (27.3%) A (40.9%) D (18.2%) SD (9.1%) NJ (4.5%)

Revised Statement:

Academic dual credit opportunities should be available to appropriately qualified high school Sophomores.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
3	11	5	0	3

Mean 2.89 St. Dev. 0.66

Make comments and/or revise the statement. 3

If the courses align. Most academic courses align with courses taken by juniors and seniors.

Approval for dual credit admission on an individual basis only, after review of qualifications.

Academic Dual Credit opportunities should be available to appropriately qualified high school students.

48. Dual credit opportunities (whether academic or career technical) should be available to appropriately qualified high school freshmen, sophomores, juniors, and seniors.

Panel Scores: SA (27.3%) A (40.9%) D (18.2%) SD (9.1%) NJ (4.5%)

Revised Statement:

Academic dual credit opportunities should be available to appropriately qualified high school Juniors.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
12	7	0	0	3

Mean 3.63 St. Dev. 0.50

Make comments and/or revise the statement. 1

Academic Dual Credit opportunities should be available to appropriately qualified high school students.

49. Dual credit opportunities (whether academic or career technical) should be available to appropriately qualified high school freshmen, sophomores, juniors, and seniors.

Panel Scores: SA (27.3%) A (40.9%) D (18.2%) SD (9.1%) NJ (4.5%)

Revised Statement:

Academic dual credit opportunities should be available to appropriately qualified high school Seniors.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
10	8	0	1	3

Mean 3.42 St. Dev. 0.77

Make comments and/or revise the statement. 2

I agree, however, what is the state going to do if you have a senior who needs to satisfy their graduation requirement by taking a dual credit, advance placement, distance education or online class? Exceptions would need to be made for these students whether they are qualified or not.

Academic Dual Credit opportunities should be available to appropriately qualified high school students.

50. Dual credit opportunities (whether academic or career technical) should be available to appropriately qualified high school freshmen, sophomores, juniors, and seniors.

Panel Scores: SA (27.3%) A (40.9%) D (18.2%) SD (9.1%) NJ (4.5%)

Revised Statement:

Vocational and career technical dual credit opportunities should be available to appropriately qualified high school freshmen.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
6	7	5	1	3

Mean 2.95 St. Dev. 0.91

Make comments and/or revise the statement. 2

I don't believe they are mature enough.

Vocational and career technical Dual Credit opportunities should be available to appropriately qualified high school students.

51. Dual credit opportunities (whether academic or career technical) should be available to appropriately qualified high school freshmen, sophomores, juniors, and seniors.

Panel Scores: SA (27.3%) A (40.9%) D (18.2%) SD (9.1%) NJ (4.5%)

Revised Statement:

Vocational and career technical dual credit opportunities should be available to appropriately qualified high school sophomores.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
6	9	3	1	3

Mean 3.05 St. Dev. 0.85

Make comments and/or revise the statement. 2

6 Strongly Agree, 9 Agree, 3 Disagree, 1 Strongly Disagree, 3 No Judgment, 2 Comments approval on an individual basis only after review of qualifications.

Vocational and career technical Dual Credit opportunities should be available to appropriately qualified high school students.

52. Dual credit opportunities (whether academic or career technical) should be available to appropriately qualified high school freshmen, sophomores, juniors, and seniors.

Panel Scores: SA (27.3%) A (40.9%) D (18.2%) SD (9.1%) NJ (4.5%)

Revised Statement:

Vocational and career technical dual credit opportunities should be available to appropriately qualified high school juniors.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
10	8	1	0	3

Mean 3.47 St. Dev. 0.61

Make comments and/or revise the statement. 1

Vocational and career technical Dual Credit opportunities should be available to appropriately qualified high school students.

53. Dual credit opportunities (whether academic or career technical) should be available to appropriately qualified high school freshmen, sophomores, juniors, and seniors.

Panel Scores: SA (27.3%) A (40.9%) D (18.2%) SD (9.1%) NJ (4.5%)

Revised Statement:

Vocational and career technical dual credit opportunities should be available to appropriately qualified high school seniors.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
11	7	0	1	3

Mean 3.47 St. Dev. 0.77

Make comments and/or revise the statement. 1

Vocational and career technical Dual Credit opportunities should be available to appropriately qualified high school students.

54. What should the criteria be for letting high school students enroll in dual credit courses? 14

Again, this standard should be set by each institution in collaboration with the high school.

individual school based.

Grade Point Average and possibly recommendation by teacher/counselor/administration. Each case can be different.

College placement exams in reading and math. High school course aligns with college course. Student is fully aware of the consequences of not passing the course or taking a "W" grade which remains on their college transcript.

They should meet the placement exam requirements.

Have the required high school GPA, pass 2 out of the sections of placement exam, and exceptions made for those students with extenuating circumstance.

Can they handle it? Do you have courses/instructors that meet/match the courses and can the students do that work?

At the University level, these eligibility requirements have worked for us: Junior or Senior, a certain HS GPA, specific ACT/SAT score (or an equivalent PSAT/PLAN score if no ACT/SAT their first semester, then must submit ACT/SAT scores by next semester for continuation), Math Placement Exam if required.

It should be the same as the entrance requirements for traditional students.

Qualified students who meet any prerequisite requirement and have the approval of the high school and college/university should be eligible for Dual Credit.

Teacher/Counselor recommendation and student desire. We need to allow our students to risk failure as well as seek success.

Ability to pass the entrance exam and not have previously failed a dual credit class.

Placement scores and high school recommendations

There should not be a specific criteria for letting DC students take classes. This should be up to each college or university.

55. The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of students, high schools, and colleges.

Panel Scores: SA (0.0%) A (77.3%) D (9.1%) SD (4.5%) NJ (9.1%)

Panel Comments: The HED and NMPED needs to address the issue concerning students who are on an IEP and are academically challenged. Some of the terminology can be challenging to decipher but for the most part it does cover quite the range of responsibilities. While the document is currently effective, I believe that it does not contain all information that is necessary. The individual situations warrant additional criteria in local agreements. Parts of this document are enforced and others are not. I have seen (and fought against) districts that limit the number of courses with no consequences. I think this document has many strengths and in theory has the interests of the students in mind, however, changes to this document are done without

consultation from colleges, universities and districts. The agreement is wordy and convoluted. Perhaps an outline summary of important points?

Revised Statement:

The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of academically low performing students.

<i>Strongly Agree</i> (4)	<i>Agree</i> (3)	<i>Disagree</i> (2)	<i>Strongly Disagree</i> (1)	<i>No Judgment</i>
1	5	8	1	7

Mean 2.40 St. Dev. 0.74

Make comments and/or revise the statement. 5

I don't think it addresses that.

Unknown

Higher Ed (UNM_G) has made this a very complicated process.

More discussion among HED, PED, colleges/university and high schools needed to improve terminology/responsibilities of all involved.

Not able to easily answer this question given that in our case how we serve these students can vary wildly given where they attend high school and what resources and support the high schools are willing or in a position to give.

56. The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of students, high schools, and colleges.

Panel Scores: SA (0.0%) A (77.3%) D (9.1%) SD (4.5%) NJ (9.1%)

Panel Comments: The HED and NMPED needs to address the issue concerning students who are on an IEP and are academically challenged. Some of the terminology can be challenging to decipher but for the most part it does cover quite the range of responsibilities. While the document is currently effective, I believe that it does not contain all information that is necessary. The individual situations warrant additional criteria in local agreements. Parts of this document are enforced and others are not. I have seen (and fought against) districts that limit the number of courses with no consequences. I think this document has many strengths and in theory has the interests of the students in mind, however, changes to this document are done without consultation from colleges, universities and districts. The agreement is wordy and convoluted. Perhaps an outline summary of important points?

Revised Statement:

The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of high achieving students.

<i>Strongly Agree</i> (4)	<i>Agree</i> (3)	<i>Disagree</i> (2)	<i>Strongly Disagree</i> (1)	<i>No Judgment</i>
6	8	4	1	3

Mean 3.00 St. Dev. 0.88

Make comments and/or revise the statement. 1

More discussion among HED, PED, colleges/university and high schools needed to improve terminology/responsibilities of all involved.

57. The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of students, high schools, and colleges.

Panel Scores: SA (0.0%) A (77.3%) D (9.1%) SD (4.5%) NJ (9.1%)

Panel Comments: The HED and NMPED needs to address the issue concerning students who are on an IEP and are academically challenged. Some of the terminology can be challenging to decipher but for the most part it does cover quite the range of responsibilities. While the document is currently effective, I believe that it does not contain all information that is necessary. The individual situations warrant additional criteria in local agreements. Parts of this document are enforced and others are not. I have seen (and fought against) districts that limit the number of courses with no consequences. I think this document has many strengths and in theory has the interests of the students in mind, however, changes to this document are done without consultation from colleges, universities and districts. The agreement is wordy and convoluted. Perhaps an outline summary of important points?

Revised Statement:

The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of high schools.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
2	12	4	1	3

Mean 2.79 St. Dev. 0.71

Make comments and/or revise the statement. 2

But only if the high school takes advantage of and supports the opportunities afforded to the students.

More discussion among HED, PED, colleges/university and high schools needed to improve terminology/responsibilities of all involved.

58. The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of students, high schools, and colleges.

Panel Scores: SA (0.0%) A (77.3%) D (9.1%) SD (4.5%) NJ (9.1%)

Panel Comments: The HED and NMPED needs to address the issue concerning students who are on an IEP and are academically challenged. Some of the terminology can be challenging to decipher but for the most part it does cover quite the range of responsibilities. While the document is currently effective, I believe that it does not contain all information that is necessary. The individual situations warrant additional criteria in local agreements. Parts of this document are enforced and others are not. I have seen (and fought against) districts that limit the number of courses with no consequences. I think this document has many strengths and in theory has the interests of the students in mind, however, changes to this document are done without consultation from colleges, universities and districts. The agreement is wordy and convoluted. Perhaps an outline summary of important points?

Revised Statement:

The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of colleges.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
3	7	4	0	8

Mean 2.93 St. Dev. 0.73

Make comments and/or revise the statement. 2

More discussion among HED, PED, colleges/university and high schools needed to improve terminology/responsibilities of all involved.

Don't know if this serves the needs of colleges as we have no feedback from the college.

59. The Restricted Credit Agreement (noting that courses must be listed on a college certificate or degree, and be offered to both high school and college students during the same semester) is effectively serves the needs of students, high schools, and colleges.

Panel Scores: SA (4.5%) A (45.5%) D (27.3%) SD (4.5%) NJ (18.2%)

Panel Comments: May I suggest that colleges offer all courses listed in the Academic Catalog. Students who meet the eligibility requirements just like that of a regular college student would be eligible to enroll. For example, ACT, COMPASS, ACCUPLACER, SAT as well as course prerequisites. I'm primarily disagreeing with the policy that courses must both be offered to high school and college students during the same semester. I'm not clear on the rationale for this policy. Some courses delivered to rural high schools via online or interactive video do not necessarily need to be offered during the same semester at the college. I see varying sides to this argument and do not have enough personal information to make a judgment on the issue, at this time.

Revised Statement:

Colleges should be able to offer all courses listed in the Academic Catalog for dual credit, in order that all students who meet the eligibility requirements (such as placement test and course prerequisites) would be eligible to enroll.

<i>Strongly Agree</i> (4)	<i>Agree</i> (3)	<i>Disagree</i> (2)	<i>Strongly Disagree</i> (1)	<i>No Judgment</i>
5	8	6	0	3

Mean 2.95 St. Dev. 0.78

Make comments and/or revise the statement. 6

Why limit their choices as we are going to be working with students at various levels of academic skills.

This is applicable if students come to the college to take the courses, and if the high school transcripts it as a core vs. elective credit.

Agree with panel

I'd still like a restriction placed on the amount of P E taken by DC students. I like to see them have fun, but I'd rather have the program gear toward educational endeavors.

The following process has worked well for us: the Colleges and Departments determine which undergraduate courses they approve for dual credit offerings (usually 100- and 200-level--space and the number of sections that can be offered is a determining factor for many courses not being approved for dual credit), and this is our Master List of Authorized Courses for Dual Credit for all school districts with a Master Agreement with us and are included in their APPENDIX. Occasionally, a school district may receive approval of a few additional courses for their students only. Students who request to take courses not on the authorized Master List/APPENDIX must meet that course prerequisite and be authorized by the College, Department and school district on an individual basis to take the course.

However, I believe the state made an appropriate call by eliminating fitness classes from DC. DC is intended to prepare students for college or career.

60. Standards for the course credit hour ratio between high school and college should be governed by state policy, rather than established individually by institutions.

Panel Scores: SA (18.2%) A (40.9%) D (31.8%) SD (4.5%) NJ (4.5%)

Panel Comments: The 3:1 ratio works for academic, but not always for career-tech courses. For example, coursework in the allied health fields can earn up to 8 credit hours and can be completed in one high school year. There are many facets to this statement. The time schedule in a high school is usually different from the college thus making the comparison of "seat time" most effective through collaboration between the two institutions delivering/receiving the class. This issue should indeed be uniform across the state, as some districts would vary their credit-to-credit ratio widely. We have a 3:1 credit ratio in place. However, districts vary in the transcription of 2, 1, and 4 credit courses. Consistency across the system is important. It should be governed as a result of a collaborative effort between high schools and colleges.

Revised Statement:

The New Mexico standards for the 3:1 credit hour ratio between college and high school are appropriate for academic courses.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
2	11	3	2	4

Mean 2.72 St. Dev. 0.83

Make comments and/or revise the statement. 3

Agree with panel.

Should be consistent across the state.

High Schools don't transcript in thirds. It doesn't make sense for a student who completes a 1 credit college class to earn a .33 high school credit. This is an important issue that needs to be revisited.

61. Standards for the course credit hour ratio between high school and college should be governed by state policy, rather than established individually by institutions.

Panel Scores: SA (18.2%) A (40.9%) D (31.8%) SD (4.5%) NJ (4.5%)

Panel Comments: The 3:1 ratio works for academic, but not always for career-tech courses. For example, coursework in the allied health fields can earn up to 8 credit hours and can be completed in one high school year. There are many facets to this statement. The time schedule in a high school is usually different from the college thus making the comparison of "seat time" most effective through collaboration between the two institutions delivering/receiving the class. This issue should indeed be uniform across the state, as some districts would vary their credit-to-credit ratio widely. We have a 3:1 credit ratio in place. However, districts vary in the transcription of 2, 1, and 4 credit courses. Consistency across the system is important. It should be governed as a result of a collaborative effort between high schools and colleges.

Revised Statement:

The New Mexico standards for the 3:1 credit hour ratio between college and high school are appropriate for vocational and career technical courses

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
1	10	5	3	3

Mean 2.47 St. Dev. 0.84

Make comments and/or revise the statement. 2

Agree with panel.

Should be consistent across the state.

62. Developmental, remedial, and physical education courses should not be available for dual credit.

Panel Scores SA (22.7%) A (36.4%) D (27.3%) SD (4.5%) NJ (9.1%)

Panel Comments: If PE is required and we can have our students get it through dual enrollment, that would be great. Some of these students would benefit in taking remedial courses and be better prepared when beginning college in my opinion. These are all college courses and should be made available to them. Just on the physical education courses. College students do not earn college credit for remedial courses. This only encourages the students not to study harder in high school knowing that they can take remedial classes in college. Did not like the grouping of these. Developmental and remedial (high school level) courses ought to be taught at the appropriate institution. Physical education courses should not be excluded, although probably limited and restricted. Some physical education courses should be considered if they are required in a degree plan and are required in a Program of Study. I also agree with this statement.

Revised Statement:

Developmental and Remedial courses should not be available for dual credit.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
5	11	1	2	3

Mean 3.00 St. Dev. 0.88

Make comments and/or revise the statement. 4

I think if they were offered along with a requirement that a student take a dual credit course I don't see the harm in that. Only for PE. the high school's should be responsible for bringing their student's up to level.

High school standards should be aligned at the level of developmental courses so that students master the material and high school.

If students need those classes, or will eventually have to take them anyway, let them take asap!

This coursework should be provided by the high school.

63. Developmental, remedial, and physical education courses should not be available for dual credit.

Panel Scores SA (22.7%) A (36.4%) D (27.3%) SD (4.5%) NJ (9.1%)

Panel Comments: If PE is required and we can have our students get it through dual enrollment, that would be great. Some of these students would benefit in taking remedial courses and be better prepared when beginning college in my opinion. These are all college courses and should be made available to them. Just on the physical education courses. College students do not earn college credit for remedial courses. This only encourages the students not to study harder in high school knowing that they can take remedial classes in college. Did not like the grouping of these. Developmental and remedial (high school level) courses ought to be taught at the appropriate institution. Physical education courses should not be excluded, although probably limited and restricted. Some physical education courses should be considered if they are required in a degree plan and are required in a Program of Study. I also agree with this statement.

Revised Statement:

Physical education courses should not be available for dual credit.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
4	7	5	3	3

Mean 2.63 St. Dev. 1.01

Make comments and/or revise the statement. 3

If it was a requirement that a student also take a regular dual credit course.

The number of PE classes taken should be restricted as only 1 credit is needed to graduate.

Available but limited.

64. What should the goals be for dual credit policy in New Mexico? 8

Stability, consistency and follow-up with all stakeholders.

To have consistency within the state on policy and procedures. These vary from school district to school district.

That HED work WITH us as a partner not as an inconvenience.

Foster an environment of learning and success for the students.

Be consistent across the state.

The goals should focus on increasing high school graduation rates, improving matriculation rates into college immediately following high school graduation and improving retention.

Increase opportunities for high school students to explore college level work in post high school academic and vocational arenas.

The program should provide educational opportunity and help students transition to higher ed.

65. Please contribute other statements about Dual Credit in New Mexico that you would like the expert panel to consider. 1

None

APPENDIX K. DELPHI SURVEY ROUND 2 REMINDER EMAIL

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Email: Myron.Eighmy@ndsu.edu

Dear Participant:

Thank you for your willingness to participate in this research study examining essential components of Dual Credit in New Mexico. This study is being conducted by Gregory D. Carlson, Doctoral Candidate in the School of Education at North Dakota State University.

If you have already completed Round 2 of the instrument, please disregard this reminder and thank you for your participation. If you have not yet had the opportunity to complete Round 2 of the instrument, please complete the instrument through the following Survey Monkey link.
<https://www.surveymonkey.com/s/ZWHKS8H>

Thank you very much for your participation as an expert in this study!

Sincerely,

Gregory D. Carlson
gregorydcarlson@yahoo.com

APPENDIX L. ROUND 3 DELPHI EMAIL

North Dakota State University (NDSU)
Department: School of Education
Address: 216D FLC, PO Box 6050
Fargo, North Dakota 58108-6050
Phone: (701) 231-5775
Fax: (701) 231-7416
Email: Myron.Eighmy@ndsu.edu

Dear Participant:

Thank you for your willingness to participate in this research study examining essential components of Dual Credit in New Mexico. Please read the following information and ask any questions you may have before you agree to participate in this study. We ask that you respond to all three rounds of this Delphi study. This study will be conducted by Gregory D. Carlson, Doctoral Candidate in the School of Education at North Dakota State University. Please note that the Consent Form is attached to this email.

Purpose of the study: The purpose of this study is to seek expert feedback and consensus upon the essential components of dual credit policy in New Mexico. Participation will be sought from administrators, counselors, and other employees involved with Dual Credit at secondary and postsecondary institutions in New Mexico.

The Round 3 Delphi instrument has been placed on Survey Monkey and may be accessed through the following link:

<https://www.surveymonkey.com/s/9VCHZMX>

If possible, please complete the Round 3 survey by **Friday, March 9, 2012**.

Thank you very much for your participation!

Sincerely,

Gregory D. Carlson
gregorydcarlson@yahoo.com

Attachments

Download All

- Invitation to Participate.pdf
- Consent Form.pdf

APPENDIX M. DELPHI SURVEY ROUND 3 INSTRUMENT

1. North Dakota State University (NDSU)

CONSENT FORM

Essential Components of Dual Credit in New Mexico: A Delphi Study

Because of your professional expertise, you are among a select group who have been invited to participate in this research study examining essential components of Dual Credit in New Mexico. Please read the following information and ask any questions you may have before you agree to participate in this study.

Purpose of the study: The purpose of this study is to seek expert feedback and consensus upon the essential components of dual credit policy in New Mexico.

Time commitment: The first round instrument in this Delphi contains 52 topic statements for you to review and provide responses and comments. This process will take approximately 50 minutes. In the second and third rounds of the instrument, topic statements will be removed when consensus is reached. Additional responses may be added based upon participant feedback. The time commitment for the second and third rounds should be less than 50 minutes each. The researcher anticipates that the process of interaction with panelists will occur during a three month period.

Voluntary choice: Participation in this study is voluntary and you may choose not to participate or quit at any time without penalty. Should you choose to participate, we would appreciate your participation in all three rounds in order to provide the most accurate data for the study.

Explanation of procedures: This Delphi study will allow you to express your opinions and ideas concerning the essential components of Dual Credit in New Mexico. During the first round you will be asked to respond to 52 topic statements using a Likert scale for levels of agreement. You will have the opportunity to include comments and suggestions for additional statements in subsequent Delphi rounds. Items that show statistical consensus will be removed from the instrument and topics contributed by panelists will be added to the instrument for the next round.

Confidentiality: All responses to this instrument will be kept strictly confidential and names will not be linked to individual responses during the data collection and reporting processes. In the final published results, your name will only be listed as one of the expert panelists along with others who participate in this Delphi study. At no time in this process will identities be linked to individual responses.

Potential benefits and risks: Please keep in mind that it is not possible to identify all potential risks in research procedures, but I have taken reasonable precautions to minimize any known risks. If you choose to participate, this study will provide you with the opportunity to share your views with your colleagues and compare similarities and differences. Your shared expertise may result in improved quality and leadership in Dual Credit in New Mexico. No monetary compensation will be provided for your participation.

Contact information: Gregory D. Carlson gregorydcarlson@yahoo.com.

The faculty advisor: Dr. Myron A. Eighmy, (701) 231-5775, Myron.Eighmy@ndsu.edu.

For any questions regarding research subjects' rights or to file a complaint regarding this research study, contact the North Dakota State University Human Research Protection Office (701) 231-8908 or ndsu.irb@ndsu.edu.

Please acknowledge that you have read this consent letter prior to proceeding.

Yes

No

2. Please provide your name in order that the researcher can track who has responded to the instrument.

This is the final round of this study. Please read each of the statements and indicate your level of agreement with that statement. Provide information in the comment box to support your choice. Please note that if you have to exit the survey prior to completion, you may return to it later and continue from where you left off.

Transition from High School to College

3. If high school students do not receive the instruction required to be successful in college, it is up to the college or university to provide opportunities for students to learn foundational skills and then be able to progress in their education.

Round 2 Panel Scores: SA (4.55%); A (68.18%); D (22.73%); SD (0.00%); NJ (4.55%)

Round 2 Panel Comments: Ideally this would be the case but remedial courses which bring students up to speed in college also eat up their financial aid thereby decreasing their chances of continuing due to limited funds. However, students may take a year or 2 to progress from developmental/remedial courses to the college level, having to learn what they should have learned in high school.

Revised Statement: (please indicate your level of agreement with the following statement)

If students do not receive the instruction in high school required to be successful in college, it is up to the college or university to provide opportunities for students to learn foundational skills for students to be able to progress in their education.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
1	13	3	1	1

Mean 2.78 St. Dev. 0.65

Make comments and/or revise the statement. 3

It is the responsibility of the high school to get students ready for college-however, the college or university should be allowed to assist the high schools by allowing students to test at an early stage to find out what skills they are lacking especially in math reading and writing.

While I do not agree with this statement entirely, they are the only institution that can provide the remediation for continued success.

Unfortunately, that is the only avenue available for remediating students for preparation of post-secondary coursework.

4. The emphasis upon remedial coursework within college can hinder a smooth student transition from secondary to postsecondary education.

Round 1 Panel Comments: If a student needs remediation, he/she should receive it. Some students welcome remedial coursework especially if they have been out of the loop for a long time also if they are recent graduates from high school they may not be prepared for regular college coursework. I believe that remedial coursework is necessary and does not hinder the transition for secondary to postsecondary. To some extent I believe that it can ease the transition because many students who finish high school still feel unsure that they are prepared for postsecondary education. Students requiring remedial coursework when they enter college should have access to it, otherwise they may not persist. It can enhance a student's transition from secondary to postsecondary rather than hinder it. I don't know if it is so much an emphasis rather a necessity. At times we have students enter college with minimal math and English skills. If secondary and post secondary can truly collaborate the need for legitimate remediation will diminish greatly. Often "too many" remedial or developmental courses will make the college experience seem impossible and make the student feel 'less than.'

I neither agree nor disagree with the statement. I believe in some cases, if a student is too far behind and has a great deal of remedial work to be done, it can greatly hinder a further progression towards degree, but in a case where mild doses of remedial work is needed, the student can be brought up to the required mark, and the outcome can result in graduation. I believe that while remediation may be necessary for some students, it may result in a stigma and delay in graduation. I do not condone eliminating remediation at the college level. Developmental, or remedial coursework, makes possible success in postsecondary courses. If high school students don't receive the instruction required to be successful in college, it is up to the college or university to provide opportunities for students to learn foundational skills and then be able to progress in their education. It will help some students get a positive start in their postsecondary education. The desire is there, but many come needing remedial work. Thus, frustrations eventually leads to disenrollment or sadly failure.

Round 2 Revised Statement: While remediation may be necessary for some students, it may result in a stigma and delay college graduation.

Round 2 Panel Scores: SA (9.09%), A (50.00%), D (27.27%), SD (4.55%), NJ (9.09%)

Round 2 Panel Comments: I don't know if it is so much the stigma attached to remediation as it would be other factors which would contribute to a student's persistence. It definitely makes the goal of graduation more difficult but not impossible. I agree with this, but I don't think that "stigma" is the main problem. I think the greater problem is that the high schools should teach to the level that will be required in high school, thereby reducing the need for remediation. Dual Credit does not, by legislation, deal in remedial or developmental coursework. I agree with the above statement but withdraw judgment based on improper categorization of this issue. If there are too many layers of developmental education in which a student must participate, there is no "light at the end of the tunnel" and students are less likely to persist.

Revised Statement: (please indicate your level of agreement with the following statement)

If students need remediation in a subject area, it would be best for them to take the college level remediation course in high school.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
4	11	3	1	0

Mean 2.95 St. Dev. 0.78

Make comments and/or revise the statement. 7

High school should actually be the "remediation" for college level course. However, there are too many students who come from high school to college that are in need of remedial course work. Thus leaving the notion that the students are not learning what they need to in high school to be prepared for college. If a student is identified in high school as needing remedial course then it would be a benefit to the student to allow them to take the remedial course while still in high school. Allowing remediation course for a student in high school will not only help the student's progression in college but could also benefit the student with high school studies as well.

I agree, however, as stated early, secondary and post secondary institutions need to collaboratively work together to reduce the need for remedial classes.

And how do you propose to fit a college-level remediation class into a full high school-required schedule?

I don't believe the high school is prepared to deal with these remedial issues.

While I agree with this statement, that too is not entirely possible, as the high schools should indeed be working to provide subject remediation to students who require it.

High schools should remediate high school students, and colleges should remediate college students.

While it may be best for the student to take the college level remediation course in high school, the possibility of such is just not available.

5. The high school student's academic program in college preparatory coursework should be an important factor in the college admissions process.

Round 1 Panel Comments: Some student barely get through high school so making preparatory course work a factor in determining if a student gets into college or not is unfair. I have met many students who barely made it through high school but have been completely successful during their college career and beyond. This is a matter of entry level, not a matter of entry. The rigor of the course work the student chose to take on should be a factor though not the only factor nor the most important. Mastery of college entrance requirements should be the primary factor but if collaboration has been effective the college preparatory coursework will produce mastery. It should be one of several factors in the college admission process. As a community college, we practice open admissions and thus do not consider the high school's academic program.

Round 2 Revised Statement: The high school student's academic program in college preparatory coursework should be one factor considered in the college admissions process.

Round 2 Panel Scores: SA (9.09%), A (68.18%), D (9.09%), SD (4.55%), NJ (9.09%)

Round 2 Panel Comments: This would depend on the type of institution the student is considering and the student themselves. If we break the system down into categories and only the students who fit neatly into those categories are allowed entrance we will then continue to perpetuate the system of entitlement which is already strongly supported. My philosophy aligns with the portion of the statement above that says "if collaboration has been effective the college preparatory coursework will produce mastery."

Revised Statement: (please indicate your level of agreement with the following statement)

The high school student's college preparatory coursework should be considered in the college admissions process.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
2	12	4	0	1

Mean 2.89 St. Dev. 0.58

Make comments and/or revise the statement. 3

I don't think a high school students college preparatory course work should be considered for college admissions. If an admission committee is evaluating college admission application and they have two students, 1 who took college preparatory coursework and a student who did not but has a 4.0 high schools GPA, and college preparatory working is the determining factor the student with a 4.0 would not be accepted. I think it would be an unfair judgment

It should indeed be considered, but in no way should be the only form of consideration towards admission.

It should only be considered when taken into account along with many other factors...

6. Students who are interested in a career pathway / subject are more apt to stay interested in school.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
9	10	0	0	0

Mean 3.47 St. Dev. 0.51

Make comments and/or revise the statement. 3

If and when, the high school can offer elective courses that align.

I firmly believe that if a student's interests are explored, they are much more likely to enjoy coming to class and will thus be more apt to stay in school.

True - Especially when the career pathway / subject matter is taught in an engaging manner.

7. A disconnect exists between the level of mastery required for high school graduation and the knowledge that will be required on college entrance exams.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
6	8	3	0	2

Mean 3.18 St. Dev. 0.73

Make comments and/or revise the statement. 5

I do not believe the disconnect is the level of mastery, I believe it is the choice of information included.

I strongly agree that there is a huge disconnect. I believe that the problem lies in the fact that our high school teachers are required to teach toward the standard test and not toward the preparation of college.

While it is the hopes that this would not be true, from the secondary education stand-point, it may indeed be the case in some cases.

State Education Departments and Higher Education and Public schools all need to collaborate in order to answer this complex question.

This statement is not as universal as stated... While I am unsure as to the level required on college entrance exams, it is my hope that the majority of high school graduating seniors have the basic level to enter into post-secondary fields.

8. More data is needed to determine whether dual credit students subsequently remain in college programs at a higher rate than those who do not participate in dual credit.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
5	12	0	0	2

Mean 3.29 St. Dev. 0.47

Make comments and/or revise the statement. 3

We have data but not enough of it.

That would indeed be very interesting information to obtain. While it is hoped that the statement would be proven true, without data, it can not be substantiated.

I would indeed be interested in knowing the data surrounding this issue.

Dual Credit Programs

9. Differences between community college and four year college general education coursework may hinder dual credit opportunities.

Round 1 Panel Comments: If we are speaking on New Mexico community colleges vs. NM

Four-year colleges general education course work then no it does not hinder due to the New Mexico common core. However, it would hinder if the student is seeking to go to a University out of the state of NM. In Math, it is easier to align the coursework once the it is determined at what level students are taught core concepts, i.e., algebra, trigonometry, precalculus, calculus, and under what course "titles" they appear in high school. However, we find that English is harder to align as college faculty and high school teachers may not agree on readings and assignments that are requirements for college, AP and state standard and benchmarks. Not every student should go to a four-year college. The differences allow students to go in a direction best suited to their abilities I don't see that as a hindrance. There does not have to be a difference in the coursework. There must be communication between the two and four-year colleges. Too often the four-year does not honestly consider the rigor of community/two-year college coursework. There should be no difference. An introductory, college level freshman composition course should result in identical outcomes for the student. It may, but I see no reason to take away local autonomy within an area / region. The coursework should transfer, in some way, as both institutions work together. Having the option of challenging college coursework provides students with an option to traditional college coursework. Similarly, students who have access to career technical programs also have an outlet to high school coursework that may not capture the interest of the student. Universities and community colleges are both necessary options for a diverse student population. With Articulation Agreements in place DC students know which class(es) and programs seamlessly transfer. If we can complete the development of common course numbers and transfer matrices across all institutions then there should be no issues in regard to general education courses.

Round 2 Revised Statement: Differences between community college and four year college general education coursework in New Mexico hinder dual credit opportunities for students planning to continue their higher education coursework in New Mexico.

Round 2 Panel Scores: SA (4.55%), A (54.55%), D (9.09%), SD (9.09%), NJ (22.73%)

Round 2 Panel Comments: The general education courses at my branch campus are no different than what is required at our main campus, therefore, it should not be a hindrance for students. Not all dual credit students know about the classes with articulation agreements so many do not know they will transfer. Do not make such vast implications in a statement.

Revised Statement: (please indicate your level of agreement with the following statement)
 Students should be clearly informed which New Mexico colleges and universities would accept each dual credit course toward fulfilling certificate or degree requirements.

<i>Strongly Agree</i> (4)	<i>Agree</i> (3)	<i>Disagree</i> (2)	<i>Strongly Disagree</i> (1)	<i>No Judgment</i>
10	6	2	0	1

Mean 3.44 St. Dev. 0.70

Make comments and/or revise the statement. 3

I support the concept of a common course numbering system for all courses which would ensure uniform transferability.

While that may be best, the truth is that high school students do not always understand or care, at that point, about which NM colleges & universities would accept each dual credit course. It should be the responsibility of the coordinators to provide the linking credit that best serves the interest of the students, as a whole.

While that may be nice, the alignment falls back on the college & high school, as they align the coursework and curriculum. The high school students may not understand the implications of what transfers and what does not.

Dual Credit Courses

10. The urban versus rural disparity in the range of dual credit courses available may limit rural student enrollment to only distance education courses.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
3	16	0	0	0

Mean 3.16 St. Dev. 0.37

Make comments and/or revise the statement. 2

While I agree with this statement, the rural communities fully understand the limitations and advantages of living in a rural setting, and with the additions of continued distance education courses, students have more options available than ever.

While that may be true, it is understood in rural communities that this is the case and would be very difficult to change. The addition of distance education courses has expanded availability over the past few years.

Dual Credit Students

11. Students are more motivated to put forth a good effort in academic dual credit courses than in vocational or career dual credit courses.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
0	2	14	2	1

Mean 2.00 St. Dev. 0.49

Make comments and/or revise the statement. 4

A student is motivated if the course is one that he or she has interest in. If a student enjoys math then that student will be successful in the Dual Credit math course on the other had if the student likes hand on learning than the student will be successful in the Career and Technical area.

I do not believe that data would substantiate this statement. In my opinion students will put forth the same amount of effort, overall.

I believe that all students generally put forth the same amount of effort in all dual credit courses.

Depends on interest level, and long term goals established.

12. Strong and active collaboration between the high school teacher and the college faculty is a factor in helping students perform well in dual credit courses.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
7	9	0	0	3

Mean 3.44 St. Dev. 0.51

Make comments and/or revise the statement. 3

The collaboration doesn't necessarily have to be between the two teachers, but someone at the high school must have a strong working relationship with the college instructor.

I agree that any collaboration is useful. All parties responsible in a system need to communicate and work towards a useful collaboration of efforts.

Any added collaboration is useful to students.

Data Collection and Analysis

13. There should be a specific contact person at each high school and college or university designated to discuss dual credit issues and collect and relay information.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
11	7	1	0	0

Mean 3.53 St. Dev. 0.61

Make comments and/or revise the statement. 3

This is extremely important.

This idea makes for a positive environment for students, as they have one person who knows how to answer questions & concerns.

There should be several people at each location.

14. A statewide analysis should be conducted to identify best practice models for dual credit in New Mexico.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
6	12	1	0	0

Mean 3.26 St. Dev. 0.56

Make comments and/or revise the statement. 2

I agree if the purpose of identification of best practice is to share information and not mandate practice.

It is always best to work within proven best-practice modalities.

15. New Mexico HED and PED need to track whether dual credit courses are being taught by adjunct faculty, regular college faculty, or high school teachers hired as adjunct faculty.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
1	8	7	0	3

Mean 2.63 St. Dev. 0.62

Make comments and/or revise the statement. 3

As long as the faculty is qualified to teach the course it should not make a difference.

This is an HLC/HED issue and would not involve the NM PED.

I do not see the added benefit in knowing this information.

16. New Mexico should create a statewide education database, including dual credit information, to facilitate research and refinement of academic curricula where needed.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
5	8	3	0	3

Mean 3.13 St. Dev. 0.72

Make comments and/or revise the statement. 3

If the information is used to promote best practice not to mandate.

I would need more information before making a judgment on this statement. At this point, I do not see the true advantage as to what I would imagine the expense to be.

Need more specific information in order to make an informed decision on this.

17. Having high school student performance data would assist colleges and universities in curricular refinement to improve the quality of education they provide.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
4	9	3	1	2

Mean 2.94 St. Dev. 0.83

Make comments and/or revise the statement. 4

If the information is used to close gaps in instruction it could be helpful. It should not be used to "water down."

HED thinks they are better than PED.

Placement tests allow a succinct evaluation of student readiness.

While that data may be useful to some instructors & decision makers, I believe that colleges & universities should refine their curricular on what industry needs reflect.

18. It would be helpful to track the future postsecondary performance of students who earn passing grades in dual credit courses while in high school.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
5	12	0	0	2

Mean 3.29 St. Dev. 0.47

Make comments and/or revise the statement. 1

This would indeed prove to again be useful information, if obtainable.

19. Data should be collected to determine the impact of dual credit enrollment upon subsequent certificate or degree attainment.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
5	14	0	0	0

Mean 3.26 St. Dev. 0.45

Make comments and/or revise the statement. 1

Again, this would prove useful, if the cost and challenge of obtaining the information does not out-weight the benefit.

20. Colleges and universities do not follow through effectively with tracking the success of dual credit students.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
2	8	2	1	6

Mean 2.85 St. Dev. 0.80

Make comments and/or revise the statement. 2

I do not receive this information so I do not know if it being tracked and not shared or not tracked at all.

I can not answer that from a secondary point of view, but would imagine that they have not been provided the guidance or system in which to track those students.

21. The geographical areas from which dual credit data is collected need to be considered as there may be distinctions based upon location.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
3	11	4	0	1

Mean 2.94 St. Dev. 0.64

Make comments and/or revise the statement. 1

That may be true, but general dual credit guidelines should be adhered to in a more global approach, with state-wide guidelines provided.

22. High schools and colleges need to share midcourse progress and grade reports for high school students in dual credit courses (for example: at six-week or middle semester intervals).

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
6	8	4	1	0

Mean 3.00 St. Dev. 0.88

Make comments and/or revise the statement. 1

This again assists with collaboration and a joining of efforts to make sure that students are being held accountable.

Dual Credit in New Mexico

23. Right now, HED and PED along with many high schools, colleges, and universities around the state are working in a "silo" atmosphere regarding dual credit, with no collaboration or consensus.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
5	9	4	0	1

Mean 3.06 St. Dev. 0.73

Make comments and/or revise the statement. 2

This has improved greatly in the past two or three years but is still an area in need of improvement.

I strongly agree that more collaboration and consensus needs to take place between all stakeholders, as we are all indeed working in "silos." If nothing else, best practice models and the sharing of innovative ideas would assist others.

24. The process for offering dual credit courses on high school campuses needs to be made clearer.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
4	8	5	0	2

Mean 2.94 St. Dev. 0.75

Make comments and/or revise the statement. 5

It is working well and some discretion must be left to the high school and college in collaboration.

I believe this should be done at the high school level. There is a large gap between high school counselor knowledge and practice when it comes to helping students enroll in classes.

I "disagree" because unless the case is an extenuating one (i.e. a boarding school), the spirit and intention of Dual Credit suggests that the courses should be college courses taught on a college campus by college faculty. Students attending a Dual Credit course on a high school campus may not be fully receiving a college experience.

Some colleges/universities in NM will accept any high school instructor and class and award it as dual credit. This does not meet the Dual Credit guidelines that the instructor must meet the same college faculty standards and the class must meet the same rigors.

This can indeed always be improved. At our campus, while the counselors understand most of the offerings, we are utilizing classroom teachers as mentors/advisors, and in many of the cases, they can not answer even the most simplistic questions. The process can always be made clearer to students...

25. New Mexico should continuously follow up with stakeholders in dual credit to ensure that the program is working effectively and that goals are being met.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
4	13	0	0	2

Mean 3.24 St. Dev. 0.44

Make comments and/or revise the statement. 3

So long as the "follow up" doesn't hinder progress - I do not support being buried in unnecessary paperwork that does not directly and positively affect my job with DC.

This is a worthwhile partnership and should continue.

This statement is a little too vague for me to make judgment. All programs should be evaluated occasionally for effectiveness, however.

26. Dual credit has ushered in questionable practices by some colleges and universities in an effort to bolster their fulltime equivalencies (FTE).

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
2	3	5	2	7

Mean 2.42 St. Dev. 1.00

Make comments and/or revise the statement. 3

I am not aware of questionable practices associated with the colleges and universities working with my district.

I guess some colleges are using questionable practices but the colleges with whom I am familiar are following task force recommendations.

While this may be true, from the secondary level, I have no knowledge or information to substantiate the statement.

27. As a result of increased dual credit enrollment, colleges and universities often have to offer more course sections with more faculty to accommodate students amidst budget constraints.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
3	9	1	1	5

Mean 3.00 St. Dev. 0.78

Make comments and/or revise the statement. 3

I truly believe the Dual Credit enrollment has generated funding for postsecondary. Offering more sections and more faculty should not be negative.

Yes, this is a possibility but it is a good problem to have.

Again, while this may be true, from the secondary level, I have no knowledge or information to substantiate the statement.

28. College and university faculty often have negative attitudes towards teaching and working with high school students.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
1	4	7	1	6

Mean 3.38 St. Dev. 0.77

Make comments and/or revise the statement. 6

We have not encountered this problem; our counterparts must do a good job of selecting faculty.

I often find that faculty are negative and often say dual credit students should be treated as college students not high school students. They shouldn't have to water down their curriculum or make exceptions for these students.

Some do, but not most.

This should not be the case.

I have not seen that.

While SOME college and university faculty may have negative attitudes towards teaching and working with high school students, I have certainly not found that it is OFTEN.

29. Dual credit has placed more work on academic program faculty at colleges and universities to align curriculum with high school programs of study.

<i>Strongly Agree</i> (4)	<i>Agree</i> (3)	<i>Disagree</i> (2)	<i>Strongly Disagree</i> (1)	<i>No Judgment</i>
0	7	6	1	5

Mean 2.43 St. Dev. 0.65

Make comments and/or revise the statement. 6

Probably, but this is progress in the right direction.

I do not think HED will align with us; rather, they will require us to align with them.

The answer to this is "somewhat." Dual credit in some case is part of the regular load for some of our faculty

The college program of study is the standard not the high school curriculum.

I would not think that this is true, as they should not have to completely align to high school programs of study, but should be working to continuing to align with industry standards and needs. It should not be the goal of colleges to lower standards for high school students, rather the dual credit students should be able to rise to the standards as required by post-secondary institutions.

It seems that alignment has fallen predominately into the lap of High Schools.

30. The dual credit program as it presently exists in state policy requires more paperwork than should be necessary, such as the collection of parent signatures for every semester a student enrolls in dual credit courses.

<i>Strongly Agree</i> (4)	<i>Agree</i> (3)	<i>Disagree</i> (2)	<i>Strongly Disagree</i> (1)	<i>No Judgment</i>
4	6	5	0	4

Mean 2.93 St. Dev. 0.80

Make comments and/or revise the statement. 7

Through good conversations this seems to be improving.

Although I know of one community college that only requires the signature once from parents.

Parents should sign if the student is under 18 years of age.

The paperwork is brutal and I have spent weeks processing the materials but in my opinion the data is necessary.

Most dual credit students are still minors; a parent signature each semester is warranted.

While I believe that the first part of this statement is true.... Post secondary institutions should NOT require numerous applications for admissions; the second part of the statement is not entirely false in that parent signatures can prove to be useful in student accountability.

Here we've created automated processes to make collection of high school course approvals more streamlined and we require the parent permission form only once during admissions.

31. Dual credit in New Mexico should continue to be available without students having to pay for tuition, general college fees, or textbooks.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
9	8	1	0	1

Mean 3.44 St. Dev. 0.62

Make comments and/or revise the statement. 2

Note sure this will continue to be feasible in our current and future economic situation.

Dual credit is a huge opportunity for students, that should be allowed to continue.

32. Dual credit opportunities have helped foster a greater overall focus on academics by all stakeholders.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
4	12	1	0	2

Mean 3.18 St. Dev. 0.53

Make comments and/or revise the statement. 1

I really can not answer this statement for all stakeholders. While I would hope that it has possibly helped in fostering a greater focus, I am not able to state absolutes.

33. New Mexico should continue its progress on a common course numbering system that would ensure universal transferability within the state.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
10	8	1	0	0

Mean 3.47 St. Dev. 0.61

Make comments and/or revise the statement. 2

'Universal' transferability probably not attainable.

It would indeed be helpful to students.

34. The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of students, high schools, and colleges.

Round 1 Panel Comments: The HED and NMPED needs to address the issue concerning students who are on an IEP and are academically challenged. Some of the terminology can be challenging to decipher but for the most part it does cover quite the range of responsibilities. While the document is currently effective, I believe that it does not contain all information that is necessary. The individual situations warrant additional criteria in local agreements. Parts of this document are enforced and others are not. I have seen (and fought against) districts that limit the number of courses with no consequences. I think this document has many strengths and in theory has the interests of the students in mind, however, changes to this document are done without consultation from colleges, universities and districts. The agreement is wordy and convoluted. Perhaps an outline summary of important points?

Round 2 Revised Statement: The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of high schools.

Round 2 Panel Scores: SA (9.09%), A (54.55%), D (18.18%), SD (4.55%), NJ (13.64%)

Round 2 Panel Comments: High schools need to take advantage of and supports the opportunities afforded to students through Dual credit. More discussion among HED, PED, colleges/university and high schools needed to improve terminology and clarify the responsibilities of all involved.

**Revised Statement: (please indicate your level of agreement with the following statement)
The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of high schools.**

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
0	12	4	0	3

Mean 2.75 St. Dev. 0.45

Make comments and/or revise the statement. 2

While there may be needed changes to verbiage, the overall agreement is currently serving the needs of high school students.

The 3:1 ratio for credit is highly problematic for high school districts.

35. The process for academic transfer of dual credit courses from one college to another college is meeting the needs of students.

Round 1 Panel Comments: I am not aware of this. Unknown. If the transfer is within the state of NM. If transferring to colleges in other states, many courses do not transfer. We have made progress in this area but still need expanded consistency past the 35 or so courses that all institutions have agreed to accept. Though generally this is working, more consistency regarding transfer across the board is necessary in the State of NM. Students should indeed be able to transfer from one institution to another, without loss of credit! I don't think this issue pertains solely to Dual Credit students. Articulation issues exist amongst all college students who transfer from one college to another. Institutions with transfer programs and degrees equally serve DC students. Students who go out of state, where their DC classes aren't all accepted, or accepted as electives have told us that just the DC experience helped them to get accepted and helped them to feel prepared. Students must remember to ask colleges for their transcripts when seeking entrance/transfer to other colleges. There are conflicts often when students transfer from on college to another, not just involving Dual Credit courses.

Round 2 Revised Statement: The process for academic transfer of dual credit courses from one college to another college within the state of New Mexico is meeting the needs of students.

Round 2 Panel Scores: SA (0.00%), A (31.82%), D (22.73%), SD (0.00%), NJ (45.45%)

Round 2 Panel Comments: I do not have enough information to answer this question. Are dual credit courses transcribed differently on a college transcript? My assumption is that ENGL 101 is ENGL 101 and no distinction is made on the transcript if it was taken when a student is in college or in high school. I am not too familiar with this but do know that policies for all school districts in New Mexico vary and are inconsistent. Even within our own university there are inconsistency with test score standard etc. The same is true for dual credit standards. Agree, as long as students request that the college/university where they took the dual credit course sends their transcripts to the college/university they are transferring to.

Revised Statement: (please indicate your level of agreement with the following statement)
Dual credit courses should be treated the same as other college courses regarding transfer from one New Mexico college or university to another.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
12	7	0	0	0

Mean 3.63 St. Dev. 0.50

Make comments and/or revise the statement. 1

Dual Credit courses should not be distinguished differently.... they provide college credit, and that should be universal on all transcripts / transfer options.

36. The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of students, high schools, and colleges.

Round 1 Panel Comments: The HED and NMPED needs to address the issue concerning students who are on an IEP and are academically challenged. Some of the terminology can be challenging to decipher but for the most part it does cover quite the range of responsibilities. While the document is currently effective, I believe that it does not contain all information that is necessary. The individual situations warrant additional criteria in local agreements. Parts of this document are enforced and others are not. I have seen (and fought against) districts that limit the number of courses with no consequences. I think this document has many strengths and in theory has the interests of the students in mind, however, changes to this document are done without consultation from colleges, universities and districts. The agreement is wordy and convoluted. Perhaps an outline summary of important points?

Round 2 Revised Statement: The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of colleges.

Round 2 Panel Scores: SA (13.64%), A (31.82%), D (18.18%), SD (0.00%), NJ (36.36%)

Round 2 Panel Comments: More discussion among HED, PED, colleges/university and high schools needed to improve terminology and clarify responsibilities of all involved. I do not know if this serves the needs of colleges as we have no feedback from the college.

Revised Statement: (please indicate your level of agreement with the following statement)
The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of colleges.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
0	9	3	0	7

Mean 2.75 St. Dev. 0.45

Make comments and/or revise the statement. 3

I don't have information to form an opinion on this issue.

I think the current agreement does serve the needs of colleges but improvements could certainly be made - as with anything, as programs evolve there is always room for improvement.

I can not speak for post-secondary institutions, but again would state that while there may be needed changes to verbiage, the overall agreement is currently serving the needs of high school students.

37. The Restricted Credit Agreement (noting that courses must be listed on a college certificate or degree, and be offered to both high school and college students during the same semester) effectively serves the needs of students, high schools, and colleges.

Round 1 Panel Comments: May I suggest that colleges offer all courses listed in the Academic Catalog. Students who meet the eligibility requirements just like that of a regular college student would be eligible to enroll. For example, ACT, COMPASS, ACCUPLACER, SAT as well as course prerequisites. I'm primarily disagreeing with the policy that courses must both be offered to high school and college students during the same semester. I'm not clear on the rationale for this policy. Some courses delivered to rural high schools via online or interactive video do not necessarily need to be offered during the same semester at the college. I see varying sides to this argument and do not have enough personal information to make a judgment on the issue, at this time.

Round 2 Revised Statement: Colleges should be able to offer all courses listed in the Academic Catalog for dual credit, in order that all students who meet the eligibility requirements (such as placement test and course prerequisites) would be eligible to enroll.

Round 2 Panel Scores: SA (22.73%), A (36.36%), D (27.27%), SD (0.00%), NJ (13.64%)

Round 2 Panel Comments: Why limit their choices as we are going to be working with students at various levels of academic skills. This is applicable if students come to the college to take the courses, and if the high school transcripts it as a core vs. elective credit. I agree. I would still like a restriction placed on the amount of Physical Education taken by Dual Credit students. I like to see them have fun, but I would rather have the program gear toward educational endeavors. The following process has worked well for us: the Colleges and Departments determine which undergraduate courses they approve for dual credit offerings (usually 100 and 200 level space and the number of sections that can be offered is a determining factor for many courses not being approved for dual credit), and this is our Master List of Authorized Courses for Dual Credit for all school districts with a Master Agreement with us and are included in their APPENDIX. Occasionally, a school district may receive approval of a few additional courses for their students only. Students who request to take courses not on the authorized Master List/APPENDIX must meet that course prerequisite and be authorized by the College, Department and school district on an individual basis to take the course. However, I believe the state made an appropriate call by eliminating fitness classes from Dual Credit. Dual Credit is intended to prepare students for college or career.

Revised Statement: (please indicate your level of agreement with the following statement)
Colleges should be able to offer all courses listed in the Academic Catalog for dual credit, in order that all students who meet the eligibility requirements (such as placement test and course prerequisites) would be eligible to enroll.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
8	10	1	0	0

Mean 3.37 St. Dev. 0.60

Make comments and/or revise the statement. 5

Not including remedial or PE courses.

I would agree with this statement, however, having an approved course that is agreed upon by all often smoothes the administrative process. Seeing the whole catalog as available would be great for access, but might not actually serve the best interest of the parties involved.

However, some courses are better suited for dual credit than others. For example, those that have prerequisites may not be feasible since students must meet all requirements to take a course.

Space, available faculty and finances figure into a college or university being able to authorize any or all courses for dual credit.

If a student is able to meet the course prerequisites and placement test requirements, then they should be allowed to enroll for the course.

38. Developmental, remedial, and physical education courses should not be available for dual credit.

Round 1 Panel Comments: If PE is required and we can have our students get it through dual enrollment, that would be great. Some of these students would benefit in taking remedial courses and be better prepared when beginning college in my opinion. These are all college courses and should be made available to them. Just on the physical education courses. College students do not earn college credit for remedial courses. This only encourages the students not to study harder in high school knowing that they can take remedial classes in college. Did not like the grouping of these. Developmental and remedial (high school level) courses ought to be taught at the appropriate institution. Physical education courses should not be excluded, although probably limited and restricted. Some physical education courses should be considered if they are required in a degree plan and are required in a Program of Study. I also agree with this statement.

Round 2 Revised Statement: Physical education courses should not be available for dual credit.

Round 2 Panel Scores: SA (18.18%), A (31.82%), D (22.73%), SD (13.64%), NJ (13.64%)

Round 2 Panel Comments: If it was a requirement that a student also take a regular dual credit course. The number of Physical Education classes taken should be restricted as only 1 credit is needed to graduate. Physical education courses should be available but limited.

Revised Statement: (please indicate your level of agreement with the following statement)
Physical education courses should not be available for dual credit.

<i>Strongly Agree</i> (4)	<i>Agree</i> (3)	<i>Disagree</i> (2)	<i>Strongly Disagree</i> (1)	<i>No Judgment</i>
2	7	7	1	2

Mean 2.59 **St. Dev.** 0.80

Make comments and/or revise the statement. 4

Some physical education courses should be considered if they are required in a degree plan and are required in a Program of Study.

In fact, as Health is now a requirement, offering it as dual enrollment would be incredibly beneficial!

Many colleges require a physical education activity course(s) as part of their general education component. Therefore, high school students should be able to take the course(s) as dual credit.

After reading the round 2 panel comment, I would have to change my opinion to agreeing that it could be useful to allow for students to gain up to one credit, if concurrently or previously enrolled in at least one academic dual credit course, as well. Of course, any high school student should be allowed to register as an early-admit student and take physical education courses, at their own expense, also.

39. Standards for the course credit hour ratio between high school and college should be governed by state policy, rather than established individually by institutions.

Round 1 Panel Comments: The 3:1 ratio works for academic, but not always for career-tech courses. For example, coursework in the allied health fields can earn up to 8 credit hours and can be completed in one high school year. There are many facets to this statement. The time schedule in a high school is usually

different from the college thus making the comparison of "seat time" most effective through collaboration between the two institutions delivering/receiving the class. This issue should indeed be uniform across the state, as some districts would vary their credit-to-credit ratio widely. We have a 3:1 credit ratio in place. However, districts vary in the transcription of 2, 1, and 4 credit courses. Consistency across the system is important. It should be governed as a result of a collaborative effort between high schools and colleges.

Round 2 Revised Statement: The New Mexico standards for the 3:1 credit hour ratio between college and high school are appropriate for academic courses.

Round 2 Panel Scores SA (9.09%), A (50.00%), D (13.64%), SD (9.09%), NJ (18.18%)

Round 2 Panel Comments: I agree. Should be consistent across the state. High Schools do not transcript in thirds. It does not make sense for a student who completes a 1 credit college class to earn a .33 high school credit. This is an important issue that needs to be revisited.

Revised Statement: (please indicate your level of agreement with the following statement)

The New Mexico standards for the 3:1 credit hour ratio between college and high school are appropriate for academic courses.

<i>Strongly Agree</i> (4)	<i>Agree</i> (3)	<i>Disagree</i> (2)	<i>Strongly Disagree</i> (1)	<i>No Judgment</i>
2	10	3	3	1

Mean 2.61 **St. Dev.** 0.92

Make comments and/or revise the statement. 4

A different ratio should apply for career-tech classes that require skills labs and that carry a greater number of college credit hours.

I have been a strong proponent of a state-wide transfer guideline and the 3:1 does not fit in all courses.

Should be consistent throughout the state.

Some standard needs to be made, but all courses, rather academic or career technical, need to utilize the same standard. Also... it is agreed that high school transcripts should not be subjected to splitting credits into thirds. The system should account for 1/2 credit increments.

40. Standards for the course credit hour ratio between high school and college should be governed by state policy, rather than established individually by institutions.

Round 1 Panel Comments: The 3:1 ratio works for academic, but not always for career-tech courses. For example, coursework in the allied health fields can earn up to 8 credit hours and can be completed in one high school year. There are many facets to this statement. The time schedule in a high school is usually different from the college thus making the comparison of "seat time" most effective through collaboration between the two institutions delivering/receiving the class. This issue should indeed be uniform across the state, as some districts would vary their credit-to-credit ratio widely. We have a 3:1 credit ratio in place. However, districts vary in the transcription of 2, 1, and 4 credit courses. Consistency across the system is important. It should be governed as a result of a collaborative effort between high schools and colleges.

Round 2 Revised Statement: The New Mexico standards for the 3:1 credit hour ratio between college and high school are appropriate for vocational and career technical courses.

Round 2 Panel Scores: SA (4.55%), A (45.45%), D (22.73%), SD (13.64%), NJ (13.64%)

Round 2 Panel Comments: I agree. It should be consistent across the state.

Revised Statement: (please indicate your level of agreement with the following statement)

The New Mexico standards for the 3:1 credit hour ratio between college and high school are appropriate for vocational and career technical courses.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
0	8	6	3	2

Mean 2.29 St. Dev. 0.77

Make comments and/or revise the statement. 4

See above statement

Should be consistent throughout the state.

Same statement as above: Some standard needs to be made, but all courses, rather academic or career technical, need to utilize the same standard. Also... it is agreed that high school transcripts should not be subjected to splitting credits into thirds. The system should account for 1/2 credit increments.

Same comment as previous - mandate states a 3:1 ratio and high school districts don't transcript in thirds.

41. A dual credit course should be weighted on a student's high school transcript the same as an Advanced Placement or honors course in calculating the student's overall Grade Point Average.

Round 2 Panel Scores: SA (22.73%), A (27.27%), D (22.73%), SD (4.55%), NJ (22.73%)

Round 2 Panel Comments: I am not familiar with this practice so I can't comment on it. Some students, such as students vying for valedictorian, shy away from dual credit because the rigor of college coursework may result in a lower grade and therefore impact their Grade Point Average. I do not believe milking Grade Point Averages should be the goal of the program. I don't personally care either way of course, it doesn't directly affect me. However, some of the brighter students may like the incentive. School districts should make this decision, based on Public Education Department rules, regulations, etc. Advanced Placement coursework is verified by external examination. As in most high school or college coursework, what is actually learned is very dependent on the professor.

Revised Statement: (please indicate your level of agreement with the following statement)

A dual credit course should be weighted on a student's high school transcript the same as an Advanced Placement or honors course in calculating the student's overall Grade Point Average.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
8	8	2	0	1

Mean 3.33 St. Dev. 0.69

Make comments and/or revise the statement. 5

The local district should make the decision about the weighting factor. Our district has chosen to give Dual Credit courses a weighting factor, but some courses should carry more weight.

Student who are in the running for valedictorian shy away from DC classes not because they think they will get a lower grade but because the weight of the DC course is not the same as an AP course thus resulting the students overall GPA being lowered and knocking the student out of the running for valedictorian. DC course should be weighted the same as AP course or take the place of AP courses.

High schools usually make this determination based on PED policies.

I disagree. Students are already getting a "weighted" GPA, based on the elevated credit.

Academic, Yes. Vocational, No

42. Dual credit procedures and policies should be consistent across all colleges, universities, and school districts in New Mexico.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
5	11	1	0	2

Mean 3.24 St. Dev. 0.56

Make comments and/or revise the statement. 3

Not all areas share similar needs - I'd worry that standardizing this might prove too restrictive.

I think Universities should have the ability to create their admissions standards and enrollment policies. This should not be dictated by the state.

What works for a multi-campus community college or university may not work for a smaller community college. While overall policies should be uniform, some practices may have to vary due to the institution's resources.

43. Students who have taken dual credit courses are more familiar with the application process and the wide range of postsecondary education options than other high school students.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
9	8	2	0	0

Mean 3.37 St. Dev. 0.68

Make comments and/or revise the statement. 1

Assumption. Revise statement: Students who have taken dual credit courses are often more familiar with the application process ...

44. A positive dual credit experience gives high school students a "jump start" on college and encourages many to continue their postsecondary education.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
12	7	0	0	0

Mean 3.63 St. Dev. 0.50

Make comments and/or revise the statement. 0

45. The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of students, high schools, and colleges.

Round 1 Panel Comments: The HED and NMPED needs to address the issue concerning students who are on an IEP and are academically challenged. Some of the terminology can be challenging to decipher but for the most part it does cover quite the range of responsibilities. While the document is currently effective, I believe that it does not contain all information that is necessary. The individual situations warrant additional criteria in local agreements. Parts of this document are enforced and others are not. I have seen (and fought against)

districts that limit the number of courses with no consequences. I think this document has many strengths and in theory has the interests of the students in mind, however, changes to this document are done without consultation from colleges, universities and districts. The agreement is wordy and convoluted. Perhaps an outline summary of important points?

Round 2 Revised Statement: The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of academically low performing students.

Round 2 Panel Scores: SA (4.55%), A (22.73%), D (36.36%), SD (4.55%), NJ (31.82%)

Round 2 Panel Comments: I do not think it addresses that. Unknown. Higher Education has made this a very complicated process. More discussion among the Higher Education Department, Public Education Department, colleges, universities, and high schools is needed to improve terminology and clarify the responsibilities of all involved with Dual Credit. I am not able to easily answer this question given that in our case how we serve these students can vary wildly given where they attend high school and what resources and support the high schools are willing or in a position to give.

**Revised Statement: (please indicate your level of agreement with the following statement)
The Dual Credit Master Agreement governing dual credit offerings effectively serves the needs of academically low performing students.**

<i>Strongly Agree</i> (4)	<i>Agree</i> (3)	<i>Disagree</i> (2)	<i>Strongly Disagree</i> (1)	<i>No Judgment</i>
0	1	9	1	8

Mean 2.00 St. Dev. 0.45

Make comments and/or revise the statement. 3

Since students must meet college requirements, it may be prohibitive to low performing students. It's not the agreement that is prohibitive but the necessary requirements of the college.

It is challenging to determine dual credit opportunities for this population of students.

I am not familiar enough with the verbiage surrounding the academically low performing students.

46. Many dual credit students are low achieving first-generation students who may not have considered attending college if they had not participated in the dual credit program.

<i>Strongly Agree</i> (4)	<i>Agree</i> (3)	<i>Disagree</i> (2)	<i>Strongly Disagree</i> (1)	<i>No Judgment</i>
2	8	2	1	6

Mean 2.85 St. Dev. 0.80

Make comments and/or revise the statement. 3

I hope this is the case but I do not have the data to support or disprove the statement.

If this can be/or has been documented, then I could agree.

I can neither agree nor disagree with this statement, as I do not have data to substantiate it. I am not sure if many of our dual credit students are low achieving first-generation students.

47. The support provided by high school and college or university staff during the dual credit enrollment process helps increase student confidence about taking college level coursework.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
6	12	0	0	1

Mean 3.33 St. Dev. 0.49

Make comments and/or revise the statement. 3

Advisement is mandatory in our program and provides an excellent resource for students.

Too much variation to make a judgment.

Any support given to students helps increase their confidence level with taking college level coursework.

48. Dual credit opportunities have increased the number of students enrolling in a college or university directly after high school graduation.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
2	7	2	0	8

Mean 3.00 St. Dev. 0.63

Make comments and/or revise the statement. 4

Is there already data on this?

No data

The assumption is to Agree, but is there documented evidence?

Again, I have no data to substantiate this statement. I would hope that it is true.

49. A student who does poorly in a dual credit course is less likely to go to a college or university than if they had not taken the dual credit course.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
1	2	6	2	8

Mean 2.18 St. Dev. 0.87

Make comments and/or revise the statement. 4

This may be the case but we need the data.

No data

What is the definition of 'does poorly'?

I have no data to substantiate this statement, either.... I would hope that this is untrue.

50. Dual credit courses should be freely transferable to all public higher education institutions in New Mexico.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
6	9	2	0	2

Mean 3.24 St. Dev. 0.66

Make comments and/or revise the statement. 5

This is good in theory but 4 year universities will not accept vocational or technical classes because those programs are not offered.

Like any articulation agreement, this depends on several factors including the course, curriculum, etc.

Not for Certificate Programs

When possible, yes.

CTE is an exception

51. High school Grade Point Averages and the recommendation by teachers and/or counselors should be considered when determining whether to allow high school students to enroll in dual credit courses.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
4	11	2	1	1

Mean 3.00 St. Dev. 0.77

Make comments and/or revise the statement. 4

I think recommendations from the counselors or teacher are helpful but a student should not be held back due to the high school GPA.

However, we need to be careful by how this statement is implemented. By signing the current Dual Credit request form, there is an implied counselor recommendation which should include academic performance and/or potential. No new paperwork is necessary.

I don't support the usage of high school GPAs for entry.

Our head of admissions also makes determination if there is a question!

52. College placement exam scores in Reading, English, and Mathematics should be required for dual credit enrollment in academic courses.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
8	7	4	0	0

Mean 3.21 St. Dev. 0.79

Make comments and/or revise the statement. 3

For those courses that require prerequisites.

Each academic course can be linked to reading, writing, and/or math and the score on that test component should be used in qualifying the student for the dual credit class.

For some courses, not all.

53. College placement exam scores in Reading, English, and Mathematics should be required for dual credit enrollment in vocational/career courses.

<i>Strongly Agree</i> (4)	<i>Agree</i> (3)	<i>Disagree</i> (2)	<i>Strongly Disagree</i> (1)	<i>No Judgment</i>
3	7	8	1	0

Mean 2.63 St. Dev. 0.83

Make comments and/or revise the statement. 6

Students should be held to the current course prerequisites in place at the institution. If an ACT score is required for the class, then it should be enforced.

For those courses that require prerequisites.

If it is required of all students.

The entry requirements for the dual credit students should be the same as regular students and many of the regular students can take vocational courses without a placement test.

In some cases, maybe, but not in all.

We added an Accuplacer requirement for our Intro. to Computers class and course success increased in one year by 80%

54. The decision to allow high school students to enroll in dual credit courses should be contingent upon whether there is a high school course that aligns with the college course that is desired.

<i>Strongly Agree</i> (4)	<i>Agree</i> (3)	<i>Disagree</i> (2)	<i>Strongly Disagree</i> (1)	<i>No Judgment</i>
2	1	11	5	0

Mean 2.00 St. Dev. 0.88

Make comments and/or revise the statement. 3

That is the entire basis of the dual credit program.

I do not fully understand this statement....

Colleges and Universities can and should augment high school offerings

55. Dual credit opportunities (whether academic or career technical) should be available to appropriately qualified high school freshmen, sophomores, juniors, and seniors.

Round 1 Panel Comments: Juniors and seniors only. If they are qualified. I believe freshman are still not mature enough to handle dual credit. We are having discussions about Freshmen participation in dual credit due to state funding cutbacks, but we feel it is appropriate. May I suggest that we look at other states who are practicing Dual Credit initiatives and allowing Freshman and Sophomores to participate. There could be issues concerning maturity levels and motivation. The NM state program was developed and targets Juniors and Seniors. I believe it should stay that way. Any variance from that could be on a case-by-case basis. If a

student is prepared to take these courses and the secondary school approves that student as being ready to take on college level courses, I don't see why they shouldn't be able to. Any high school student who is appropriately qualified should be able to participate. I agree with this statement. If any student is appropriately qualified, the opportunity should be afforded to them. I believe with this statement in theory, but I'm not quite sure that all freshmen are ready for the rigors of college coursework. That said, I have seen numerous freshmen excel in my program. Students who have successfully completed their freshman year of coursework are eligible for DC here. Freshmen and Sophomores are too young and do not have the background to do college work.

Round 2 Revised Statement: Academic dual credit opportunities should be available to appropriately qualified high school freshmen.

Round 2 Panel Scores: SA (18.18%), A (27.27%), D (36.36%), SD (4.55%), NJ (13.64)

Round 2 Panel Comments: I lean toward freshmen and sophomores taking career-technical classes. The course alignment between high school and college is more appropriate with the junior/senior classes. I also believe consideration should be on a course-by-course basis and if a student meets the qualifications based on placement tests, but at the same time, we see many freshmen and sophomores who are not mature enough for college level coursework in the academic disciplines, and do not have the motivation and the focus to meet required deadlines. I agree and disagree. I personally feel that most freshman are not mature enough to handle dual credit. There are also certain vocational/technical programs with age requirement such as the medical fields of nursing, EMS, and criminal justice. I've had faculty tell me that some of the course content is not suitable for even 16 year olds. If parents really feel they would like their student to take college courses, perhaps they should be admitted their first semester as early admission and the parent pay for the first semester of classes. I also agree that if you have and academically prepared freshman there should be exceptions made on a case by case basis for these students. If you are now requiring dual credit as part of other requirements, if you can get it early, then it is positive. If a student is capable of college level calculus, he should be allowed to take a calculus course. Who cares how old the student is? If they can test to that level, let them perform. Dual Credit opportunities should be available to appropriately qualified high school students.

**Revised Statement: (please indicate your level of agreement with the following statement)
Academic dual credit opportunities should be available to appropriately qualified high school freshmen.**

<i>Strongly Agree</i> (4)	<i>Agree</i> (3)	<i>Disagree</i> (2)	<i>Strongly Disagree</i> (1)	<i>No Judgment</i>
5	8	4	2	0

Mean 2.84 St. Dev. 0.96

Make comments and/or revise the statement. 5

Appropriately qualified is the defining part of this statement.

If state funding is not an issue, I believe this to be true. If it is an issue, it should be restricted to

Juniors and Seniors.

Each college should have a standardized process of qualifying freshmen for dual credit courses. Not as a general policy; on an individual basis, OK.

When students are indeed considered "appropriately qualified."

56. Dual credit opportunities (whether academic or career technical) should be available to appropriately qualified high school freshmen, sophomores, juniors, and seniors.

Round 2 Revised Statement: Academic dual credit opportunities should be available to appropriately qualified high school sophomores.

Round 2 Panel Scores: SA (13.64%), A (50.00%), D (22.73%), SD (0.00%), NJ (13.64%)

Round 2 Panel Comments: If the courses align. Most academic courses align with courses taken by juniors and seniors. Approval for dual credit admission on an individual basis only, after review of qualifications. Academic dual credit opportunities should be available to appropriately qualified high school students.

Revised Statement: (please indicate your level of agreement with the following statement)

Academic dual credit opportunities should be available to appropriately qualified high school sophomores.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
6	9	3	1	0

Mean 3.05 St. Dev. 0.85

Make comments and/or revise the statement. 5

Appropriately qualified is the defining part of this statement.

If state funding is not an issue, I believe this to be true. If it is an issue, it should be restricted to juniors and seniors.

See above answer.

Again, not as a general policy; on an individual basis only.

When students are indeed considered "appropriately qualified."

57. Dual credit opportunities (whether academic or career technical) should be available to appropriately qualified high school freshmen, sophomores, juniors, and seniors.

Round 2 Revised Statement: Vocational and career technical dual credit opportunities should be available to appropriately qualified high school freshmen.

Round 2 Panel Scores: SA (27.27%), A (31.82%), D (22.73%), SD (4.55%), NJ (13.64%)

Round 2 Panel Comments: I don't believe they are mature enough. Vocational and career technical Dual Credit opportunities should be available to appropriately qualified high school students.

Revised Statement: (please indicate your level of agreement with the following statement)

Vocational and career technical dual credit opportunities should be available to appropriately qualified high school freshmen.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
5	8	5	1	0

Mean 2.89 St. Dev. 0.88

Make comments and/or revise the statement. 4

Appropriately qualified is the defining part of this statement.

If state funding is not an issue, I believe this to be true. If it is an issue, it should be restricted to Juniors and seniors.

On an individual basis.

When students are indeed considered "appropriately qualified."

58. Prior to enrolling in a dual credit course, students should be made fully aware of the consequences of receiving a D, F, or W in a college course that will remain on their college transcript.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
17	2	0	0	0

Mean 3.89 St. Dev. 0.32

Make comments and/or revise the statement. 1

Students very much need to be made aware of the consequences of receiving a D, F, or W.

59. Students should not be allowed to enroll in a dual credit course if they have previously failed a dual credit course.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
1	5	11	1	1

Mean 2.33 St. Dev. 0.69

Make comments and/or revise the statement. 8

A college student is allowed to re-enroll after failing a class. DC student should be afforded the same opportunity.

Maybe dual credit students should sit out a semester and then allowed to re-take the course or continue in the program after visiting with advisor.

Though I believe this to be the case in most situations, there can always be an exception.

Or there should be an intervention process to discuss it with the school and parents so they are fully aware that the student has previously failed.

Depending upon circumstances

Would you bar a regular student from taking another course if they had a "F"?

NM Dual Credit policy states students must have a college GPA of 2.0 or better to continue in the dual credit program.

The situational details need to be reviewed. In most cases this may be true, but not in all cases.

60. The criteria for letting students take dual credit courses should be determined in collaboration between high schools and the college or university they are working with, not determined by state statute.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
4	8	5	0	2

Mean 2.94 St. Dev. 0.75

Make comments and/or revise the statement. 4

I believe it should be up to the college or university, not the schools or state.

It should remain as a statute, not negotiable between college and high school.

This would lead to wide scale abuse!!!

There needs to be a state-wide policy; individual colleges and universities may make exceptions, as appropriate.

61. One goal of dual credit should be preparing non-college going students for employment.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
4	9	5	0	1

Mean 2.94 St. Dev. 0.73

Make comments and/or revise the statement. 2

While all students should be prepared for employment, I do not believe that this should be one of the goals of dual credit.

unsure what you're asking

62. One dual credit goal should be encouraging high school students to explore academic and vocational college coursework after high school.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
5	14	0	0	0

Mean 3.26 St. Dev. 0.45

Make comments and/or revise the statement. 0

63. Exceptions will need to be made to the state graduation requirements if students have been unable to qualify for an Advanced Placement, dual credit, distance education, or online course as required in current New Mexico law.

<i>Strongly Agree (4)</i>	<i>Agree (3)</i>	<i>Disagree (2)</i>	<i>Strongly Disagree (1)</i>	<i>No Judgment</i>
1	11	4	0	3

Mean 2.81 St. Dev. 0.54

Make comments and/or revise the statement. 3

How will students satisfy the graduation requirements? It has been brought to our attention many times by high schools.

Perhaps the first couple of years after 2013, until it is institutionalized and the high schools are fully diligent in ensuring that the students meet the requirement.

We just need to work together to develop courses that fit more student needs and abilities.

APPENDIX N. ROUND 3 DELPHI REMINDER EMAIL

North Dakota State University (NDSU)
Department: School of Education
Address: 216D FLC, PO Box 6050
Fargo, North Dakota 58108-6050
Phone: (701) 231-5775
Fax: (701) 231-7416
Email: Myron.Eighmy@ndsu.edu

Dear Participant:

Thank you for your willingness to participate in this research study examining essential components of Dual Credit in New Mexico. Please read the following information and ask any questions you may have before you agree to participate in this study. We ask that you respond to all three rounds of this Delphi study. This study will be conducted by Gregory D. Carlson, Doctoral Candidate in the School of Education at North Dakota State University. Please note that the Consent Form is attached to this email.

Purpose of the study: The purpose of this study is to seek expert feedback and consensus upon the essential components of dual credit policy in New Mexico. Participation will be sought from administrators, counselors, and other employees involved with Dual Credit at secondary and postsecondary institutions in New Mexico.

The Round 3 Delphi instrument has been placed on Survey Monkey and may be accessed through the following link:

<https://www.surveymonkey.com/s/9VCHZMX>

If possible, please complete the Round 3 survey by **Friday, March 9, 2012**.

Thank you very much for your participation!

Sincerely,

Gregory D. Carlson
gregorydcarlson@yahoo.com