

THE EFFECTS OF DUAL ENROLLMENT CREDIT AND
HUSKINS PROGRAM CREDIT ON COLLEGE READINESS

A Dissertation
by
BARTLETT YANCEY GANZERT

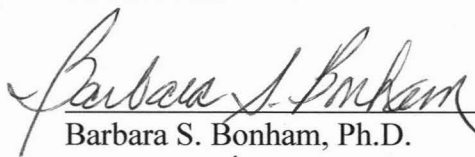
Submitted to the Graduate School
Appalachian State University
in partial fulfillment of the requirements for the degree of
DOCTOR OF EDUCATION

August 2010
Doctoral Program in Educational Leadership
Reich College of Education

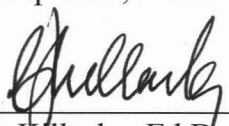
THE EFFECTS OF DUAL ENROLLMENT CREDIT AND
HUSKINS PROGRAM CREDIT ON COLLEGE READINESS

A Dissertation
by
Bartlett Yancey Ganzert
August 2010

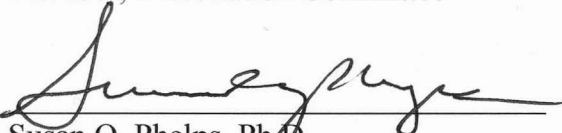
APPROVED BY:




Barbara S. Bonham, Ph.D.
Chairperson, Dissertation Committee



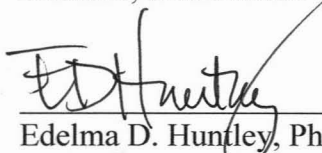
Jim Kellackey, Ed.D.
Director, Doctoral Program
Member, Dissertation Committee



Susan Q. Phelps, Ph.D.
Member, Dissertation Committee



Robert L. Sanders, Ed.D.
Member, Dissertation Committee



Edelman D. Huntley, Ph.D.
Dean, Research and Graduate Studies

ABSTRACT

THE EFFECTS OF DUAL ENROLLMENT CREDIT AND HUSKINS PROGRAM CREDIT ON COLLEGE READINESS (August 2010)

Bartlett Yancey Ganzert, B.A., Wake Forest University
M.A.Ed., Wake Forest University
Ed.S., Appalachian State University
Ed.D., Appalachian State University

Chairperson: Barbara Bonham, Ph.D.

This causal-comparative study researched the effects of dual enrollment and Huskins Bill course experience on traditional-age North Carolina community college students. The study examined dual enrollment and Huskins Bill course effects on academic success, retention and graduation rate using quantitative statistical measures including parametric and non-parametric means comparisons. The study found that dual enrollment and Huskins Bill courses showed a positive effect on GPA and graduation rate and that this effect is evident in technical, medical and college transfer programs. Dual enrollment and Huskins Bill courses also showed positive effects on GPA and graduation rates for non-white students and female students enrolled in all programs.

Findings in this study support continuing and expanding dual enrollment offerings as one aid for college readiness. They also support promoting dual enrollment programs to help underserved student populations. Recommendations for further research include more examination of the effect dual enrollment has on four-year students and the significance of site as a factor in dual enrollment course success.