

COGNITIVE AND NON-COGNITIVE COLLEGE READINESS
IN PARTICIPANTS IN THREE CONCURRENT ENROLLMENT PROGRAMS
AT A NORTH CAROLINA COMMUNITY COLLEGE

A Dissertation

by

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Submitted to the Graduate School

Appalachian State University

in partial fulfillment of the requirement for the degree of

DOCTOR OF EDUCATION

May 2010

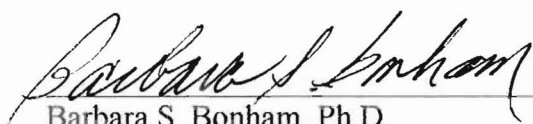
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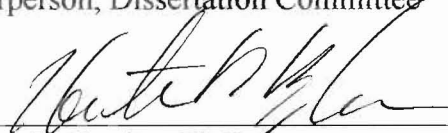
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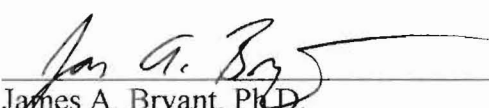
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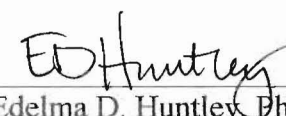
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ABSTRACT

COGNITIVE AND NON-COGNITIVE COLLEGE READINESS IN PARTICIPANTS IN THREE CONCURRENT ENROLLMENT PROGRAMS AT A NORTH CAROLINA COMMUNITY COLLEGE

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The purpose of this study was to systematically investigate the cognitive and non-cognitive college readiness of students who participated in three concurrent enrollment programs at a North Carolina community college, while controlling for the effects of pre-existing student characteristics. This study compared outcomes between different concurrent enrollment programs, examined the relationship between concurrent enrollment and non-cognitive college readiness, and assessed outcomes in concurrently enrolled students while controlling for pre-existing student characteristics.

Cognitive and non-cognitive college readiness was assessed for a sample of concurrently enrolled participants in Mitchell Community College's Huskins dual credit program ($n = 42$), non-Huskins dual enrollment program ($n = 10$), and early college high school ($n = 31$). College readiness was also assessed for two comparison groups: non-concurrently enrolled college bound high school students ($n = 32$), and regularly matriculated college students ($n = 50$). Cognitive college readiness variables included the

percentage of students earning grades of C or better in college transfer courses and the number of colleges at various degrees of entrance difficulty into which recently-graduated seniors were accepted. Non-cognitive college readiness variables included commitment to education, self- and resource-management skills, interpersonal and social skills, academic success skills, and career planning skills.

After controlling for the effects of age, ethnicity, gender, prior completion of college transfer courses, completion of developmental education courses, and ACCUPLACER placement test scores, the Huskins group and the non-Huskins dual enrollment group had a higher probability of Cs or better than the college comparison group. After controlling for the effects of age, ethnicity, gender, and pretest levels of the five non-cognitive college readiness variables, a combined group of Huskins and non-Huskins dually enrolled students had significantly higher self- and resource-management skills than the high school comparison group. After controlling for the effects of age, ethnicity, gender, and pretest levels of the five non-cognitive college readiness variables, all three concurrent enrollment groups had significantly higher levels of career planning skills than the high school comparison group. Although the results did not prove the existence of a causal relationship, the finding that positive outcomes remained evident after controlling for the effects of pre-existing student characteristics supports the notion that concurrent enrollment might have a positive impact on college readiness. It is recommended that this approach be replicated in other postsecondary educational settings.