

EXPLORING DUAL ENROLLMENT COURSE DESIGN FOR COMPOSITION
COURSES AND STUDENT SUCCESS

by

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ABSTRACT

Dual enrollment programs provide high school students with opportunities to earn college credit and gain exposure to the college environment in preparation for postsecondary education. English 1010 is part of the required composition series for Tennessee colleges, and it is one of the courses most frequently enrolled in by dual enrollment students. Expectations of writing standards for secondary and postsecondary institutions do not always align, creating challenges for dual enrollment students who occupy space as writers in communities of practice. These communities demonstrate the social aspects of learning and instructional design. This study explores the impact of dual enrollment course design, specifically instructional delivery methods, in relation to student success scores for dual enrollment students in English 1010.

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CHAPTER I: INTRODUCTION

Exploring Dual Enrollment Course Design for Composition Courses and Student Success

Over the past few decades, most high schools and colleges—both two-year community colleges and four-year universities—have become increasingly interested in finding new ways to send more students to college after high school. Entire curricula have been designed to prepare students for the challenges in college, a world in which students have the freedom to choose academic plans of study, the challenges of more intense coursework, and a newfound sense of independence that may help or hurt them as they mature as adults. College has become the next milestone for achieving success, and if some politicians successfully implement their educational agendas, it will be available to everyone for little or no cost. The U.S. Department of Education has instigated programs like Race to the Top and the Every Student Succeeds Act (ESSA) to provide incentives for schools to prepare students for college. (See Appendix 1 for the definition of these terms and subsequent terms.) With pushes like these and others over the past twenty years, schools have sought new ways to advance students, both academically and emotionally. As An (2013) points out, “one strategy to improve academic performance and college readiness is to provide students with a college experience prior to postsecondary entry” (p. 408).

Dual enrollment programs seem to be one of the methods to achieve these desired outcomes. These programs allow students, generally in grades 11 and/or 12, to enroll in college-level courses while they are still enrolled in high school. As they earn college credit, they simultaneously gain completion-equivalency for their high school courses in

similar subjects. These programs expose these students to college-level academic and emotional expectations, empowering them to embrace collegiate expectations and, thus, be more prepared for higher education once they graduate from high school. Wright and Bogotch (2006) describe these programs: “In return for giving up traditional high school courses and extracurricular activities, the students[...]were ‘free’ within limits to explore any and all aspects of university life” (p. 20).

Out of the many dual enrollment (also known as “concurrent enrollment” or “dual credit”) course designs around the country, Tennessee colleges have offered several of these designs and courses. One of the courses for dual enrollment with high enrollment is ENGL 1010: English Composition I; this course has been identified by the Tennessee Board of Regents as the first composition course in a two-part composition series. As a college gateway course, this course consistently has high enrollment numbers for dual enrollment students. These students seek academic preparation for college while simultaneously completing the English Language Standards for grades 11 and 12; however, these dual enrollment program designs are diverse. Dual enrollment students enrolled in composition classes at Motlow State Community College—a two-year school that experienced 11.1% enrollment growth from fall 2015 to fall 2016 and 12.9% enrollment growth from fall 2016 to fall 2017—participate in different methods of instructional delivery depending on how their high school programs partner with the college (Motlow State Community College, 2018, p. 21). Some students complete these courses through online-only courses, some students are embedded in traditional composition courses with traditional college freshmen on campus, some are bussed to the college campus for dual enrollment instruction, and some receive instruction from

Motlow instructors or credentialed K-12 teachers in the high school setting. For the latter two groups, only location—one in the high school and one at the college—appeared to be the difference in instructional delivery. Given all of these approaches, these different instructional delivery designs coupled with various expectations for student writing abilities lead to questions about which instructional method effects more student success in the dual enrollment composition classroom.

High School and College Expectations of Student Writers

One of the biggest transitions for high school students when they move into college classes is the expectation of writing standards. Throughout secondary school, students are asked to write reports, papers, and essays for class assignments and standardized tests. As dual enrollment students move beyond their high school expectations to the new ones as college-level writers, they are faced with different challenges. In order to become effective, successful writers in college classes, these students must acquire advanced knowledge pertaining to the writing process. Each of these writing levels has different expectations. It is only when these dual enrollment students are able to transition successfully between these two realms that they are successful in college-level classes.

For high school students, much of the English Language Arts (ELA) standards for grades 11 and 12 focus on a few, specific styles of writing. While students learn about argumentation, they are also required to perform report writing. According to the Tennessee State ELA standards, students are to: “Write informative/explanatory texts to analyze, synthesize, and convey complex concepts, and information clearly and accurately through the effective selection and organization of content” (Tennessee

Department of Education, 2017). They are also charged to: “Write narratives (fiction or nonfiction) to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences” (Tennessee Department of Education, 2017). These standards require students to write descriptive stories and present writing that is fact-based and with limited academic arguments. While students in high school or dual enrollment classes may excel at this type of writing in high school, these writing expectations do not coalesce entirely with writing expectations at the college level. Foster and Russell (2002) note a “profound mismatch in expectations among teachers in secondary and in higher education” specifically for “student writing and writing development” (p. 42).

Similarities and Differences Between High School and College Writing

One similarity between high school writing and college writing expectations deals with argumentation. Many college composition classes focus on academic argumentative writing (i.e., presenting logical, thoughtful, and convincing arguments on a given topic). Some of the ELA standards for grades 11 and 12 also focus on argumentation. These standards require students to: “Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence” (Tennessee Department of Education, 2017); this includes developing claims and counterclaims accurately and truthfully. These standards coincide with college composition courses.

Despite these similarities, a student’s development as a writer does not depend entirely on the style of writing, and the standard does not necessarily dictate how instruction is delivered. Part of excelling as college writers stems from an understanding

of the recursive writing process that is advocated in college composition classrooms. For college writers, the writing process is not a one-time composition of a complete, polished, and perfected piece of writing, nor is it a linear process that involves a stair-step approach to brainstorming, drafting, revision, and editing before arriving at the finished product. These ideas are often championed at the high school level as writers are expected to complete standardized writing essays that require students to compose a “polished” essay in one sitting.

Entirely different from this type of writing, college writing expectations necessitate a focus on the recursive process; the drafting, revising, and editing process may become a spiral of purposeful drafts and revisions, an approach that focuses on the process of writing, not solely the final product. Often, college students are required to display their engagement in this recursive process as part of an essay’s overall grade. This expectation is wholly different from the high school expectations.

Another difference between high school and college writing is the application aspect of writing. Bell, Maeng, and Binns (2013) focus on situated learning theory as one that determines, “learning is most effective when it is situated both within supportive social and authentic contexts” (p. 371). Thus, for writing purposes, college-level writing requires students to engage in the existing conversation among writers at all skill levels. Unlike high school writing prompts that mostly require students to write about topics and situations that are isolated and constructed superficially within a vacuum devoid of social engagement, college writing demands that students write for genuine topics and problems. For example, instead of writing a comparison/contrast essay to an unknown audience describing the differences between the concepts of love and hate, a college

writing assignment might ask students to present a logical argument that presents a realistic problem and argues for a plausible solution. These topics would be addressed to specific, realistic audiences, thus allowing these students to engage in authentic learning experiences where the writing serves a real purpose. They are not writing for writing's sake; they are engaging in an ongoing conversation with experts in their fields. This authentic context can be somewhat difficult for dual enrollment students as they learn to maneuver through what Lave and Wenger (1991) call different communities of practice. These communities of practice are ones that engage constituents in everyday practice of a knowledgeable skill. For the composition student, students must engage in a community of practice for writing in order to develop their writing skills and their abilities to maneuver successfully in various contexts and for different audiences.

For dual enrollment students, the transition between different writing expectations, “can be especially difficult for some students who have been labeled ‘great writers’ by their former teachers” and on scoring rubrics for state writing assessments (Denecker, 2013, p. 36). Thus, while the expectations for the high school writing may have students believing they are experts, when they are asked to engage in these new levels of writing within authentic contexts, they are often shocked at their positions as novices. The new expectations of writing at the college level place these dual enrollment students in unusual positions as both experts and novices; within this context, they must find ways to adapt in order to excel at both. Hence, dual enrollment students occupy an unusual space as writers. If dual enrollment students are to be successful in these unique spaces, administrators and teachers must look toward the most effective design for

composition dual enrollment courses. Therefore, one must ask what the most effective design is to make these high school writers college-ready.

Dual Enrollment Designs for Composition

Dual enrollment courses can come in many forms and can have many benefits for high school students as they look to expand their scholarly experiences. Kanny (2015) claims, “dual enrollment is increasingly perceived and promoted as a strategy for increasing the college-readiness and success of a wide range of high school students, including those who are traditionally underrepresented in higher education” (p. 67). Similarly, Hanson, Prusha, and Iverson (2015) report, “teachers, counselors, and principals [consider] the opportunities of gaining college credit and experiencing college-level courses to be an important outcome for students and an important part of their transition to college” (p. 78). If one views the benefits of dual enrollment courses as exposure to college-level expectations and interactions with other individuals within the college setting as part of a social learning theory, the environment and design of the dual enrollment course is key. Simply delivering college-level curriculum without regard to other social interactions that provide these high school students with authentic collegiate experiences limits the potential impact of exposing these students to higher educational environments. Current research indicates that college student success is contingent on more than just curriculum; environment, engagement, and mindset all contribute to student success (Pascarella & Terenzini, 2005; Dweck, 2016). Some scholars argue, “A student’s total level of campus engagement, particularly when academic, interpersonal and extracurricular involvements are mutually reinforcing provides the greatest impact towards a student’s retention, matriculation and completion” (Pascarella & Terenzini,

2005, p. 647). Given such research about student success coupled with the continued growth of dual enrollment programs, one must question if instructional delivery designs for dual enrollment courses influence dual enrollment student success. Current literature has not yet addressed this issue. Dual enrollment English 1010 courses at Motlow State Community College are delivered through four different instructional delivery designs, creating four different learning environments: 1) dual enrollment students in a college course within the high school classroom; 2) dual enrollment students in an online-only college course; 3) dual enrollment students bussed to a college campus for a dual enrollment-only course; and 4) dual enrollment students embedded into a college course on a college campus.

Analyzing the Impact of Dual Enrollment Instructional Design

This study explores the impact of instructional delivery methods for dual enrollment students' success in composition courses. The goal of this study is to provide secondary and higher education administrators with more information on dual enrollment course design in an effort to promote student success at the collegiate level. Indeed, purposeful designs could lead to strategic programs that provide authentic college learning environments to maximize opportunities for success for dual enrollment students.

Assumptions

Research assumptions:

1. The composition instructors were effective English teachers.
2. The composition instructors all received the same training from the Languages Department.

3. Instructors would respond honestly on the general education assessment rubric.
4. Instructors would assess all students work equally, regardless of dual enrollment status.

CHAPTER II : LITERATURE REVIEW

The History of Dual Enrollment Programs

Dual enrollment programs have grown with increasing popularity over recent decades. The National Center for Education Statistics (2019) defines dual enrollment, also known as dual credit, as courses for college credit that students took during their tenure in high school. As industries and large companies continue to emphasize the importance of postsecondary degrees and certificates, the number of individuals enrolling in college courses continues to climb. Per the Center for Evaluation and Education Policy, postsecondary credit-based transition programs that provide avenues for students to earn college credit and/or gain college-ready skillsets have gained considerable popularity. One of the earliest programs originated at Syracuse University in New York in 1972 with Project Advance, a program that allows high school students to earn college credit for courses taught mostly by credentialed adjunct instructors from Syracuse University (Plucker, Chien, & Zaman, 2006).

In 2013, the National Center for Education Statistics published a report on dual enrollment programs across the United States. While all 50 states reported some type of dual enrollment or dual credit program, the 2010-2011 academic year studied in this report found that “53 percent of all institutions reported high school students took courses for college credit” and over 1.2 million high school students participated in these dual enrollment programs (Marken, Gray, & Lewis, 2013, p. 3). A follow-up survey was administered and published in 2019 to determine students’ success in these dual enrollment courses cohorts (National Center for Education Statistics, 2019). The follow-up study found that approximately 1/3 of students took postsecondary courses for credit

while in high school, and “students whose parents had higher levels of education more commonly took courses for postsecondary credit in high school” (p. 1). Furthermore, Hispanic and Black students took fewer dual enrollment courses than White or Asian students (p. 1). The National Center for Education Statistics (2019) also found, “students who took courses for postsecondary credit while in high school most commonly took courses at their own high school (80 percent) (p. 2). Only 17% participating in these courses on college campuses, and an even fewer 8% participated in online courses (p. 2). The connections between postsecondary experience while in high school and college success with degree completion have become evident in recent decades, thus leading to the rise in popularity for dual enrollment programs (Adelman, 2006); however, the research on instructional delivery is not yet robust.

As the number of students enrolling in these postsecondary transition programs increases, higher education institutions and state governments have focused much of their efforts about dual enrollment programs on maintaining educational standards and instructor credentialing. While Minnesota was one of the early developers of dual enrollment programs in the 1980s with its “Get Ready, Get Credit” program, one of this state’s foci was the quality of the postsecondary education imparted to high school students; Minnesota and many other states have focused considerable attention on accrediting principles and quality standards (Plucker, Chien, & Zaman, 2006; Taylor, Borden, & Park, 2015). The quality of the instruction and educational standards for dual enrollment courses is a consistent focus for many accrediting bodies and accredited institutions. For example, The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), a regional accrediting body for higher education,

requires that the quality and integrity of any “joint academic award” be upheld so that the courses “are consistent with the educational purpose and goals of the SACSCOC-accredited institution” (SACSCOC, 2014, p. 4). If high school students are to be awarded college-level credit for dual enrollment courses, continuity and quality in instruction are key.

Taylor, Borden, and Park (2015) conducted a review of state policies for dual credit programs and found that one consistent policy also concerned the credentialing criteria for dual enrollment faculty. Out of the 37 states that had policies on credentialing requirements, 31 of those required the same teaching credentials for dual enrollment instructors as college faculty teaching the same subjects within higher education institutions (p. 14). Some dual enrollment programs, like Syracuse’s Project Advance, utilize credentialed, college-level faculty to teach dual enrollment courses while others may employ high school instructors with similar educational credentials. While all 50 states do not abide by one policy on instructor credentials to maintain the quality of the instruction delivered in these dual enrollment classrooms, Marken, Gray, and Lewis (2013) found, “Eighty-seven percent of institutions that reported high school instructors taught courses within the dual enrollment program(s) indicated that the instructors’ minimum qualifications were the same as those required for college instructors” (p. 3).

As an institution accredited by SACSCOC, Motlow State Community College must adhere to faculty expectations regardless of dual enrollment instructor status. SACSCOC standard 6.2.c states, “For each of its educational programs, the institution assigns appropriate responsibility for program coordination” (2018, p. 49). Per SACSCOC Accreditation Standards (2018), “Because student learning is central to the

institution's mission and educational degrees, the faculty has responsibility for directing the learning enterprise, including overseeing and coordinating educational programs to assure that each contains essential curricular components, has appropriate content and pedagogy, and maintains discipline currency" (p. 49). Such continuity of course curriculum and content combined with instructor qualifications ensures that instructors, regardless of location or full-time or adjunct status, deliver consistent content to both dual enrollment and traditional students. These faculty receive the same institutional support and resources, regardless of status, in an effort to comply with this standard.

Many institutions that offer dual credit focus on the quality of the coursework and the credibility of instructor credentials. The growing numbers of dual enrollment programs in existence and the high school students enrolled justify the need for a review of the design and delivery for dual enrollment instruction. According to Hoffman & Voluch (2016):

Dual enrollment inhabits a space where larger questions about higher education—the cultural practices, norms, institutional relationships and interactions, and the overall “business” of learning—are grappled with on a daily basis. Unlike the clearly-articulated path of a continuum or the simple bridging of a gap, dual enrollment as a “liminal space” conveys the concomitant unease of dissolved boundaries and creates a productive tension that requires secondary and postsecondary institutions to articulate together their expectations for “college-ready students” and “college-level work.” (p.101)

Dual Enrollment in Tennessee

For Tennessee in particular, dual enrollment is ever-growing. The Tennessee Board of Regents (TBR) (2018) defines a dual enrollment student as a high school student enrolled “in one or more specified college course(s) for which the student will be awarded both high school and college credit.” According to TBR’s Operational Plan for 2016-2025, the community colleges within its system are working to develop a standardized dual credit process to “foster the transition between secondary and postsecondary education” to maintain “high academic standards” (p. 11). Some TBR schools offer “early college” and “middle college” programs that invite high school students to earn high school diplomas and associate degrees or postsecondary credentials simultaneously (TBR, 2018).

In 2016, some TBR institutions were selected as part of a nationally funded program to allow low-income dual enrollment students to utilize Pell Grant funds to pay for college courses (TBR, 2016). As the push to grow dual enrollment continues, Motlow State Community College now offers a four-pack for dual enrollment students that utilizes grant funding, federal funds, and institutional scholarships to allow these students to take four dual enrollment classes for free. While Motlow was one of the first TBR institutions to offer such a funding opportunity for dual enrollment students, now, the college competes with surrounding postsecondary institutions, some of which have even offered eight free dual enrollment courses in efforts to secure dual enrollment contracts with secondary institutions.

The push for dual enrollment programs in Tennessee shows no signs of slowing down. In 2017, the Tennessee Department of Education published “A Path of Choice:

Building a Postsecondary-Going School Culture” that encourages all secondary education institutions to provide early postsecondary opportunities (EPSO) to all students (p. 5). Advanced Placement exams and dual enrollment credits are two of the most popular EPSOs sought in Tennessee, but there is not yet a standardized process for developing dual enrollment programs and courses. In spring 2019, MSCC’s total dual enrollment population made up 25% of the college’s approximate 6,800 students enrolled. If the Tennessee Department of Education is pushing these postsecondary opportunities on high school students to promote student success and successful transitions between high school and college, the importance of proper dual enrollment course designs for MSCC’s growing dual enrollment program is paramount.

Writing Expectations in Communities of Practice

The dual enrollment student enrolled in a college composition course occupies a unique space as a student and as a writer. Foster and Russell point out how crucial these students’ transition and development as writers are: “‘Students’ writing development plays an important—though often unacknowledged—role in the crucial transition from secondary school to university” (as cited in Denecker, 2013, p.27). Denecker (2013) adds, “The dual enrollment composition classroom provides a unique space where students simultaneously experience both high school and college expectations” (p. 29). If learning in general takes place in the social context beyond what Vygotsky (1978) would call “zones of proximal development” where “learning awakens a variety of internal developmental processes that are able to operate only when [a person] is interacting with people in his environment and in cooperation with his peers” as a means of imitation and internalized development (p. 90), the dual enrollment learner in a composition course

must be immersed in a social practice where learning “emphasizes the relational interdependency of agent and world” (Lave & Wenger, 1991, p. 50). Indeed, Lave & Wenger (1991) maintain that communities of practice are understood when participants engage in routine practices within authentic contexts. This learning process is called “legitimate peripheral participation,” which is “a process by which newcomers become part of a community of practice. A person’s intentions to learn are engaged and the meaning of learning is configured through the process of becoming a full participant in a sociocultural practice” (Lave & Wenger, 1991, p. 29). Learning in this social context (also known as situated learning), as identified by McLellan, involves cognitive apprenticeship, coaching, collaboration, and reflection (as cited in Bell et al., 2013, p. 351).

Based on these principles, learning to write requires an apprentice-styled approach that exposes the writing student to a community of practice—a community of writers at various skill levels who learn and grow from each other. Denecker (2013) states, “dual enrollment writing classrooms[...]can serve as conduits for collaboration, conversation, and professional development since these are spaces where high school and college students and instructors come together” (p. 42). Thus, if dual enrollment students are to be successful in these unique spaces where they are simultaneously members of two similar but separate writing communities of practice—a high school community of practice and a college community of practice—in which they may be exposed to authentic contexts, allowed to collaborate with peers at different levels, and engage in reflection as part of their social learning processes, administrators and teachers must look toward the most effective design for composition dual enrollment courses through this

situated learning theory lens. Therefore, one must ask what the most effective design is to make these high school writers ready for higher education as successful, college-level writers in these writing communities of practice. Current literature does not address this question because situated learning theory is relatively new to education, having been developed by Lave and Wenger in the 1990s. Most of the educational focus through the situative lens has been on apprenticeships in general, and little to none of that has been focused specifically on writing pedagogy. A large percentage of educational research on writing pedagogy is based on a constructivist approach to learning rather than a situative one. These two theories are not mutually exclusive. In order for educational administrators to develop dual enrollment designs that promote student success, such an approach to instructional designs that considers social learning theories should be considered. This study addresses this issue in the research question.

Beyond the expectations of writing skills, dual enrollment students, as members of writing communities of practice, must also possess some of the nonacademic expectations for their dual enrollment courses. In a study by Ferguson, Baker, and Burnett (2015), the authors find that despite many dual enrollment students being capable of succeeding academically in dual enrollment courses, they often do not have the emotional maturity of traditional college students (p. 90). Collaboration and conversations with writers at many levels requires a level of emotional maturity because honest conversations about an individual's writing necessitates the ability to acknowledge one's writing weaknesses and an openness to collaboration in order to improve. Thus, if dual enrollment students are to be legitimate players within their different writing communities of practice, they must demonstrate an ability to engage in the necessary

social aspects of their collaborative learning environments for composition. Current writing pedagogy often utilizes a collaborative approach to teaching and improving one's writing, but few scholars address this issue for dual enrollment students while none explores writing pedagogy through the situated learning theory lens.

Writing Pedagogy

Much of the current pedagogy about composition in higher education is structured around the writer, the audience, the subject matter, and the writing process. The collegial writing discourse integrates each of these elements and requires students to become active participants within the writing community. Composition instructors strive to teach students to engage in the discourse of writing, not just write one type of a paper for one, simple assignment. These instructors focus on developing students' skills so that they move beyond a simple writing assignment to "learn to speak [the writing community's] language" (Bartholomae, 2008, p.3). Bartholomae (2008) argues that the student "has to invent the university by assembling and mimicking its language while finding some compromise between idiosyncrasy, a personal history, on the one hand, and the requirements of convention, the history of the discipline, on the other hand" (p. 3). These very tasks of mimicking and assembling in order to develop a skill on one's own is the very nature of an apprenticeship, as outlined by Lave and Wenger (1991). "Learning involves the whole person; it implies not only a relation to specific activities, but a relation to social communities – it implies becoming a full participant, a member, a kind of person...Activities, tasks, functions, and understandings do not exist in isolation; they are part of broader systems of relations" (Lave & Wenger, 1991, p. 53). The individuals within a community of practice "display various degrees of expertise (from experts to

novices), community ages (from old-timers to newcomers), and participation (from central to peripheral)” (Nistor et al., 2015, p. 259).

In order to engage as members of the writing community, students must understand the writing process. While many scholars have argued previously that writing is simply a linear process to plan, draft, and revise, current pedagogical approaches have evolved the writing process approach into one that is recursive in nature, “that throughout the process of writing, writers return to substrands of the overall process,” and this process continually advances the writing (Perl, 2008, p. 141; Sommers, 2008, p. 195). Writing is thus taught as a “constant process” (Sommers, 2008, p. 202; Flower & Hayes, 2003, p. 276). Writing instructors frequently teach composition as a process, one with a goal for making meaning in what one writes; this pedagogical approach is designed to allow students to “discover what language can do” as they become members of writing communities (Berthoff, 2008, p. 295).

In order to navigate the writing process successfully, students must learn the role of writer while also gaining an awareness and understanding of audience and the subject matter. Booth (2008) argues that this awareness of writer, subject, and audience is a rhetorical one, a means of using writing to persuade or explain, and students must learn to balance these elements in their writing. Similarly, Elbow (2008) argues, “if we ignore audience while writing on a topic about which we are not expert or about which our thinking is still evolving, we are likely to produce exploratory writing that is unclear to anyone else—perhaps even inconsistent or a complete mess” (p. 175). Elbow (2008) does argue for a legitimate place for exploratory work, but one must find the balance in audience awareness. Within this balance, students learn to engage in the collaborative

writing process by engaging in conversations and working within authentic writing contexts. Thus, current pedagogy about writing invites participants, at various skill levels, to provide feedback about writing in a recursive process. Modeling, mimicking, and internalizing are key to this socially constructed development of writers. Dual enrollment students, alongside college-level writers and professionals, can learn within these writing communities of practice by engaging in a social discourse together.

This engagement in social discourse through writing can be impacted by instructional delivery design. Some dual enrollment students are exposed to and engaged in these practices if enrolled in certain dual enrollment course designs, but others may not be. Online-only environments, specifically for course sections that only contain dual enrollment students, may not provide the engagement in authentic, recursive writing processes that allow these students to develop as writers. Current literature does not address the impact of instructional delivery design for dual enrollment students. Existing literature for writing in higher education has focused on traditional college students, and literature for writing instruction in secondary education has focused on the traditional high school student. Ignoring the dual enrollment students who occupy a unique space, metaphorically with one foot in each educational domain, severely limits advancements in the composition field. Dual enrollment, specifically dual enrollment composition, continues to grow across the country, but failing to analyze the work of these students in this singular space creates a significant gap in the literature of educational research. This study's research questions explore the relationship of delivery design and student success for dual enrollment composition students.

Dual Enrollment Designs for Composition

If viewed through the situated learning perspective and if knowledge is socially-constructed, an effective dual enrollment, composition classroom would be one that engages students in authentic writing situations, exposes them to writers at various levels of expertise within the college writers' community of practice, and allows them to gain in-depth knowledge of successful composition practices. Authentic writing contexts could include assignments that require students to engage a realistic audience, such as a state legislator, in an effort to write a persuasive essay on a current cultural issue, such as school safety, and students must engage actively in the recursive writing process to develop as writers within their writing communities. Hanson, Prusha, and Iverson (2015) would go one step further to require experience in college-level courses to prepare students for the college transition as an important element of an effective dual enrollment program (p. 77-78). Therefore, if these are the parameters for an effective dual enrollment composition course, one can evaluate the various instructional designs for English 1010: Composition I offered at Motlow State Community College (MSCC), a growing community college with a burgeoning population of dual enrollment students.

MSCC offers dual enrollment students within its 11-county service area four different instructional designs for English 1010: Composition I. Each of these designs has been adopted to accommodate secondary educational institutions' needs and does not necessarily consider requirements for adapting to current writing pedagogy or theoretical frameworks about learning. None of these designs has been developed with attention to measurements of student success at the collegiate level, and success at the high school level is only measured by final course grades. Earning college credit seems to be the

primary goal at the secondary level, not necessarily excelling as a composition student. In fairness, certainly student success at the secondary level is not always reduced to the acquisition of college credits, but high schools that work with MSCC conduct no substantive assessment of student success in these dual enrollment classes.

At MSCC, the English 1010 course is part of the general education assessments for several disciplines that take place every year. The Languages Department defines success for English 1010 if at least 72% of students score in the “meets expectations” or “exceeds expectations” categories on the assessment rubric for each category. (See Appendix 2 for the rubric.) These categories include: thesis statements, organization, rhetorical patterns, grammar/mechanics, source integration, audience awareness, and writing process. The benchmark of 72% was determined by department consensus. Until fall 2017, dual enrollment students were not included in this general education assessment of English 1010, and no justification for this exclusion was found. Prior assessments focused on traditional college students, and many did not recognize dual enrollment students as college students in need of assessment. Furthermore, the fall 2017 data from English 1010 only provides an overview of overall success in the course using the departmental assessment rubric. Dual enrollment student success rates have not been extrapolated from the data, nor has the instructional delivery design been considered in relation to student success. If MSCC plans to continue its dual enrollment program growth and promote student success, an in-depth study to determine dual enrollment student success must explore how these English 1010 dual enrollment students score on the general education rubric. This study explored not only the levels of success based on

this rubric but also compared success rates for dual enrollment students based on the instructional delivery designs as described below.

Embedded student model. The embedded student instructional design for MSCC composition courses is designed to embed dual enrollment students within traditional, on-ground sections of ENGL 1010 at the college. Students enroll in the course and attend routine class sessions with regular interactions with the instructor and traditional college students. Dual enrollment students are not identified separately to the instructor; they are simply part of the course. Only if the instructor reviews detailed student records or the student self-identifies as dual enrollment does the instructor know if a student is a dual enrollment student or a traditional college freshman. One benefit of this design is that these embedded dual enrollment students are engaged in the writing community of practice within their classrooms, being exposed to writers of various levels and often required to collaborate and engage with authentic writing contexts. Students participate in the recursive process, and instructors champion rhetorical awareness of the writer, the audience, and the writing's purpose. One negative aspect of this design could be a lack of continuity among instructors given the importance of academic freedom for college faculty. Little to no literature explores the impact on student success of embedding dual enrollment students in a traditional college composition course. If dual enrollment programs are to continue and grow in enrollment, a clear assessment of the instructional design should be conducted to ensure student success. This gap in the existing body of literature hinders the development and continuation of dual enrollment programs. If one does not know if this model is successful, school administrators cannot guarantee worthwhile dual enrollment composition courses.

Online-only model. The online-only instructional model provides dual enrollment students with course delivery via the college's online learning management system. Students in these courses are located physically at the high schools in which they are enrolled and interact online with their instructor and fellow high school students. This instructional design does not include any traditional college students and is limited only to dual enrollment students within their web sections. If writing is a social practice that necessitates students engaging within the academic writing discourse with writers at various levels, this particular instructional approach may not meet the standards of successful composition courses. One might question if this writing community of practice, which includes student writers as apprentices with only the instructor as a master, lacks the common elements of a composition course that adheres to current writing pedagogy and lead to college success for dual enrollment students. Another issue that may arise in this environment is the impact of the online-only course design. The level of authentic social engagement in the writing process through an online learning management system could be challenged, particularly when compared with traditional, on-ground composition instruction. Wooten (2013) argues:

Institutions cannot claim that online writing courses, particularly for students who never attend courses on campus, reinforce institutional or programmatic values to students who do not understand the institutional context in which they take these courses. In order for institutions to adequately mediate the literacy sponsorship of their online students, more work needs to be done to inform them about the mission and role of first-year writing, both on- and off-campus. In these spaces, first-year writing should accomplish similar objectives, even if mediated

in different ways, and all students should be cognizant of the valuing of writing and literacy in general within an institution. (p.52)

High school only model. The high school only model provides students with college-level instruction within the high schools as taught by credentialed writing faculty. Students in these courses remain in high school classrooms while the instructor teaches in the high school environment. One positive element of this instructional model is the potential for engagement in the recursive writing process. Students can engage in drafting and revising, and many can participate in peer review activities, allowing students to engage socially to learn from their peers. However, these pupils are not exposed to writers from traditional college classes since the class consists only of dual enrollment students. Denecker (2013) argues, “implementing a writing ‘process’ in the high school classroom might range on a continuum from a hands-off, on-your-own-process approach to a step-by-step process formula. As a result, many high school students[...are] not accustomed to independently drafting various versions of a writing assignment” (p. 39). Thus, one could question the authenticity of this collegial experience and its impact on student success. Also, if elements of learning the writing process and engaging in the writing discourse are to engage collaboratively with others and mimic the practices of master writers, one might question if these tasks can be accomplished in this particular instructional design given that degrees of expertise and participation are limited to a seemingly homogenous group.

Bussed on ground model. The final instructional model for dual enrollment composition students at MSCC involves bussing large groups of dual enrollment students to the college campus for instruction in a college classroom. These students are taught in

the same physical classrooms as other traditional college students, but these course sections include only dual enrollment students. Other college students are on campus with the dual enrollment pupils and may use the same classroom space at other times, but they are not taught in the same sections as the bussed students. This model, once again, limits dual enrollment student interaction to the instructor and those high school students enrolled in the college class. These writers are not exposed to other college writers at various levels of skill mastery or participation within the discourse. Once the class period is concluded, the students are bussed back to the high school for their remaining traditional high school courses. One might wonder if the act of being on a college campus but not interacting in class with college students is enough to engage these dual enrollment students meaningfully for college success, specifically within the writing discourse.

Hypotheses and Research Question

This study explored the impact of instructional delivery methods for dual enrollment students' success in composition courses and tested four hypotheses. The participants in this study are dual enrollment students in different instructional models for the composition course, English 1010: Composition I: embedded model, online-only model, high school only model, and bussed on-ground model. Four hypotheses have been developed:

- Null Hypothesis 1: There will be no significant differences in the success rates of dual enrollment students who are embedded in traditional composition courses on

the college campus and students enrolled in online-only dual enrollment composition courses.

- Alternative Hypothesis 1: Dual enrollment students who are embedded in traditional composition courses on the college campus will have higher success rates than students enrolled in online-only dual enrollment composition courses.
- Null Hypothesis 2: There will be no significant differences in the success rates of dual enrollment students enrolled in on-ground composition courses within the high school setting and students enrolled in online-only dual enrollment composition courses.
- Alternative Hypothesis 2: Dual enrollment students enrolled in on-ground composition courses within the high school setting will have higher success rates than students enrolled in online-only dual enrollment composition courses.
- Null Hypothesis 3: There will be no significant differences in the success rates of dual enrollment students who enroll in composition courses and are bussed from their respective high schools to the college and students enrolled in on-ground composition courses within their high schools.
- Alternative Hypothesis 3: Dual enrollment students who enroll in composition courses and who are bussed from the high school setting to the college will have higher success rates than students enrolled in on-ground composition courses within their high schools.
- Null Hypothesis 4: There will be no significant differences in the success rates of dual enrollment students who are embedded in traditional composition courses on

the college campus and students enrolled in on-ground composition courses within their high schools.

- Alternative Hypothesis 4: Dual enrollment students who are embedded in traditional composition courses on the college campus will have higher success rates than students enrolled in on-ground composition courses within their high schools.

Through this quantitative study, the researcher aimed to explore if each instructional delivery method influences student success in English 1010 for dual enrollment students. These hypotheses align with the research question: What course delivery method aligns with the highest dual enrollment student success rates in college composition courses as assessed on the general education rubric at MSCC?

CHAPTER III: METHODOLOGY

The purpose of this study was to determine if differences existed in levels of student success among dual enrollment students enrolled in the college composition course, English 1010, at Motlow State Community College as a function of course delivery method. In particular, the researcher was interested in determining which type of instructional delivery design in these courses was most effective for dual enrollment students. Data for this study were collected from extant assessment reports for dual enrollment students enrolled in English 1010 during the fall 2017 semester. The researcher is an employee of MSCC and serves in an administrative capacity to oversee curriculum development and assessment for the English composition courses. The researcher is also a faculty member in the Languages Department at MSCC. Given that the growth in the dual enrollment student population continues to increase with the college's efforts to expand dual enrollment offerings within MSCC's 11-county service area, the data from this study provide evidence for the researcher in the efforts to supervise the continuous improvement of curriculum, instruction, and assessment for English 1010 at MSCC.

Participants

In fall 2017, Motlow State Community College served 1,620 dual enrollment students at its various campus locations, and 888 of those students enrolled in English 1010. The total dual enrollment population at MSCC, not limited to those enrolled in English 1010, was 59.1% female and 40.9% male. The high school student participants for this study were dual enrollment students from public high schools in MSCC's 11-county service area and were part of the general education assessment. Out of the 253

dual enrollment students enrolled in English 1010 that were sampled as part of the general education assessment, 58.9% of the participants were female and 41.1% were male. The 253 dual enrollment students were included in the general education assessment as part of the random sampling of all English 1010 sections offered during fall 2017. Table 1 provides a breakdown of dual enrollment students by race.

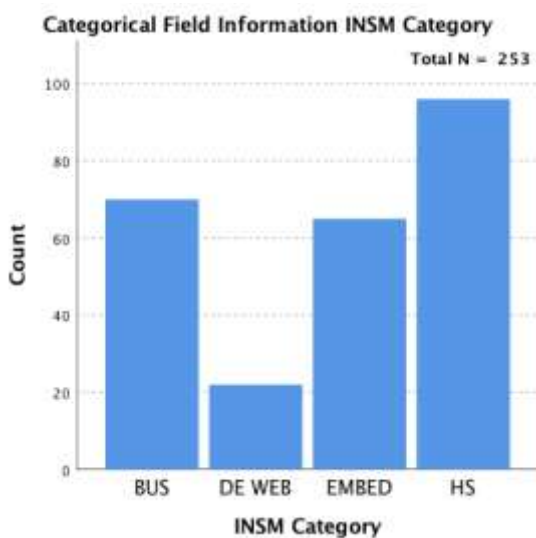
Table 1
Race and Ethnicity Demographics for Dual Enrollment Students in Fall 2017

Race/Ethnicity	Overall Percentage	Sampled Percentage
American Indian	0.40%	0.00%
Asian	2.20%	0.80%
Black	6.50%	9.50%
Hispanic	7.00%	11.90%
Multiracial	2.50%	3.60%
Unknown	1.70%	1.20%
White	79.70%	73.10%
Total	100%	100%

Each participant experienced one of the four instructional delivery methods offered for English 1010 dual enrollment students: 1) dual enrollment students in a college course in the high school classroom; 2) dual enrollment students in an online-only college course; 3) dual enrollment students bussed to a college campus for a dual enrollment-only course; and 4) dual enrollment students embedded into a college course on a college campus. Of the sampled participants, 37.9% of the students were in a college class in the high school classroom; 8.7% were enrolled in an online-only section; 27.7%

were enrolled bussed to the college campus for their course; and 25.7% were embedded in a section on the college campus. See Figure 1.

Figure 1
Participants by Instructional Delivery Design



All participants were high school students who ranged in age from 15 and 18. At the time of the study, none of the participants had earned a high school diploma. Approximately 70% of the participants were simultaneously enrolled in secondary school in rural areas of MSCC's 11-county service area while the other 29.6% were enrolled in large suburban area high schools in Rutherford County, Tennessee (one of the 11 counties serviced by MSCC). Of the total dual enrollment students, 28.1% were from the suburban Rutherford County while 71.9% were from rural counties within the MSCC service area. Out of the 888 dual enrollment students who were enrolled in English 1010

during the fall 2017 semester, 28.5% of those student records were used for analysis purposes for this study. Although the researcher accessed as many records as possible, some were not accessible because they were not included in the general education assessment during the fall 2017 semester. Only 253 of the 888 total dual enrollment students enrolled in English 1010 in fall 2017 were included in this data because they were enrolled in course sections randomly sampled for the general education assessment.

Measures

The researcher utilized the general education assessment rubric for English 1010 at MSCC. This rubric was used to determine student mastery of writing standards and learning outcomes for the English 1010 course. The analytic rubric consisted of seven criteria, including purpose, organization, audience awareness, writing process, rhetorical patterns, grammar and mechanics, and source integration. Each of these criteria was measured using a four-part scale that includes scores of “outstanding,” “proficient,” “basic,” and “not proficient.” Each of these categories included a written description to determine criteria for each level of mastery. This rubric was developed by the Languages Department faculty at MSCC and was revised prior to fall 2017. Previous iterations of the rubric did not include descriptions for each category and level of mastery; therefore, the department members determined that revision was necessary to ensure internal consistency among faculty scoring on the rubric. The revised rubric with descriptions for each of the four criteria was created by a subcommittee of English faculty within the department. The department faculty then conducted a norming session to establish reliability for the assessment rubric. Per this norming session, the faculty utilized the rubric to score multiple student essays. Faculty scoring results for each of these student

essays assessed with the standard rubric were within one level of each other for each category. Based on this continuity for the rubric during the norming session, the 26 department members determined that the rubric was reliable for the general education assessment purposes. The descriptions were brought to the entire department for approval and were implemented once this approval occurred. The rubric is reviewed annually by the department to ensure that it remains relevant and reliable.

Per the institutional effectiveness plans developed by the Languages Department, the English faculty measured student success of each learning outcome as “outstanding” or “proficient” on the rubric. These same measures were used in this study to determine dual enrollment student success in the English 1010 course. Faculty members using the rubric to rate students in the various classes were not trained on the use of the rubric.

Procedure

The researcher sought written permission from Motlow State Community College’s president to use existing data to analyze dual enrollment student success rates in English 1010 courses. Data analyzed included general education assessment results for dual enrollment students included in this assessment of English 1010 in fall 2017, and success rates for each learning outcome were defined as a score of “3” or higher on the assessment rubric in each category. As part of the department’s institutional effectiveness efforts for continuous improvement, the department determined that a score of “3,” which indicated that a student had mastery of the criterion (i.e., proficient), was considered success. A score of “4” indicated exceptional work for the given category (i.e., outstanding). Once the researcher received permission from MSCC’s president, she included this correspondence with her Middle Tennessee State University Institutional

Review Board (IRB) application. The IRB reviewed the application to determine if the researcher met all the requirements to conduct the study.

Once permission was granted from the appropriate institutions, the researcher acquired general education assessment data for English 1010 sections assessed during the fall 2017 semester. The researcher decided to analyze data from this semester because dual enrollment student enrollment in English 1010 at Motlow State Community College reached its highest levels in fall 2017 and included the first group of students to participate in learning environment number 3. In collaboration with MSCC's Office of Institutional Effectiveness and Assessment, the researcher obtained a blinded list of dual enrollment students who were enrolled in the four instructional delivery designs that were previously described. Confidentiality of all participant data was ensured throughout the project. The Office of Institutional Effectiveness and Assessment at Motlow State Community College compiled the requested data for the researcher. Members of the Office of Institutional Effectiveness and Assessment removed the names of the students assessed so that confidentiality remained protected. The researcher received an encrypted and password protected file from this office for the data and returned the file to the Office of Institutional Effectiveness and Assessment at the conclusion of the study.

Data Analysis

The Statistical Package for the Social Sciences (SPSS) was used for all statistical analysis. A Non-Parametric One-Way Analysis of Variance test (ANOVA), also known as Kruskal-Wallis test, was used to compare aggregated student success scores for the seven categories for all four instructional delivery designs. Follow-up comparisons using Bonferonni correction was used to guard against type I error. All statistical tests were

evaluated with a one-tailed significance level of .05. The researcher compared the rubric scores of each group specified in the hypotheses. The seven areas of the rubric that were rated by instructors for each student functioned like questions on a questionnaire. Each rubric category was assigned a number, and the sum of the rubric scores for each student was compiled. The mean scores were subsequently compared to one another to determine if the success scores of groups differed from one another as a function of course delivery method.

Hypotheses

The following were the descriptive null and alternative hypotheses for this study:

- Null Hypothesis 1: ($H_0: \mu_{web} \geq \mu_{embedded}$) There will be no significant differences in the success rates of dual enrollment students who are embedded in traditional composition courses on the college campus and students enrolled in online-only dual enrollment composition courses.
- Alternative Hypothesis 1: ($H_1: \mu_{web} < \mu_{embedded}$) Dual enrollment students who are embedded in traditional composition courses on the college campus will have higher success rates than students enrolled in online-only dual enrollment composition courses.
- Null Hypothesis 2: ($H_0: \mu_{web} \geq \mu_{hs}$) There will be no significant differences in the success rates of dual enrollment students enrolled in on-ground composition courses within the high school setting and students enrolled in online-only dual enrollment composition courses.
- Alternative Hypothesis 2: ($H_2: \mu_{web} < \mu_{hs}$) Dual enrollment students enrolled in on-ground composition courses within the high school setting will have higher

success rates than students enrolled in online-only dual enrollment composition courses.

- Null Hypothesis 3: ($H_0: \mu_{hs} \geq \mu_{bussed}$) There will be no significant differences in the success rates of dual enrollment students who enroll in composition courses and are bussed from their respective high schools to the college and students enrolled in on-ground composition courses within their high schools.
- Alternative Hypothesis 3: ($H_3: \mu_{hs} < \mu_{bussed}$) Dual enrollment students who enroll in composition courses and who are bussed from the high school setting to the college will have higher success rates than students enrolled in on-ground composition courses within their high schools.
- Null Hypothesis 4: ($H_0: \mu_{hs} \geq \mu_{embedded}$) There will be no significant differences in the success rates of dual enrollment students who are embedded in traditional composition courses on the college campus and students enrolled in on-ground composition courses within their high schools.
- Alternative Hypothesis 4: ($H_4: \mu_{hs} < \mu_{embedded}$) Dual enrollment students who are embedded in traditional composition courses on the college campus will have higher success rates than students enrolled in on-ground composition courses within their high schools.

CHAPTER IV: RESULTS

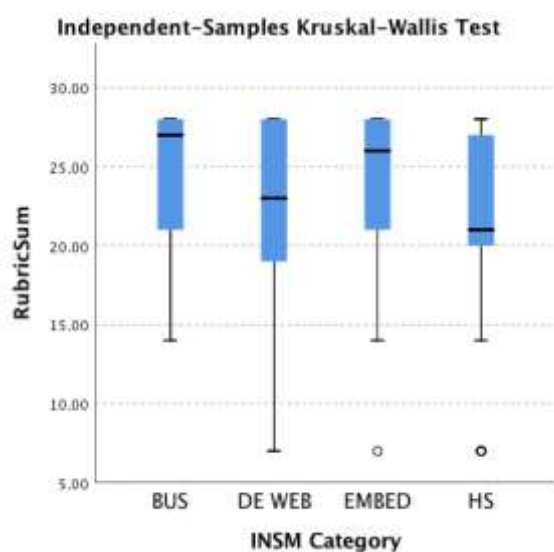
The purpose of this study was to examine the differences among groups of instructional delivery methods for English 1010 and the general education assessment scores for dual enrollment students to determine if any statistically significant differences existed. Data for this study were collected from extant assessment reports for dual enrollment students enrolled in English 1010 at Motlow State Community College during the fall 2017 semester. There were 253 dual enrollment student assessment results used for the purpose of this study.

The data used in this study were compiled in December 2017 as part of the general education assessment for English 1010. Data from this assessment were recoded and statistically analyzed. The results of this analysis were used to address the research question and hypotheses related to the success of dual enrollment students in English 1010. As noted in Table 2, students who were bussed to the college campus (BUS) had the highest mean on the general education assessment rubric. Students embedded in English 1010 sections on the college campus (EMBED) had the second highest mean. Students in the online-only (DE-WEB) had the third highest mean while students in the high school setting (HS) had the lowest mean. Figure 2 also shows the comparative means by instructional method.

Table 2
Descriptive Statistics for Rubric Scores of Instructional Method Categories

Instructional Method	N	Minimum	Maximum	Mean	Std. Deviation
BUS	70	14	28	24.4143	4.35888
DE WEB	22	7	28	22.1364	5.5831
EMBED	65	7	28	24.3077	4.46137
HS	96	7	28	21.9375	5.47494
Total	253	7	28	23.249	5.05812

Figure 2
Comparative Means by Instructional Method



Hypotheses

The null and alternative hypotheses for this study were:

Null Hypothesis 1: There will be no significant differences in the success rates of dual enrollment students who are embedded in traditional composition courses on the college campus and students enrolled in online-only dual enrollment composition courses.

Alternative Hypothesis 1: Dual enrollment students who are embedded in traditional composition courses on the college campus will have higher success rates than students enrolled in online-only dual enrollment composition courses.

Null Hypothesis 2: There will be no significant differences in the success rates of dual enrollment students enrolled in on-ground composition courses within the high school setting and students enrolled in online-only dual enrollment composition courses.

Alternative Hypothesis 2: Dual enrollment students enrolled in on-ground composition courses within the high school setting will have higher success rates than students enrolled in online-only dual enrollment composition courses.

Null Hypothesis 3: There will be no significant differences in the success rates of dual enrollment students who enroll in composition courses and are bussed from their respective high schools to the college and students enrolled in on-ground composition courses within their high schools.

Alternative Hypothesis 3: Dual enrollment students who enroll in composition courses and who are bussed from the high school setting to the college will have higher success rates than students enrolled in on-ground composition courses within their high schools.

Null Hypothesis 4: There will be no significant differences in the success rates of dual enrollment students who are embedded in traditional composition courses on the college campus and students enrolled in on-ground composition courses within their high schools.

Alternative Hypothesis 4: Dual enrollment students who are embedded in traditional composition courses on the college campus will have higher success rates than students enrolled in on-ground composition courses within their high schools.

Results of Analysis

Alternative Hypothesis 1: Dual enrollment students who are embedded in traditional composition courses on the college campus will have higher success rates than students enrolled in online-only dual enrollment composition courses.

To statistically test for a comparison between the embedded (EMBED) and online-only (DE WEB) instructional delivery models, a Kruskal-Wallis test was calculated, and follow-up comparisons using the Bonferonni correction was used to guard against type I errors. As noted in Table 3, the results of the Kruskal-Wallis test yielded a Bonferroni adjusted significance of .82. With a p-value of greater than the alpha level, it was determined that there was no statistically significant difference between the embedded and online-only instructional delivery methods. Therefore, the null hypothesis could not be rejected. According to this finding, there was no statistically significant difference for the rubric scores of dual enrollment students on the general education assessment rubric in relation to the embedded and online-only instructional delivery designs. These findings were contrary to the expected results of alternative hypotheses 1. These findings can be seen in Table 3.

Table 3
*Pairwise Comparisons of Instructional Method
 Categories (DE WEB & EMBED)*

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.a
DE WEB-EMBED	-26.297	17.672	-1.488	0.137	0.82

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .05.

Significance values have been adjusted by the Bonferroni correction for multiple tests.

Alternative Hypothesis 2: Dual enrollment students enrolled in on-ground composition courses within the high school setting will have higher success rates than students enrolled in online-only dual enrollment composition courses.

To statistically test for a comparison between the high school (HS) and online-only (DE WEB) instructional delivery models, a Kruskal-Wallis test was calculated, and follow-up comparisons using the Bonferonni correction was used to guard against type I errors. The results of the Kruskal-Wallis test yielded a Bonferroni adjusted significance of 1.00. With a p-value of greater than the alpha level, it was determined that there was no statistically significant difference between the embedded and online-only instructional delivery methods. Therefore, the null hypothesis could not be rejected. According to this finding, there was no statistically significant difference for the rubric scores of dual enrollment students on the general education assessment rubric in relation to the high school and online-only instructional delivery designs. These findings were contrary to the expected results of alternative hypotheses 2. These findings can be seen in Table 4.

Table 4
*Pairwise Comparisons of Instructional Method
 Categories (HS & DE WEB)*

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.a
HS-DE WEB	7.066	16.935	0.417	0.676	1.00

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .05.

Significance values have been adjusted by the Bonferroni correction for multiple tests.

Alternative Hypothesis 3: Dual enrollment students who enroll in composition courses and who are bussed from the high school setting to the college will have higher success rates than students enrolled in on-ground composition courses within their high schools.

To statistically test for a comparison between the bussed to the college campus (BUS) and high school (HS) instructional delivery models, a Kruskal-Wallis test was calculated, and follow-up comparisons using the Bonferonni correction was used to guard against type I errors. The results of the Kruskal-Wallis test yielded a Bonferroni adjusted significance of .007. With a p-value of lesser than the alpha level, it was determined that there was a statistically significant difference between the bussed and high school instructional delivery methods. Therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted. According to this finding, there was a statistically significant difference for the rubric scores of dual enrollment students on the general education assessment rubric in relation to the bussed and high school instructional delivery designs. These findings can be seen in Table 5. As noted in Table 2, the bussed students (M=24.41) outperform students on average in the high school setting (M=21.93)

on overall performance with regards to the general assessment rubric. This finding aligned with the expected outcome for alternative hypothesis 3.

Table 5
*Pairwise Comparisons of Instructional Method
Categories (HS & BUS)*

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.a
HS-BUS	36.449	11.261	3.237	0.001	0.007

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .05.

Significance values have been adjusted by the Bonferroni correction for multiple tests.

Alternative Hypothesis 4: Dual enrollment students who are embedded in traditional composition courses on the college campus will have higher success rates than students enrolled in on-ground composition courses within their high schools.

To statistically test for a comparison between the embedded (EMBED) and high school (HS) instructional delivery models, a Kruskal-Wallis test was calculated, and follow-up comparisons using the Bonferonni correction was used to guard against type I errors. The results of the Kruskal-Wallis test yielded a Bonferroni adjusted significance of .022. With a p-value of lesser than the alpha level it was determined that there was a statistically significant difference between the embedded and high school instructional delivery methods. Therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted. According to this finding, there was a statistically significant difference for the rubric scores of dual enrollment students on the general education assessment rubric in relation to the embedded and high school instructional delivery

designs. This finding aligned with the expected outcome for alternative hypothesis 4. These findings can be seen in Table 6. As noted in Table 2, the results indicate that embedded students (M=24.30) outperform students on average in the high school setting (M=21.93) on overall performance with regards to the general assessment rubric.

Table 6
*Pairwise Comparisons of Instructional Method
Categories (HS & EMBED)*

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.a
HS-EMBED	33.363	11.508	2.899	0.004	0.022

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .05.

Significance values have been adjusted by the Bonferroni correction for multiple tests.

Summary

This chapter consists of the hypotheses tested in this study, the statistical methods used to test data related to those hypotheses, and the results of those statistical tests. Data from this study were taken from the general education assessment results for English 1010 in fall 2017 at Motlow State Community College. The results include scores from 253 dual enrollment students enrolled in English 1010 during fall 2017. These data were used to test four hypotheses related to the differential success scores of students who participated in English 1010 via four methods of instructional delivery. Results of the analyses indicated that differences exist for the mean scores of the rubrics in connection with the instructional delivery methods. A summary of the results of these tests can be seen in Table 7.

Table 7
*Pairwise Comparisons of Instructional Method
 Categories*

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.a
HS-DE WEB	7.066	16.935	0.417	0.676	1.00
HS-EMBED	33.363	11.508	2.899	0.004	0.022
HS-BUS	36.449	11.261	3.237	0.001	0.007
DE WEB-EMBED	-26.297	17.672	-1.488	0.137	0.82
DE WEB-BUS	29.383	17.512	1.678	0.093	0.56
EMBED-BUS	3.086	12.341	0.25	0.803	1.00

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .05.

Significance values have been adjusted by the Bonferroni correction for multiple tests.

CHAPTER V: CONCLUSIONS

Using relevant literature to conceptualize potential issues and analyzing relevant data from the general education assessment rubric for English 1010 at Motlow State Community College, this study provided insight into the relationships between instructional delivery methods for English 1010 courses and dual enrollment students' success within those courses. Data from the fall 2017 assessment were used to test hypotheses related to the instructional delivery methods. Results indicated some statistically significant differences among various instructional delivery groups.

Findings

In terms of student performance on the general education assessment, students performed higher in two of the instructional delivery groups, the bussed student group and the embedded student group, when compared to the student group in the high school. These results were as expected. The students in the bussed group performed higher than the students in the high school group (alternative hypothesis 3), and students in the embedded group also performed higher than the high school group (alternative hypothesis 4). The results with statistically significant findings did indicate differences among instructional delivery method and student success scores on the general education rubric for English 1010. Furthermore, when comparing the mean scores of the different instructional delivery groups, the results with statistically significant findings indicated that one instructional method yielded better results for student success than other methods tested in this study. Therefore, for alternative hypotheses 3 and 4, the higher mean scores combined with the statistical significance warrants the conclusion that the student success rates are impacted by the instructional setting.

Per the study's data analysis, the students who were bussed from the high school setting to the college setting had higher success rates than students in on-ground composition courses within their high schools (alternative hypothesis 3). The students in the high school setting also had lower success rates than those embedded on the college campus in traditional composition courses (alternative hypothesis 4). These results indicated a difference in student success scores as impacted by the instructional delivery method.

Alternative hypothesis 1 indicated that embedded students would perform with higher success rates than online-only students, and alternative hypothesis 2 indicated that students within the high school would perform with higher success rates than online-only students. These two hypotheses (alternative hypotheses 1 and 2) were not supported by the results of this study. Dual enrollment students who enrolled in online-only sections of English 1010 did not show significant differences between the instructional delivery design and the student success scores on the general education rubric. The results for the hypotheses concerning the online-only students were not as expected. These results lead to questions for further research. The low number of participants included for the online-only instructional delivery method were considerably lower than the other three groups. The low number of students in the online-only instructional delivery method may have made it difficult to detect differences between the groups via statistical analysis.

Limitations

Multiple factors affected the validity of the current study. None of instructors' teaching evaluations was reviewed to determine their own instructional strategies' effectiveness. The faculty who completed the scoring on the assessment rubric had

different years and levels of experience; some faculty were part-time while others were full-time. Some faculty also served as teachers in the secondary education system while others have only college-level experience; therefore, the researcher could not determine if faculty experience and educational training affected the quality of their instruction or their scoring of the general education rubric. Faculty did not receive training on how to use the assessment rubric used to determine student success; therefore, this may have impacted consistency in instructor scoring of success rates and, by extension, could have impacted the results of this study. Additionally, the faculty teaching the assessed sections of English 1010 completed scoring on the general education rubric. This means that there was no blind reading and scoring of student essays by an objective third party.

While all students enrolled in English 1010 had to meet the same entrance standards and prerequisite requirements for the course, the researcher could not determine if any unforeseen factors gave one group an educational advantage over another. Given the different learning environments, the student groups may have faced different challenges in those different instructional delivery methods that could have influenced the results of the study. Additionally, this study did not consider how much exposure the participants had to these different instructional delivery models. Some students may have had repeated exposure to a particular delivery model while others were novices in their dual enrollment learning environment. These factors may have impacted the results.

Since the study utilized ex post facto data, the researcher could not control the environment in which the student groups learned and completed the general education assessment or the students' exposure to a given instructional method. This ex post facto method of data assessment did not allow the researcher to assign students randomly to the

different instructional groups, and there may be relationships among the differences between the students groups and the scores on the general education assessment rubric of which the researcher could not infer or make causal claims.

Although the researcher accessed as many dual enrollment student records as possible, some were not accessible because they were not included in the general education assessment during the fall 2017 semester. Those participants included were part of the random sampling of all English 1010 course offerings for the fall 2017 semester. Moreover, while on trend with the national averages, the number of participant scores for students enrolled in online-only sections was considerably lower than the other three groups, and this may have skewed some of the results of the statistical analysis.

This study only analyzed the aggregated data from the general education assessment rubric results. The individual categories on the assessment rubric were not compared to determine if one category's scores impacted the overall mean considerably. The researcher was unable to determine if any particular category or sub-domain on the rubric assessment had significantly different scores among the different instructional groups. The results presented are based on the mean score on the rubric for each student.

Implications for Practice

The continued growth of dual enrollment, at MSCC and nationally, warrants further studies into the expanded number of dual enrollment offerings. Given the low number of students from the online-only model, further assessment of dual enrollment students in online classes could answer questions about the impact of online course delivery specifically for dual enrollment students, particularly as course delivery pertains

to integrating these students into an authentic learning environment within a writing community of practice.

The results of this study did not yield any statistically significant findings regarding the online-only instructional delivery method. While the number of participants in this group may have been a factor, further research into the success of this instructional method may be warranted. Wooten (2013) claims, “institutions cannot claim that online writing courses, particularly for students who never attend courses on campus, reinforce institutional or programmatic values to students who do not understand the institutional context in which they take these courses” (p.52). The current study shows that online-only dual enrollment students have the third lowest mean score on the general assessment rubric; however, this score does not provide more information on dual enrollment student success in the course and as “college-ready.” The current assessment focuses on student success with regards to the writing standards. Given the overarching goals of dual enrollment programs to make these high school students college ready and Wooten’s claims about online classes, further qualitative studies could provide more insight into if and how these students succeed in becoming “college-ready.”

The lower mean score for dual enrollment students in the high school setting from this study seems to align with the concerns outlined by the researcher: if students who engage in the writing process and in the writing discourse are to work collaboratively with others and mimic the practices of master writers, one might question if these goals can be accomplished in instructional designs that limit students’ exposure to groups of writers who are without varying degrees of expertise of writing. Further research would provide insight into this finding.

National trends as outlined by the National Center for Educational Statistics (2019) indicate that the majority of students enrolled in dual enrollment programs participate in these courses within the high school setting; however, if this study's results, reflecting a lower aggregated mean for students in the high school setting, are indicative of student success rates in the most frequented instructional setting, colleges may need to rethink this instructional design. If further research indicates that this study's results are reflective of a larger trend at the college, state, and/or national level, colleges should consider other instructional delivery methods that support higher levels of student success and engage dual enrollment students in a more authentic college environment, one that prepares them more fully for their postsecondary opportunities. Colleges could also develop targeted improvements for the high school design to improve results. Either way, colleges, including MSCC, should look closely at the assessments and the data to determine the best way forward. While dual enrollment programs have improved the credentialing strategies for their instructors and the curriculum quality, the work is not finished. Further assessments of dual enrollment data can inform colleges for more targeted improvements to these ever-growing programs.

While closing gaps among the instructional delivery designs would allow for improved dual enrollment programs, colleges can also look at the other end of the results. Instructors and administrators could benefit from exploring ways to bolster those instructional delivery methods that have the highest means in this study. Currently, the bussed student model is only utilized at one of MSCC's four campuses and includes students from only one high school. If further research indicates that this model is

consistently successful for English 1010 students, the college and other institutions could explore ways to expand and support the bussed model of instructional delivery.

Similarly, the embedded student model also yielded higher scores on the general education assessment rubric. This model is more widely used at MSCC, as well as at other Tennessee community colleges. Given the statistically significant results, continuous improvement efforts should be made to support and expand the embedded student model of instructional delivery. This model provides students with the authentic college experience and exposure to writers at various levels of expertise, qualities that reinforce the situated learning theory approach to learning as a social activity within communities of practice.

Implications for Future Research

Based on the results of this study, data showed that differences exist among the different instructional delivery models. Further research into the differences among these instructional delivery groups could provide more insight into what type of impact instructional delivery has on dual enrollment student success in the English 1010 course. This study did not consider how much exposure the participants had to these different instructional delivery models. Some students may have had repeated exposure to a particular delivery model while others were novices in their dual enrollment learning environment. Future research into dual enrollment students' exposure to instructional delivery methods may expose other factors that affect student success scores on the general education assessment.

Furthermore, the mean scores for the four groups in this study highlight questions for further research. Additional research could explore these scores longitudinally over

several academic years to see if the comparative mean score for dual enrollment students enrolled in English 1010 in the high school setting remains consistently lower than the other instructional delivery models. If so, MSCC might consider whether continuing dual enrollment course offerings in the high school setting is an appropriate method for this course, and ultimately, dual enrollment student success.

Beyond a longitudinal study of the mean scores, a more in-depth study that analyzes the sub-domains of the rubric categories could provide specific insights into student success as it pertains to the general assessment rubric. Additional research could pinpoint a particular concept with which dual enrollment students excel or struggle. If the writing expectations of the high school standards and the college-level standards are decidedly dissimilar, a close analysis of the learning outcomes by category as assessed on the rubric could illuminate particular issues with writing standards. This research could provide more robust data than the aggregated mean scores of the current study.

Lave and Wenger (1991) developed situated learning theory as a method that champions an apprentice-styled approach to learning in a social context. While the current study theorizes about the implications of this social model of learning, the design of the study does not allow for further explorations into the influence and impact of writing communities of practice for the dual enrollment student. Additional qualitative research could explore the influences and implications of situated learning theory on the students in these different instructional delivery models. This research could provide anecdotal evidence and reflective insight into students' and teachers' views of dual enrollment student success within these delivery models, thus going beyond the

assessment scores to provide more insight for the continuous improvement efforts of dual enrollment programs, both at MSCC and Tennessee colleges.

General Discussion

The data concerning the comparative mean scores also shed light on student success rates for students bussed from the high school to the college campus. This group had the highest mean score of the four groups analyzed. This finding was somewhat surprising since the researcher was concerned that the physical location, though located on the college campus, was isolated for the dual enrollment students since it did not expose them to other writers outside of the dual enrollment classroom. It is possible that simple exposure to the new environment of a college campus, regardless of the possibility of interactions with other traditional college students, could create a unique learning environment that emphasizes collegial expectations in the composition classroom not experienced in the high school setting. The setting of the learning environment may be more a factor than the researcher anticipated.

While the setting of the learning environment could be a significant factor, another possibility is the development of a quasi-cohort design created by the bussed model. Even though the students in this bussed model only participate with each other and do not interact with other traditional college students on the college campus, it is possible that the bussed model allows students to develop a cohort mentality because they spend more time with each other in transit to and from the college. This time in transit may allow the students to discuss their coursework together and develop relationships that promote student success. If developing a sense of belonging is a factor in promoting student success, this bussed model may do just that, therefore leading to stronger student

performance in class and on the general education assessment. Further qualitative research may be warranted to explore the impact of this dynamic.

Furthermore, since this instructional model was a new instructional delivery method in the fall 2017 semester, the novelty of this design may have been an unknown factor in the student success results. While the other three instructional models were established practices, the bussed model was not established; therefore, this factor may have impacted the results of this study. A longitudinal study that included multiple years of assessment might provide more robust insight into the impact of the bussed model. Further qualitative research could also provide more data on this model.

Additionally, the comparative means presented an interesting implication on the success of dual enrollment students on the general education assessment rubric, particularly for high school and online-only students. As stated previously, the high school group had the lowest mean score; however, the online-only group had the third lowest mean score. Since the online-only group participated in its course in the high school, one could question if there is a link between both groups where students complete dual enrollment English in the high school setting. While these are two separate groups for instructional delivery since one is virtual and the other on-ground, additional research could explore the implications of the learning environment through the situated learning theory framework outlined previously to see if the high school models are less successful. It is worth noting that based on the results of this study, the bussed model and the embedded model—which were both on the college campus—had higher mean scores than the other two instructional delivery models.

Summary

Four key findings were noted in this study. The comparative means of the student success scores on the general education assessment rubric for the four instructional delivery designs were significantly different from one another. The success rates for dual enrollment students who were bussed to the college campus were higher than students in on-ground high school sections and the students embedded in sections on the college campus. The success rates for embedded students was not statistically significantly different from students enrolled in the online-only model. Finally, assessment data for students in the online-only model did not show significant differences from the on-ground high school model. These findings suggest that instructional delivery methods may influence student success.

As the popularity of dual enrollment offerings continues to grow across the nation and, specifically, at MSCC, further research and strategic planning within the institution could benefit students' success in English 1010. The ultimate goal of dual enrollment programs across the country is to prepare students for college and to provide an avenue for high school students to earn college credit and high school credit—a place identified by Hoffman & Voluch (2016) that “creates a productive tension that requires secondary and postsecondary institutions to articulate together their expectations for ‘college-ready students’ and college-level work” (p.10). The results and discussions of this study indicate that even more research is needed to ensure this quality of dual enrollment instruction, assessments, and relationships between secondary and higher education institutions.

As colleges in Tennessee continue to promote dual enrollment programs as part of the Tennessee Department of Education's early postsecondary opportunities (EPSO), colleges must have honest conversations about how partnerships with secondary schools are developed, how student success is measured in the classroom, and how factors such as instructor qualifications, curriculum quality, assessment practices, and instructional methods affect dual enrollment student success. The ongoing dialogue about dual enrollment must focus on the quality, not just quantity. Without a purposeful and strategic development of dual enrollment programs, educational institutions, both at the secondary and higher level, may fail to provide learning experiences and environments that strike at the heart of the dual enrollment mission.

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APPENDIX I

Definitions of Terms

BUS:

Is the abbreviation used in this study's data analysis for the bussed student group.

Communities of practice:

A term coined by Lave and Wenger to identify groups of individuals who learn and interact with each other for a certain skillset.

DE WEB:

Is the abbreviation used in this study's data analysis for the online-only student group.

Dual enrollment:

Is a program that allows high school students to earn college credit and simultaneously gain completion/equivalency for their high school courses in similar subjects.

EMBED:

Is the abbreviation used in this study's data analysis for the embedded on the college campus student group.

Every Student Succeeds Act (ESSA):

Reauthorizes the Elementary and Secondary Education Act as of 2015.

General education assessment:

Is an assessment designed by the department in collaboration with the Office of Institutional Effectiveness and Assessment that is administered

at least once every two years for a general education course at Motlow State Community College.

HS:

Is the abbreviation used in this study's data analysis for the high school student group.

INSM category:

Is the abbreviation for Instructional Method category used in this study's data analysis.

Institutional effectiveness plan:

Is a plan utilized at Motlow State Community College to outline continuous improvement efforts for a given department with regard to a particular goal.

Race to the Top:

Is a United States Department of Education grant geared to encourage reforms in educational institutions.

Southern Association of Colleges and Schools Commission on Colleges:

Is the regional accrediting body for higher education institutions in the southern United States, including Tennessee.

Situated learning theory:

Is a theory of learning created by Lave and Wenger in the early 1990s that focuses on the relations and social process that drive individuals' learning.

Writing process:

Is the process by which written compositions are created and includes several stages, such as invention, drafting, revision, and editing.

APPENDIX II

English 1010 General Education Assessment Rubric

Student is able to:	4: Exceeds Criteria	3: Meets Criteria	2: Not All Criteria Met	1: Attempt Made
1) Distill a primary purpose into a single, compelling statement.	Compose a particularly compelling thesis and demonstrate a clear purpose from beginning to end.	Compose a thesis which is arguable, appropriately limited, offers more than the obvious, and provides a clear, focused purpose.	Compose a thesis, but the purpose is not clear or focused, is too obvious, or only vaguely arguable.	Does not demonstrate an ability to compose a thesis statement to convey a clear purpose.
2) Order and develop major points in a reasonable and convincing manner based on purpose.	Effectively organize an essay and reflect appropriate structural logic through paragraphing. Craft body paragraphs that offer outstanding support. Use smooth and helpful transitions.	Organize an essay and presents major points in a logical order. Craft body paragraphs that contain effective supporting ideas. Use transitions to help guide the reader.	Organize some elements of an essay but needs to use a more effective pattern of development. Craft body paragraphs, but they may not feature strong topic sentences or adequate support. Uses weak transitions or transitions are not evident.	Does not demonstrate an ability to organize an essay or develop points in a convincing manner. One or more paragraphs fail to demonstrate a clear purpose and/or lack development .
3) Develop their ideas using appropriate rhetorical patterns (i.e. narration, example, process, comparison/contrast , classification, cause/effect, definition,	Paragraph and sentence structure reflect rhetorical choices appropriate to the essay genre that assignment	Paragraph and sentence structure reflect rhetorical choices appropriate to the essay genre the assignment	Paragraph and sentence structure are evident but are inconsistent to the essay assignment. Includes some analysis and original	Paragraph and sentence structure do not reflect the assignment. Lacks analysis, details, and possibly

argumentation, etc.) and other special functions (i.e., analysis, research, etc.).	dictates. Includes the appropriate balance of description and analysis, original thought and researched ideas.	dictates. Includes slight disparities in analysis and description and contains but lacks enough original analysis in comparison to researched ideas.	thought but reflects ideas that are underdeveloped or too heavily reliant on other people's ideas.	descriptive elements. Shows little to no original thought and needs more research.
4) Employ correct diction, syntax, usage, grammar, and mechanics in their writing.	Employ above average construction with no awkward wording, and phrasing is appropriate for college-level essays. Demonstrate an understanding of diction, syntax, usage, grammar, and mechanics as evidenced by the minimal errors in essay.	Employ good construction and sentence variety, and phrasing is generally free of awkward or confusing wording. Demonstrate an understanding of diction, syntax, usage, grammar, and mechanics as evidenced by the minimal errors in essay.	Employ an adequate construction with some variety, although more could be incorporated. Includes awkward or confusing wording. Demonstrate a basic understanding of diction, syntax, usage, grammar, and mechanics as evidence by several minor errors in essay.	Does not employ sentence variety and demonstrates several instances of awkward or confusing wording. Use of incorrect diction, syntax, usage, grammar, and mechanics as evidenced by numerous errors in essay.
5) Manage and coordinate basic information gathered from multiple sources.	Manage and integrate basic information gathered from multiple sources into the argument to fully	Manage and integrate basic information gathered from multiple sources into the argument to support the	Manage and integrate basic information gathered from multiple sources, but information drawn from sources may	Does not demonstrate ability to manage and coordinate basic information from sources as evidenced

	<p>support the thesis. Integrate information drawn from sources into body paragraphs in the form of quotes, paraphrases, and summary. Use of sources also anticipates and refutes objections and alternative judgments. Provide introductory tags and correct citations to give source material context and weight.</p>	<p>thesis. Integrate information drawn from sources into body paragraphs in the form of quotes, paraphrases, and/or summary. Introduce all source material and cite appropriately.</p>	<p>not adequately support the thesis. Integrate information from sources, but may rely too heavily on direct quotation, or some source material may lack appropriate introduction and/or correct citation.</p>	<p>by lack of information drawn from source material, or source material lacks introduction and/or citation.</p>
<p>6) Respond adequately and appropriately to the needs of the audience and the requirements of the writing situation.</p>	<p>Respond to a narrow audience; use rhetorical strategies successfully to significantly improve the overall quality of the argument. Provide necessary context in the</p>	<p>Respond to a narrow audience. Showcase clear awareness of the rhetorical situation as evidenced by the appropriate use of rhetorical strategies. Supply an</p>	<p>Respond with moderate awareness of audience. Demonstrate a partial awareness of the rhetorical situation, and efforts are made to employ appropriate rhetorical strategies.</p>	<p>Does not demonstrate an awareness of audience, awareness of the rhetorical situation, and little or no use of rhetorical strategies are present. Does not supply an introduction</p>

	introduction and supply a conclusion with an impactful takeaway.	introduction and conclusion that provide context and take-away.	Supply an introduction and conclusion, but one or both may be weak.	and/or conclusion.
7) Understand that the writing process includes procedures such as planning, organizing, composing, revising, and editing.	Demonstrate every stage of the writing process from invention to editing. Showcase how each stage helped with the development of the final product as evidenced by submitted work, e.g. rough drafts, peer reviews, final draft, etc.	Demonstrate the writing process from invention to revision and editing. Showcases the writing stage as evidenced by submitted work, e.g. rough drafts, peer reviews, final drafts, etc.	Demonstrate limited evidence of the writing process from invention to revision and editing.	Does not demonstrate any evidence of the writing process.

APPENDIX III

**MOTLOW STATE**
COMMUNITY COLLEGE

OFFICE OF THE PRESIDENT

March 3, 2019

Middle Tennessee State University
Institutional Research Board
1301 East Main Street
Murfreesboro, TN 37132

This letter confirms Motlow State Community College's participation in Meagan C. McManus' dissertation research project at Middle Tennessee State University, called "Exploring Dual Enrollment Course Design for Composition Courses and Student Success," to explore the impact of instructional delivery methods for dual enrollment students' success in composition courses. We understand that as part of this study, Meagan McManus will collect existing general education assessment data and dual enrollment student demographic data at Motlow State Community College from fall 2017.

Furthermore, we also understand that this data collection and analysis will be used in Ms. McManus' dissertation research and related doctoral candidacy completion requirements. We are aware that this dissertation research will be made available to Motlow State Community College's administration upon completion of Ms. McManus' dissertation submission.

To support these activities, I have appointed Dr. Amanda Bowers, Director of Institutional Effectiveness and Assessment, to serve as the liaison for this study. She may be contacted regarding permissions for Ms. McManus' use of Motlow State Community College data.

Sincerely,

Michael L. Torrence, Ph.D.
President

Cc: Meagan C. McManus

APPENDIX IV

IRB
INSTITUTIONAL REVIEW BOARD
 Office of Research Compliance,
 010A Sam Ingram Building,
 2269 Middle Tennessee Blvd.
 Murfreesboro, TN 37129



IRBN007 – EXEMPTION DETERMINATION NOTICE

Tuesday, May 14, 2019

Principal Investigator **Meagan McManus (Student)**
 Faculty Advisor **Christopher Quarto**
 Co-Investigators **NONE**
 Investigator Email(s) **mcm2r@mtmail.mtsu.edu; chris.quarto@mtsu.edu**
 Department **College of Education**

Protocol Title ***Exploring dual enrollment course design for composition courses and student success***
 Protocol ID **19-1245**

Dear Investigator(s),

The above identified research proposal has been reviewed by the MTSU Institutional Review Board (IRB) through the **EXEMPT** review mechanism under 45 CFR 46.101(b)(2) within the research category (4) *Study involving existing data*. A summary of the IRB action and other particulars in regard to this protocol application is tabulated as shown below:

IRB Action	EXEMPT from further IRB review***	Date	5/14/19
Date of Expiration	NOT APPLICABLE		
Sample Size	200 (TWO HUNDRED) Student Records		
Participant Pool	Data previously collected from Healthy Adults (18 or older)		
Exceptions	NONE		
Mandatory Restrictions	<ol style="list-style-type: none"> 1. Participants must be 18 years or older 2. Informed consent must be obtained from the participants 3. Identifying information must not be collected 		
Restrictions	<ol style="list-style-type: none"> 1. All restrictions for exemption apply. 2. Not approved for new data collection: analysis of student records. 3. Data restricted to student records from Motlow State University. 		
Comments	NONE		