

UNFAMILIAR TERRITORY: A CASE STUDY OF COLLEGE  
PROFESSORS TEACHING ON HIGH SCHOOL CAMPUSES

A Dissertation

by

BARBARA LEVENE CADE

BS, Texas A&I, 1989  
MS, Texas A&M-Corpus Christi, 1998

Submitted in Partial Fulfillment of the Requirements for the Degree of

DOCTOR OF EDUCATION

in

EDUCATIONAL LEADERSHIP

Texas A&M University-Corpus Christi  
Corpus Christi, Texas

May 2017

©Barbara Levene Cade

All Rights Reserved

May 2017

UNFAMILIAR TERRITORY: A CASE STUDY OF COLLEGE  
PROFESSORS TEACHING ON HIGH SCHOOL CAMPUSES

A Dissertation

by

BARBARA L. CADE

This dissertation meets the standards for scope and quality of  
Texas A&M University-Corpus Christi and is hereby approved.

Lynn Hemmer, PhD  
Chair

Randall Bowden, PhD  
Committee Member

Nancy Smith, EdD  
Committee Member

Israel Aguilar, PhD  
Committee Member

Randy Bonnette, EdD  
Graduate Faculty Representative

May 2017

## ABSTRACT

The increase of enrollment in dual credit courses in high schools is staggering and traditional methods of delivering dual credit stop short of meeting the demand. In one newer model, college professors teach dual credit courses on high school campuses. However, little is known about how the uniqueness of the high school setting informs the professor's experience and professional practice. Using organizational theory and symbolic interactionism, through this qualitative case study, the researcher explored the experiences of college professors teaching in this model, using thematic analysis of interviews, classroom observations, and a focus group.

Findings suggest that the high school setting informs the experiences of the professor in four ways: (a) professors may occupy a distinctive niche that is not necessarily connected to the socio-cultural structures found within the high school; (b) context, which includes the cultural, organizational, and environmental aspects of the college and high school campus, emerged as a driving factor in the experiences of professors; (c) the act of teaching on a high school campus elicits specific feelings and actions and may present communication problems that require adjustment and redefinition; and (d) formal and informal communication between the high school and college entities is important to foster both vitality and structure in a partnership. Implications for practitioners, researchers and policy makers are provided. There is a need for administrators to understand individual and interpersonal constructs that may be dependent of environmental conditions when offering innovative ways to deliver dual credit.

Recommendations for future research include: 1) an opportunity to explore other districts attempting to implement innovative dual credit models, 2) the extension of the dual credit committee formed by the college, and 3) the exploration of the student perspective when taking dual credit courses in high school taught by college professors.

## DEDICATION

I have always wondered how writers pare dedications down to one or two sentences. There are so many people to thank and so few opportunities to acknowledge them publicly. So, no apologies offered for this long dedication. My dissertation is dedicated to my family and friends who helped and supported me. God bless your little hearts!

First and foremost, I am eternally grateful for the love and support of my husband: best friend, partner, co-conspirator, encourager, and love of my life. I am the luckiest person in the world to have you. Thank you for being patient and believing in me as I chase my dreams.

To my mother : You are a source of constant joy and support. You have been my rock and I love you. I could not have done this without you and I owe you so much. You are a remarkable person and have inspired me every day of my life!

To my sons, Tim, Jason, and Skeeter: I hope you know how important you are to me. When I struggled, I felt your encouragement and love. I am proud of the adult men you are and I love you all. Rochelle and Staci, you are women of character; your strength, wisdom, and love humbles me every day. My sisters Debbie, Janet, and Margaret, you kept me grounded and must be exhausted from holding me up. To my brother Neal and sister-in-law Debby, you always believed in me and I love you both. Thank you, Carol and Lee, for your support; I feel blessed that you are my family. To my sister-friends Terra and Jan: you helped me persevere and remained my friends when I had no time to reciprocate. You are true friends!

To my Nanny: you were a strong woman and taught me so many life lessons. You encouraged me to pursue what I wanted in life, even when it made others uncomfortable. I wish more than anything that you, my Dad, and Mr. McNally were here to share this special moment!

Finally, to my grandchildren: I hope you always appreciate that you come from strong backbones and soft hearts. You give me so much pleasure and bring sunshine to my life. It is a special joy to watch all six granddaughters pursue your dreams with no limitations – just because you know that you can. My grandsons and great-grandsons are growing into wonderful men because you have been provided strong role models to follow. I hope that in some way I inspire you to do anything to your heart's desire!

## ACKNOWLEDGEMENTS

There are many people responsible for the completion of a dissertation. This study would not have happened without the support of the participant sites and the participants themselves. My participants allowed me to see the true nature of how community colleges serve the community. You are educators in the truest sense. Thank you for agreeing to be part of my study.

I offer a heartfelt thanks to my committee members for your support and guidance throughout this process. I have great respect for the work that you do! Dr. Randall Bowden, you are a special teacher, mentor, and scholar. I enjoyed and appreciated your classes and your feedback throughout this journey. Dr. Nancy Smith, yes, you opened my eyes to qualitative research! Thank you for sharing your knowledge with me. Dr. Israel Aguilar, you had enthusiasm for my study – even before I did! Thank you for agreeing to provide your input and expertise. Thank you, Dr. Randy Bonnette, for agreeing to serve as my Graduate Faculty Rep.

I extend a special thank you to Dr. Kamiar Kouzekanani. There were times when I doubted I would ever complete this process, but you encouraged me through my doubts. Thank you for giving me confidence in areas where I had none and for offering guidance through the toughest parts. You have a gifted mind and I thank you for sharing your gifts.

To my chair, Dr. Lynn Hemmer: you were a constant source of guidance and patience for many, many months. You provided the perfect combination of support and *push* throughout this process. You were open to any idea I presented, no matter how off-track it seemed. Occasionally, you allowed me to fall down the rabbit hole, and then you held the light to guide me out. Thank you for serving as chair on my committee, but more importantly for being a counselor, editor, caregiver, and cheerleader. You were generous with your time, your ideas, and

your encouragement. I will be forever grateful to you and for the valuable lessons I learned along the way. Thank you, Dr. Hemmer!

*“I’ve learned that I still have a lot to learn.” – Maya Angelou*

## TABLE OF CONTENTS

CONTENTS	PAGE
ABSTRACT.....	v
DEDICATION.....	vi
ACKNOWLEDGEMENTS.....	viii
TABLE OF CONTENTS.....	x
LIST OF FIGURES .....	xvi
CHAPTER I: INTRODUCTION.....	1
Background.....	4
Setting of the Study.....	7
The Necessity of a Partnership .....	9
Statement of the Problem.....	11
Purpose of the Study .....	11
Rationale for the Study .....	12
Theoretical Frameworks .....	14
Significance of the Study .....	15
Operational Definitions.....	16
Limits and Assumptions of the Study.....	18
Chapter Summary .....	19
CHAPTER II: LITERATURE REVIEW .....	21
Overview.....	21
Dual Credit over Time .....	21
Changing landscape .....	21

How dual credit programs differ.....	24
The Emergence of an Innovative Dual Credit Program Model .....	25
The Gap Between Dual Credit Research and Practice.....	27
Access and Opportunity .....	28
Law, policy, and college-bound practices.....	29
Other influences .....	31
Contextual Factors .....	33
Educational settings; cultural differences .....	34
Academic climate; pedagogical differences .....	35
Partnerships Between School Districts and Colleges .....	38
Theoretical Framework .....	40
Organizational Theory .....	40
Symbolic Interactionism .....	42
The Gap in the Literature .....	45
Chapter Summary .....	46
CHAPTER III: METHODOLOGY .....	48
Overview .....	48
Case Study Research.....	49
Identifying the Unit of Study .....	50
Study Design.....	51
Data Sources .....	53
Data Sites .....	53
Participants.....	55

Dr. Timothy Douglas .....	56
Dr. Cole Sullivan .....	57
Ms. Emma Keller .....	57
Dr. Naomi Flores .....	57
Mr. Wesley Keller .....	58
Focus Group Participants .....	59
Data Collection .....	60
Interviews .....	61
Observations .....	61
Artifacts .....	62
Field Journal .....	63
Focus Group .....	63
Data Analysis .....	65
Trustworthiness and Rigor .....	66
Chapter Summary .....	69
CHAPTER IV: FINDINGS .....	70
The Backstory to the Model .....	70
Probing .....	71
Planning .....	72
Scheduling .....	72
Staffing .....	74
Implementation .....	75
Findings .....	77

The Lay of the Land: Representing, Navigating, Sensing, and Rituals .....	78
Representing: Southern Community College .....	78
Representing: Coastal Plains.....	82
Navigating .....	88
Dr. Timothy Douglas .....	88
Dr. Cole Sullivan .....	90
Ms. Emma Keller .....	91
Dr. Naomi Flores .....	92
Mr. Wesley Keller.....	93
Sensing.....	94
Just need a minute’s peace to let me teach .....	94
Relocation, again.....	95
Turn down the noise.....	96
Rituals, traditions, and norms...Oh my! .....	101
Hot Topics.....	104
Monkeying around .....	104
Consequences.....	105
Safe and secure .....	106
What We Think and How We Act: Our Beliefs and Our Craft .....	108
Why are we here?.....	109
How old is old enough? .....	110
To serve what purpose: The role of dual credit programs .....	114
Academic freedom .....	116

School of action .....	118
Classroom observations .....	118
Teacher preparation .....	119
Instructional methods.....	119
Student-teacher interactions.....	122
Chapter Summary .....	123
CHAPTER V: DISCUSSION, IMPLICATIONS, AND CONCLUSIONS .....	125
Discussion.....	125
What You <i>Know</i> ; What You <i>Want</i> to Know; What You <i>Learned</i> (K-W-L) .....	126
K-what they <i>knew</i> .....	127
W-what they <i>wanted</i> to know .....	128
L-what they <i>learned</i> .....	128
When Context Informs.....	129
When context <i>informs</i> their K-W-L.....	130
When context <i>informs</i> pedagogy .....	131
Communication.....	133
Communication and K-W-L .....	133
We didn't know what we didn't know.....	134
Communication, confusion, and context .....	135
Ways to improve communication .....	136
Connections to the Theoretical Frames.....	139
The Model and Moving Forward.....	142
Throw Me a Lifeline .....	144

Legislative Matters and New Dual Credit Models .....	145
Attendance .....	145
Grades .....	146
Discipline .....	147
Goals of Dual Credit... What's the Point? .....	147
Empowering Practices .....	149
Implications.....	150
Implications for Practitioners.....	151
Professors.....	151
Facilitators.....	152
High school and college administrators.....	153
Implications for Fellow Academics and Scholars .....	155
Implications for Policy Makers.....	156
Recommendations for Further Research.....	158
Conclusions.....	159
Chapter Summary .....	162
REFERENCES .....	163
APPENDIX A: INITIAL INTERVIEW PROTOCOL.....	179
APPENDIX B: INTERVIEW PROTOCOL – INTERVIEW #2, MID-SEMESTER.....	180
APPENDIX C: OBSERVATION RECORD.....	181
APPENDIX D: FOCUS GROUP INTERVIEW PROTOCOL .....	182

## LIST OF FIGURES

FIGURES	PAGE
1. Dual Credit Enrollment in Texas .....	6
2. Growth of Dual Credit Enrollment at CPHS .....	9
3. Dual Credit Enrollment for Hispanic Students in Texas .....	23
4. White and Hispanic Dual Credit Enrollment in Texas .....	29
5. Commonalities of Weber and Blumer Theories .....	44
6. Case Study Research Process.....	49
7. Study Timeline.....	52
8. Characteristics of Participants.....	55
9. Characteristics of Focus Group Members.....	60
10. Sample Field Journal Notes .....	63
11. Interview Protocol for Focus Group Discussion.....	64
12. Example of Graphic Organizers.....	66
13. Process of Coding .....	68
14. Stages of Probing, Planning, and Implementation.....	71
15. Themes and Subthemes.....	78
16. SCC Hallway .....	81
17. Coastal Plains High School Instructional Hallways .....	84
18. Do Not Disturb Signs on College Classrooms at the High School.....	97
19. What We Think and How We Act.....	109
20. K-W-L.....	127
21. Communication Connections and Gaps.....	133

22.	Connecting Theories .....	140
23.	Implications for Three Audiences.....	151

## CHAPTER I: INTRODUCTION

With postsecondary access for high school students an important goal for educational institutions across the United States (U.S. Department of Education, n.d.), many high schools offer students an opportunity to get a jump start on their future education by participating in dual credit programs (Mansell & Justice, 2014). These programs “are designed to promote college readiness and facilitate the transition to enrollment in postsecondary institutions” (Bhatt, 2009, pg. 1). While dual credit programs are not the only means by which high school students can earn college credit (other programs may include Advanced Placement, International Baccalaureate, Early College High School), they are one of the fastest growing college credit-earning opportunities, increasing 7.2% annually (National Alliance of Concurrent Enrollment, 2015).

Historically, dual credit programs have most often been delivered by one, or a combination of three methods: (a) using high school embedded faculty to teach classes on the high school campus, (b) provide courses in an online format, or (c) transport students to college campuses for classes (Stephenson, 2013). All of these methods provide high school students the opportunity to take college credit-bearing courses and to earn college credit before officially graduating from high school and beginning college. However, these three models have yet to decrease the significant disparities across the nation among student groups (ethnicity, rural, low-income) participating in dual credit courses (Texas Higher Education Coordinating Board, n.d.). In recent years, Texas has made increasing dual credit opportunities for underserved students a priority (Appleby et al., 2011). In fact, one South Texas school district sought to increase dual credit participation by implementing an innovative model for delivery of dual credit which would also provide a college-going experience. In 2011, administrators from the Coastal Plains

Independent School District<sup>1</sup> (CPISD) and the Southern Community College (SCC) began discussions exploring the potential for a partnership to implement the new dual credit model that entailed having SCC faculty teach at the Coastal Plains High School (CPHS). In this model, high school students remain on the high school campus and college professors go to the high school to teach.

At the time of those initial discussions between CPISD and SCC, I was principal of the CPHS and worked closely with district and college administrators to develop the model. Together, our intent was to create an authentic college experience for the students that would not only include the rigor of a college curriculum, but also include crucial connections between the high school and community college communities. We understood going into the partnership that both the rigor of the curriculum as well as the role of the college faculty would play an important part in authenticating the college experience for the high school student (Bosworth, Convertino, & Hurwitz, 2014). The rigor of the curriculum was left to the SCC faculty, whereas creating a college-going environment was left to the high school administrators and teachers.

However, schools in general are complex, dynamic systems with specific properties and principles which underpin the core processes surrounding teaching and learning (Macbeath & McGlynn, 2002) and influence students' academic, affective, social, and behavioral learning (Deakin Crick, Green, Barr, Shafi & Peng, 2013; Gu & Johansson, 2013). Although, contextual factors such as school resources, structures, and culture, exist as discrete parts within a specific system, such as a high school or community college, they interact with each other and the integration of the school's vision, beliefs, mission, values and common shared language in ways to form the whole system. While fundamentally, the high school and community college share a

---

<sup>1</sup> Coastal Plains Independent School District, Coastal Plains High School, and Southern Community College are pseudonyms for study participant sites.

common underlying purpose of schooling, there are significant differences between the two, especially in terms of alignment of program objectives (e.g., school mission), implementation (e.g., curriculum and instruction), and assessment (Tyler, 1990).

Within each system shared individualistic values and morals exists amongst the administrators, teachers, and students (Deakin Crick, Barr, Green, & Pedder, 2016). And yet, the very contextual factors that make the high school and community college unique and separate systems function differently for different members of the school community (Deakin Crick et al., 2016; Partlow, 2007; Rosenholtz, 1989). For instance, Rosenholtz (1989) suggested that factors such as large class size in public schools brought about by limited budgets may have an impact on teachers perhaps with them feeling overtaxed and professionally constrained. Whereas principals in schools with larger enrollment may experience frustration by the amount of time they spend disciplining students (Partlow, 2007). Thompson and Kleine (2015) suggest that some college professors with large class enrollments may be charged by their institution “to organize and manage the classroom and to assign grades” (p. 183) countering their attempt to foster a personal atmosphere within the classroom. Now, with college professors teaching on a high school campus there may well be a cross-over of nuance and intersection among the contextual factors inherent of high school and community college that inform and refine how the college professor works.

Challenges may occur for the college professor teaching at a high school campus when they are not familiar with the context of the high school setting as it relates to its prescribed core principles of teaching and learning. It may be that the experiences of the college professor and the interactionism and the symbols used to communicate meaning (Blumer, 1986) at the community college differ from the experiences of the high school teacher. Coupled by an

unfamiliar structure or system, and/or different cultural norms and priorities that are in place within the two entities (high school and community college), organizational and communication problems are foreseeable (Barnett et al., 2012; Bolman & Deal, 1991) and may challenge the enculturation of college professors on a high school campus or vice-versa. In turn, these same contextual factors that lend themselves to each system's core principles may also present challenges to the high school administrators and teachers trying to create a college environment on a high school campus. Therefore, this case study sought to understand the experiences of college professors who taught on a high school campus.

### **Background**

With the passage of the Higher Education Act of 1965, grants, loans and other programs were created to help students from lower and middle income families acquire education beyond secondary school. Since the original signing of the Act in 1965, the Higher Education Act has been amended numerous times "to further support its original intent of providing greater opportunities for individuals to attend higher education and supplying resources to improve the facilities of colleges and universities (Cooley, n.d., para. 3). However, today's postsecondary program models to provide students access and opportunity for postsecondary education looks quite different from the paradigm of yesteryear when students would graduate from high school and *then* enroll in institutes of higher education. Now, students do not have to wait to finish high school before starting college.

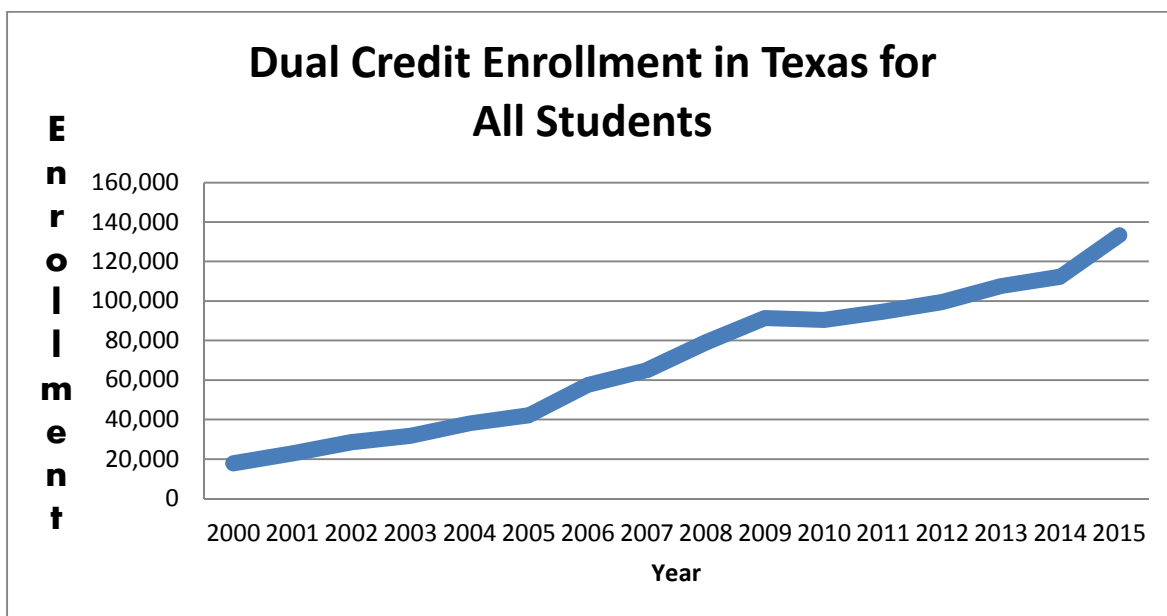
Across the United States, school districts are introducing high school students to rigorous college level courses using postsecondary programs such as dual credit, dual enrollment, Advanced Placement, International Baccalaureate, or a combination of these. One of the fastest growing postsecondary programs used by high schools is the dual credit program. In dual credit

programs students earn high school and college credit upon successful completion of a course. Dual credit courses require a separate curriculum, lesson planning, research, student feedback and interaction, and syllabus development from a high school course. According to a 2013 United States Department of Education report, 82% of the reporting high schools indicated that dual credit courses were offered in their schools (Thomas, Marken, Gray, & Lewis, 2013). High school students who are exposed to college level expectations learn they can succeed in college, thereby encouraging them to continue their education (Cassidy, Keating, & Young, n.d.; Smith, 2007). Dual credit programs allow school-aged students, usually high school juniors and seniors, an opportunity to take courses that will earn high school and college credit simultaneously (Thomas, et al., 2013). Dual credit courses vary widely depending on student interest, partnering college offerings, qualified teaching staff, and accessibility. Students in Texas are eligible for dual credit courses once they demonstrate college readiness and meet regular college pre-requisite requirements for courses.

Similar to national efforts, dual credit programs in Texas have a long history of affording students, primarily juniors and seniors, minority and low income students, access and opportunity to earn college credit while still enrolled in a high school setting (Texas Higher Education Coordinating Board, n.d.). In Texas, school districts are mandated to provide opportunities for students to earn college credit. A primary goal in Texas of dual credit programs (and others) is to provide underrepresented students with exposure to college level work and expectations early. While legislative requirements have changed throughout the years, the commitment to bring college level courses to school-aged students has remained steadfast. In 2006, House Bill 1, codified in Texas Education Code 28.008 (Texas Education Code, 2015a) required each school district to implement a program so that students may earn at least 12

semester hours of college credit while still in high school. These requirements may be met by offering dual credit for college courses, advanced technical courses, Advanced Placement courses, and/or International Baccalaureate courses. Currently more than 90% of courses for dual credit are offered by Texas community colleges in partnerships with school districts (Texas Higher Education Coordinating Board, n.d.).

As is the case with the national trend, Texas has seen an increase in opportunities for high schools implementing dual credit programs, as well as an increase in high school student engagement in postsecondary co-enrollment. Dual credit is more readily available because of increased legislation requiring schools to offer dual credit, and by building a funding structure that supports dual credit (Appleby et al., 2011). According to data from a Texas Higher Education Data report, participating schools in Texas served 133,342 students in the 2015 fall semester (Texas Higher Education Data, 2016). This is more than a 649% increase from the 17,784 students who took dual credit in the fall semester of 2000 (see Figure 1).



*Figure 1.* Dual Credit Enrollment in Texas. (Texas Higher Education Coordinating Board 2016)

In a comprehensive study of dual credit programs in Texas, Appleby et al., (2011) suggested that offering college-level learning experiences while students are in high school can increase academic quality and rigor, both important factors in persistence and graduation rates in postsecondary institutions. These benefits are most likely the result of not only doing advanced coursework, but from the students' knowledge that they can be successful in doing college-level work (Smith, 2007). Another benefit to the high school student taking college courses is the cost associated with college. For many high school students enrolled in a college course while in high school there is less tuition for remediation coursework and reduced tuition costs for them (Boswell, 2001).

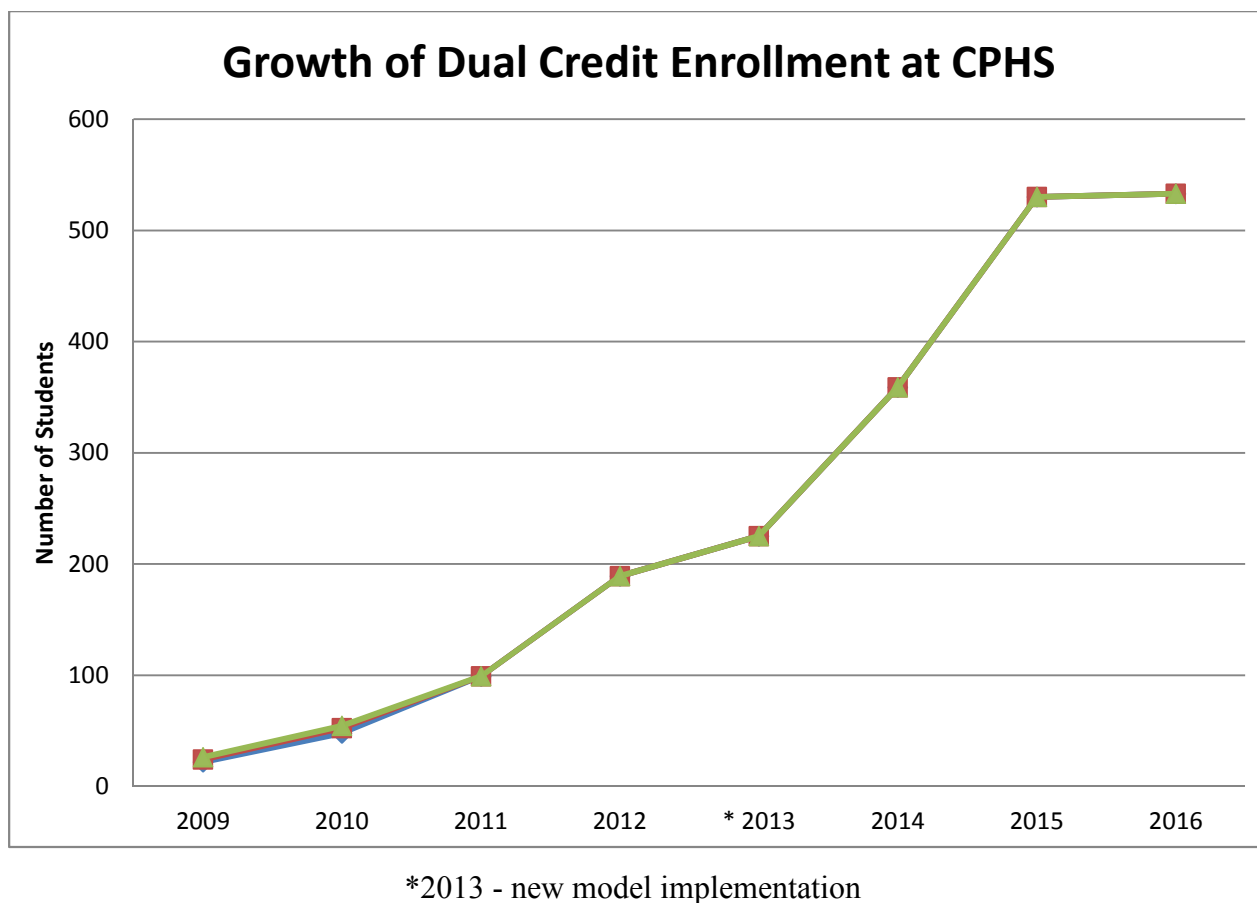
These dual credit courses historically are offered in several ways such as online, face to face, or video-conferencing and may be taught by high school or college faculty (Texas Higher Education Coordinating Board, n.d.). The costs associated with dual credit classes may be covered by the school district, the college, or the student, or by a sharing of resources including facilities and staff. These details are usually specified in a Memorandum of Understanding between the two institutions where appropriate.

### **Setting of the Study**

The CPHS in South Texas has a history of offering advanced courses to students, predominantly through Advanced Placement (AP) courses. Students who enrolled in, completed, and received credit for at least one AP or dual enrollment course in grades 9–12, as reported in the Advanced Course/Dual Enrollment Completion report of the Texas Annual Performance Report (TAPR), indicate that from 2003 until 2011 the average percentage of CPHS students taking advanced courses was between 23.6% (2003) to 29.3% (2011), as compared to the state

average of 19.9% to 30.0% respectively (TEA, n.d.a). However, even with AP courses in place, students at CPHS requested more, if not different, opportunities to earn college credit.

In response to the increased interest from students for more advanced course work, in 2009 dual credit courses in English, college algebra, and calculus were first offered at CPHS, utilizing embedded high school faculty to teach the courses. Twenty-two students received credit in four courses during that first year. Over the next several years, as shown in Figure 2, student participation in the dual credit program steadily grew. However, student enrollment was tied, if not limited, to the number of teachers available who were qualified to teach the dual credit courses. In order to teach a dual credit course, teachers must meet minimal requirements of the Southern Association of Colleges and Schools and meet the approval procedures used by the college to select faculty who would teach the same courses to non-high school students at the college (Texas Administrative Code, n.d.). This typically means the teacher must have a Master's Degree or above, with advanced courses in the specific subject area they teach. As qualified faculty members left or joined the district, dual credit courses were dropped or added. For example, in 2010 an English teacher with dual credit qualifications joined the high school faculty and as a result the number of students taking dual credit English went from 40 in 2009 to 72 in 2010, but still, course offerings were limited to English, college algebra, and calculus.



*Figure 2.* Growth of Dual Credit Enrollment at CPHS.

In 2013, the new dual credit program that brought college professors to the high school campus to teach the courses was implemented. As shown above, by 2015 over 200 students were participating in dual credit courses that now included social studies, speech, psychology, sociology, biology, philosophy, trigonometry, along with the English, college algebra and calculus taught by the high school faculty. In just a couple of years, (from 2013 to 2015) participation in dual credit courses had grown by 135.5%.

### The Necessity of a Partnership

In the development of partnerships between high schools and colleges, there is much to consider. Creating and implementing innovative programs often happens in an environment of scarce resources and sometimes limited oversight. Combining resources, including personnel and

facilities, is one way to counteract these limitations and create a win-win scenario. For example, postsecondary and K-12 schools operate independently in governance, funding, and regulatory requirements making it difficult to share resources (Boswell, 2000). These partnerships may be difficult to forge, as different perspectives and experiences merge. Logistic and financial considerations when entering a partnership may include cost of salaries, shared faculty and facilities, and common goals related to educational outcomes (Amey, Eddy, & Campbell, 2010). However, beyond the bigger picture, yet equally important, are underlying and logistical issues that include methodology, logistics, scheduling, setting, content, and facilities. As discovered in a previous partnership between a school district and community college in Tulsa, Oklahoma, it is necessary to identify specific issues as a way towards eliminating them as barriers when implementing the program (Roach, Vargas, & David, 2015).

With a partnership between a public school district and a community college, understanding culture in the context of the school organization cannot be over emphasized. School culture is defined through shared vision, values, goals, beliefs, and faith in the organization (Deal & Peterson, 2009). The power of the school culture is its ability to dictate everything about the group's relationships including its common beliefs and values (Goldring, 2002). Colleges also have a specific culture that is defined by these beliefs and values, much like high school campuses. Professors spend time acclimating to the college culture and may be comfortable in that environment, but that is not necessarily true when they are in the high school setting; understanding the contextual factors informing the experiences of the professor now teaching at a high school campus is the focus study.

### **Statement of the Problem**

Decisions to enter a partnership (such as between CPISD and SCC) to develop and implement new types of dual credit models are made without the advantage of research data regarding practices and literature to support the decisions. While the Texas Higher Education Coordinating Board (THECB) assists the Texas Education Agency in gathering data in three areas of dual credit in Texas: number of courses offered, number of students taking courses, and the number of credit hours earned (Zinth, 2015), there is no system in place to track where dual credit courses are taught (Texas Higher Education Coordinating Board, 2016). In South Texas, for example, only one other school district besides the CPISD is known to have used the model (professors teach on the high school campus) in the past. Unfortunately, little is known about that partnership outside of the practitioners involved because no reports were published nor was research conducted exploring the results of the program or the experiences of those involved in the implementation. School districts and colleges are in a unique position when they partner to offer new instructional models, but without exploring different perspectives of major stakeholders such as the college professor in this model, then policy and procedural decisions are made with limited insight. With this gap in both the practitioner and research literature, this model warrants a closer look, especially as the demand for dual credit offerings grows.

### **Purpose of the Study**

The purpose of this qualitative case study was to explore the experiences of college professors teaching on a high school campus. Teaching and learning occur in a wide variety of settings and circumstances. The context of classrooms and schools affect the quality and degree of students' learning and potential outcomes (Bascia, 2014). For this study, context included culture, pedagogy, setting, and organizational values and norms. Attempts to approach teaching

without considering those organizational and cultural context factors that inform a college professor's practice fails to capture the richness and complexity of different educational contexts. Noddings (1990) stated, "We have to investigate our subjects' perceptions, purposes, premises, and ways of working things out if we are to understand their behavior... We have to look at their purposive interactions with those environments" (p. 15). Understanding the experiences of college professors teaching dual credit on high school campuses may inform college and high school administrators and provide future direction when adopting new models for delivering dual credit.

The study was guided by the following research questions:

1. How do college professors teaching on high school campuses describe their experiences?
2. In what way does the context of the high school setting inform the experience of a professor teaching on a high school campus?

### **Rationale for the Study**

College readiness is mandated by Texas law (Texas Education Code, 2015b) and is an important focus for high schools as they prepare students to be successful in post-high school endeavors. Creating a program model of having the college professor on the high school campus is yet another way to provide access to students who may not see themselves as college bound. In addition to instructional benefits for students enrolled in dual credit, professors on a high school campus may assist in creating a college-going culture on campus (Bosworth et al., 2014). This may promote positive post-secondary attitudes and aspirations for students who do not see themselves as college-bound.

Professors teaching on high school campuses are a powerful resource for students engaged in dual credit courses. Providing students with a rich experience as they navigate rigorous coursework is a means of building a strong foundation for students. However, given the newness of the dual credit program that has the college professor teaching on a high school campus, little is known about the ways in which the setting informs the professor's experience and professional practice. For example, questions arise as to the degree to which professors may need support to acclimate to the high school culture in order to make the partnership a positive experience for both the students and the professors. Furthermore, it is important to understand, from the perspective of the college professor, what they know in terms of pedagogy of high school students taking college course and what type of professional development (if any) do they engage in once they are teaching at the high school.

Although assigning college professors to teach on high school campuses is a relatively new approach, there is evidence to suggest that Texas school districts and colleges are making the effort to implement this model. Since the inception of the SCC and CPISD partnership to deliver dual credit at the high school, the community college has subsequently partnered with another local high school to deliver dual credit courses in this manner. However, there remain limited published accounts of similar attempts and their frequency. While a variety of research is needed to explore this effort, this qualitative case study included how an important stakeholder, the college professor, experienced this model. This type of study in turn can provide research-based information to guide future decision making (Kim, Kirby & Bragg, 2006) as it relates to improving and perhaps scaling the model.

## **Theoretical Frameworks**

This study is influenced by the theories of Max Weber's Organizational Theory and Herbert Blumer's Symbolic Interactionism. These theories have implications on a large scale, but are relevant in smaller settings such as a college or high school campus. Max Weber (1922) developed the thinking that organizations were based on a very specific bureaucracy. While bureaucracy is important in protecting the systems it serves, there is also the danger that it keeps vitality out of an organization (Fantuzzo, 2015). For example, the structures of school districts and colleges are somewhat formal. Members of the organization work within the system and it can be difficult for an outsider to fit in. This is often the case in a school, college, or similar institutions where the bureaucracy creates a system of legal domination. Weber believed that even in its purest form, this domination relies on a bureaucratic administrative staff (Ringer, 2004). When all members do not have access to the administrators, there may be a breakdown of the bureaucracy. Even given its limitations by members, a bureaucracy is the most efficient means of managing an organization (Ringer, 2004).

The bureaucracy of a school also plays a part in the school's culture. The culture of a school is often described as the way things get done in the school and this culture plays a big role in the success of the school (Deal & Peterson, 1999). A college professor on a high school campus may find the bureaucracy protecting the system is a barrier in adjusting to the high school culture. There may be limited access to the administrators making decisions related to the organization. The professor is operating under bureaucratic rules and norms of the college system. As in Weber's model, the bureaucracy then, becomes a form of domination and could pose a barrier to a positive experience for the professor (Fantuzzo, 2015).

Symbolic Interactionism, developed by Herbert Blumer (1969), stressed the importance of how meaning arises out of the social interactions one has with others as opposed to social rules and norms. A college professor's interaction with members of a high school administration and staff provides a critical point of reference for both parties. When teaching in a different environment such as a high school, professors may encounter new situations within that environment. They are then forced to make new meaning out of these interactions (Burbank & Martins, 2010). How they interact with the people in this setting can impact the outcome, specifically their ability to adapt to teaching in high schools. The symbolism in a school, based on the culture and traditions, are often lost on an outsider who may not have insight into the importance of the symbols in the organization. Some of these may not be obvious to the casual observer, but nonetheless play an important role (Deal & Peterson, 1999). These theories of Max Weber and Herbert Blumer play an important role in understanding the experiences of college professors teaching in unfamiliar territory – the high school campus.

### **Significance of the Study**

The research study provides information on the experiences of college professors teaching dual credit courses on high school campuses in South Texas, particularly on how the context of the high school setting informed their practice. This study reviewed dual credit programs, past and present, and the benefits and challenges developing and implementing a new dual credit program. Texas is often cited as being on the cutting edge of dual credit opportunities by making dual credit more readily available and providing adequate and accessible funding to support that, but the data primarily focuses on participation (Appleby et al., 2011). While having data available about the number of students involved in dual credit is helpful, the available literature on the how different models work in schools is very limited. Making informed

program decisions is an essential part of a school district and college administration's role, and the dearth of information in this area is a handicap to the practitioner considering new dual credit delivery methods and to inform practice and policy in educational settings to assist implementation efforts (Mandinach, 2012). Partnerships between colleges and schools must operate from a foundation of knowledge, which would be provided with more available literature about this new model. Decision-makers need comprehensive, longitudinal, student-level data to measure program outcomes. There is not enough information currently available to assure fair distribution of resources and to plan adequately for program development (Kim et al., 2006). This study seeks to inform audiences and to provide experiences of professors teaching in this model.

This study would be beneficial to college and public school administrators who are seeking innovative ways to provide dual credit to high school students. Furthermore, this study would be beneficial to policy and decision makers as they develop the rules, laws, and other legislation that will allow innovative programs to go forward. To the future researchers, this study can provide baseline information on how to guide decision makers through the process of developing, implementing, and sustaining new programs.

### **Operational Definitions**

**Dual Credit** –is defined by the THECB as a process by which a high school junior or senior enrolls in a college course and receives simultaneous academic credit for the course from both the college and the high school (Texas Higher Education Coordinating Board, 2010).

**Dual Enrollment** (also called Concurrent Enrollment) – is used to describe programs where students are enrolled in two separate, academically related institutions. Typically, it refers to high

school students taking college or university courses. The student earns college credit, but may or may not earn high school credit (Texas Education Agency, n.d.).

**Advanced Placement (AP)** – is a program in the United States and Canada created by the College Board which offers college-level curricula and examinations to high school students. AP courses are subject-specific. American colleges and universities may grant placement and award course credit to students who obtain high scores on the examinations. There is a fee (paid by the student or school district) associated with the exam (College Board, n.d.).

**International Baccalaureate (IB)** –is an international program offering advanced courses for junior and senior students. The courses are global in nature and have a community service and research paper component. Students earn credit by scoring a certain level on an exam at the end of the course. IB courses or degrees are widely respected by university admission offices. Colleges and universities may grant placement and course credit to students who obtain high scores on the examinations. There is a fee (paid by the student or school district) associated with the exam (International Baccalaureate, n.d.).

**Embedded Staff** –identifies staff members who are already employed by a school or college (Taczak & Thelin, 2009).

**Underrepresented Student** – means students of color, first-generation college-goers, low income students, and students whose first language is not English (Tobolowsky & Allen, 2016).

**Higher Education** - education beyond high school, especially at a college or university; provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program toward such a degree; admits persons having a certificate of graduation from a secondary school, or the recognized equivalent of such a certificate (U.S. Department of Education, 2011).

**Community College** - two-year schools sometimes called junior colleges that provide affordable postsecondary education where students can earn an Associate of Arts or Associate of Science degree as a pathway to a four-year degree (Education USA, n.d.)

**University** - an institution of higher learning providing facilities for teaching and research and authorized to grant academic degrees (such as a bachelor's, master's, or doctoral degree) (Merriam-Webster, n.d.).

**Advanced Course/Dual Enrollment Completion** - this is an indicator used in the Texas Education Agency accountability system to report the number of students who complete and receive credit for at least one advanced course in grades 9–12 (TEA, n.d.).

**Hybrid Course** – according to THECB, hybrid/blended course is defined as "A course in which a majority (more than 50 percent but less than 85 percent), of the planned instruction occurs when the students and instructor(s) are not in the same place." (Texas Higher Education Coordinating Board, n.d.)

### **Limits and Assumptions of the Study**

Qualitative research has limitations that are characteristic of this type of research. First, there are a limited number of available participants because of the novelty of the model being studied. Further limiting the pool of participants and length of time to complete the study was the limited stability in teaching assignments. Professors do not know from one semester to the next what, or if, they will be teaching dual credit in a high school. This created a restricted time span of when the study could take place, yet still be completed within the semester. Another limitation was that two sites were used in the study. Participants did not have matching classes at both sites, therefore not all participants were observed for equal amounts of time.

Another limitation was the amount and type of information participants were willing to share. Because of the small number of participants and the likelihood of workplace discrimination, there may have been a natural reluctance on the part of participants to cast a negative light on the experiences that were shared. I listened to recorded interviews and reviewed transcriptions several times to ensure accurate representation of what participants discussed during the interviews.

Finally, my extensive experience as a high school administrator was both an asset and a limitation. My previous field experience and close work with implementing this model led me to carefully monitor my subjectivity, particularly during the data analysis and writing stage of this research. I paid careful attention to sharing this study for a variety of audiences, rather than for the benefit of high school practitioners only.

The following assumptions were made during the course of this research study:

1. Participants made an effort to provide honest feedback during interviews and focus group discussion.
2. Observations of participants were authentic, not prompted or staged for the purpose of the researcher.
3. Data were collected, analyzed, and shared using authentic qualitative research methods.

### **Chapter Summary**

In this chapter, I first provided an introduction to dual credit and how dual credit allows students to jump start their future education. I discussed the growth in dual credit, both nationally and in Texas, which has created a need for innovative models to meet the growing demand. I offer background information on how dual credit (and other college credit-gaining programs) is traditionally offered within the participating school district and how a community

college and high school formed a partnership to provide a more authentic college-going experience. Information is presented on how the culture of the community college and high school differ and how that informs the experiences of professors teaching dual credit on the high school campus. I discussed how my subjectivity provides a lens as I explore the partnership between the two entities. A rationale is provided for exploring these experiences, using Organizational Theory and Symbolic Interactionism as theoretical frames. Operational definitions, assumptions, and limits and assumptions of the study are included in this chapter.

## CHAPTER II: LITERATURE REVIEW

### Overview

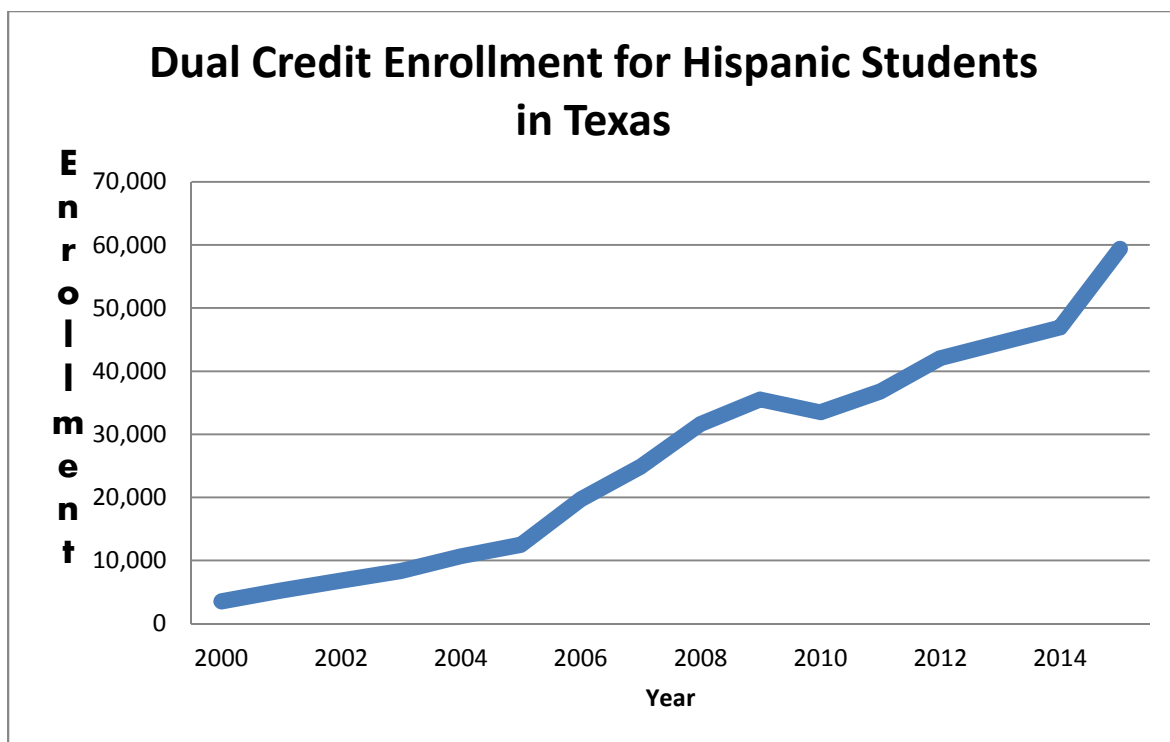
While there is little disagreement that dual credit students achieve higher persistence and graduation rates in college than non-participants (Appleby et al., 2011), relatively limited research has considered how or why these postsecondary outcomes tend to occur (Kanny, 2015). What is known is that dual credit opportunities have expanded exponentially, as evidenced by the 649% increase in Texas students taking these courses from 2000 to 2015 (Texas Higher Education Coordinating Board, 2015). However, research that adequately measures student success beyond enrollment and participation remains limited (Jones, 2014). This chapter presents a review of the literature relevant to the research questions being studied. This chapter is organized by first providing background about how dual credit has changed over time, what the goals and purpose of dual credit are, and how access and opportunity have evolved over time with laws and policies that have had an impact on dual credit. Then, there is information about the contextual factors of high schools and colleges, and how they necessitated partnerships between the two entities. Finally, there is material about the theoretical frameworks utilized in the study and gaps in the literature are discussed.

### Dual Credit over Time

**Changing landscape.** Although in the history of education, dual credit may be considered a somewhat recent undertaking, in fact, as far back as the 1920s there were discussions about creating closer connections between secondary and postsecondary institutions (Tobolowsky & Allen, 2016). The cost of curriculum redundancy and curriculum overlap by duplicating course topics in high schools and colleges was the true driving force behind these efforts. The early intention, in the 1920s, was to vertically align the last two years of high school

and the freshman college curriculums to keep this from occurring (Greenberg, 1989). However, little progress was made in making any changes to the status quo and the discussions did not resurface until the late 1960s and early 1970s. According to Greenberg, the first dual credit program was formed at Syracuse University where high-achieving high school students were given the opportunity to earn college credit. He goes on to state that the idea then caught on with support from both the public K-12 sector and the college communities, with early supporters spouting the financial benefits of dual credit because of the savings to students. The argument being that the more classes taken during high school resulted in fewer classes that would be paid for at the college level.

When dual credit courses began, they were primarily intended to provide academically challenging courses to high achieving students and to prepare them for the transition to a college or university (Kim et al., 2006). At the same time, with the passage of the Higher Education Act of 1965, the barriers to college that once existed for low income and minority students began to fall, albeit slowly (Calderone, 2010). Over the past several decades, the shift from serving privileged students in elite schools toward serving more students from all backgrounds continues and has created more opportunity and access for traditionally underrepresented populations (Hoffman, 2003). In Texas, for example, there were 3,519 Hispanic students enrolled in dual credit programs in 2000 (Texas Higher Education Board, n.d.). By 2015, that number had increased to 59,377, an increase of 1,587% (see Figure 3). While that increase demonstrates phenomenal growth and increased opportunities for Hispanic students to take dual credit courses, Hispanics are still well below the White population participation in dual credit courses and as such, the gap persists.



*Figure 3.* Dual Credit Enrollment for Hispanic Students in Texas.

While dual credit courses are more readily available today to serve diverse students from a variety of backgrounds, the challenge may be to help the underrepresented student see college-level courses as an academic challenge instead of a barrier. (Hoffman, 2003). For students who do not see themselves as college-going, access to college level coursework in high school is an important step in breaking down that barrier. Perhaps having these courses available and visible on the high school campus alters that perception for underrepresented students. Studies also have shown that there is a financial benefit to taking dual credit courses, but Adelman (2006) suggests that the financial benefits also create a motivational factor that increases the likelihood of students actually graduating with a post-secondary degree. Other gains from students taking dual credit classes in high school include exposure to course rigor and to the college environment, which are both benefits to the underrepresented students (Tobolowsky & Allen, 2016).

**How dual credit programs differ.** In its inception, most dual credit programs were very similar to each other in purpose and goals, much like Advanced Placement and International Baccalaureate. As enrollment increased and spread to other colleges and high schools, that is no longer the case. In current programs, there is great variation in terms of “delivery, funding, student participation, instructor eligibility, and course content” (Tobolowsky & Allen, 2016 p. 25). Because of this variation, dual credit programs look and operate differently depending on the state, the school, and the student (Tobolowsky & Allen, 2016). Even so, few studies have attempted to address the concern of the lack of consistency within programs or providing access to a broader range of students, but instead predominantly focus on institutional involvement and the enrollment growth (Kim et al., 2004).

Furthermore, there is limited focus on issues such as rigor and funding both in studies and in policies for dual credit. Perhaps that is because it is difficult to set a standard and measure such vastly different programs. Other concerns include the issue of state-written policies related to dual credit. State policies covering dual credit vary widely from state to state (Taylor, Borden, & Park, 2015). Students are tied to these state-level policies while in high school, yet upon graduation attend a variety of institutions that cross state boundaries (Hoffman, 2005). Further research that is beyond the scope of this study is needed to determine how, or if, these varied state dual credit policies may affect students traveling across borders to attend college.

Furthermore, while there is a notable focus on the issue of access in most states, the quality of dual credit programs has not been adequately examined. As discussed earlier, the state to state variance in policies provides little insight into how innovative models fit state policy guidelines (Taylor et al., 2015). With inconsistent practices and expectations in dual credit programs, students may not receive the full benefit of the college experience and rigor in

coursework. Some studies suggest that it would benefit students for schools to restructure eleventh and twelfth grade years to add support for students taking college level courses (Hoffman, 2005). The call for more research studies to address this approach has gone mostly unanswered.

### **The Emergence of an Innovative Dual Credit Program Model**

There are a variety of ways in which dual credit courses are delivered. The most common method of delivering dual credit courses is through the use of high school faculty, or embedded faculty, who meet the accreditation standards to teach at a community college (Stephenson, 2013). In this model, students remain on the high school campus for coursework. For the high school teacher, there are considerable challenges associated with aligning the taught curriculum to ensure that learning outcomes meet what is required in corresponding college courses (Evenbeck & Johnson, 2012). Typically, embedded dual credit teachers are also teaching a full load of regular high school courses. Preparing additional course material may create a trial for a teacher already struggling to meet the time constraints of teaching. High school teachers may also be unprepared to offer an authentic college experience for students, perhaps in part because the teacher has not taught in a college setting (Evenbeck & Johnson, 2012).

Another delivery method for dual credit courses is for students to travel to nearby college campuses for college courses. This option provides the best opportunity for students to immerse themselves in the college campus experience (at least for a portion of the day), but may be least desirable for school districts. Students lose valuable time when traveling to and from the college site, and often are placed in a position of opting out of high school-related experiences such as athletics or other extra-curricular activities and clubs. When students travel to obtain credit, the cost of transportation and the time restraints often make this option cost prohibitive and

impractical for school districts (Cassidy, Keating, & Young, 2010). For example, to allow for a variety of course offerings and schedules, multiple bus trips per day would occur for a high school with 200 students participating in dual credit classes. This would be costly for any district.

Online delivery is one more way schools provide dual credit, but may be the most difficult to sustain. High school students may not have the benefit of skills such as time management, advocacy, and persistence to guide them through an online course (Stark Education Partnership, 2015). Online students are required to master the challenges of college coursework but also must take responsibility for their own learning (Andrade, 2015). These self-regulatory skills are critical factors in student success. From Bourke (2014), we know that maturity, not chronological age, plays a role in the development of self-directed learning, which is a necessary skill for online learners. Another key factor in deciding to implement online dual credit is the lack of interaction that takes place between students and instructors (Gray & DiLoreto, 2016). Online courses do not introduce or socialize students to college expectations, which are intended benefits of dual credit offerings (Tobolowsky & Allen, 2016). Not only do these interactions teach valuable interpersonal skills, but may contribute to preparation for future professions (Hockridge, 2013). Hockridge explains that online learning may neglect these skills that are most relevant in future professions involving relationships, (counseling, social work, nursing and medicine, and theology). Even with these drawbacks, online learning is growing and is a desirable choice for many districts simply because of the easy access and affordability.

Another, more recent approach to promoting college access and opportunities is to have college professors teach the courses on the high school campus. This arrangement allows students who otherwise could not travel to the college an opportunity to take college classes and

to have a college-going experience. This model is uncommon and there is limited evidence that districts are attempting its implementation, based on available literature.

### **The Gap Between Dual Credit Research and Practice**

Research on innovative models or hybrid dual credit program models is even more limited or perhaps difficult to find because of the way the hybrid course is defined. One example is South Texas College, a community college vigorously supporting dual credit partnerships with high schools in that area in what is described as a *hybrid* model. The South Texas College website has very detailed information provided in a manual about the dual credit program, including partner responsibilities, student information, and faculty qualifications (South Texas College, n.d.). Over 16,000 students were served in 78 high schools in 2016. However, this partnership is limited to students who are served by high school embedded staff on the high school campus, attend early college campuses, or take online dual credit classes. College professors do not travel to the high schools to teach.

A hybrid/blended course is defined by THECB as "A course in which a majority (more than 50 percent but less than 85 percent), of the planned instruction occurs when the students and instructor(s) are not in the same place." (Texas Higher Education Coordinating Board, n.d.). In an extensive online search of district website across Texas, there were other descriptions identifying as *hybrid*, in both public and private schools. These examples include combinations of online and face to face delivery, online with video-conferencing, and online at a designated scheduled time. Although these examples are unique to each school, they are all billed as hybrid. One example is a partnership between Weatherford College and Community Christian School in Mineral Wells, Texas. In this hybrid model, students receive instruction through recorded videos during a set class period on the high school campus each day. In the dual credit biology course,

for instance, a high school teacher oversees the lab portion of the course and is in the classroom while students watch the video provided by the college professor. The professor visits the campus every other week for face to face instruction, and usually provides lab time, but the high school teacher is responsible for the daily oversight of the class and students. The homework and tests are completed online.

In a search of hundreds of school district websites in Texas, several districts describe dual credit as being offered online, face to face by high school teachers, or in a ‘hybrid’ model. Most often, as in the case of Daingerfield High School, a collaboration with Northeast Texas Community College, dual credit offering is a hybrid course is where the high school teacher and the college instructor work together to provide the course through online delivery of the curriculum on the high school campus (Dual Credit/Concurrent Enrollment Information Packet, 2010). In this hybrid model, instruction is delivered online while the college professor acts as an advisor but is not physically on the high school campus.

Still, it appears that school districts in Texas have yet to embrace the dual credit model with college professors teaching students on the high school campus. Without evidence to support successes or document challenges in these attempts, it is unlikely that administrators will deviate from the standard ways of partnering with community colleges to provide dual credit.

### **Access and Opportunity**

There is considerable research to support that a gap in college enrollment and persistence exists in certain populations, including whites and Hispanics (Zarate & Burciaga, 2010). When looking at national trends, the U.S. Census in 2007 reported that only 12.7% of Latinos held a Baccalaureate degree, while 30% of whites held the same degree. This percentage rose to 15.5% for Latinos in the 2015 report, but Whites increased by an even greater margin to 36.2% during

the same period (US Census, 2015). In the 2015 U.S. Census, Hispanics reported the lowest percentage of education at every level from high school graduates at 67% to advanced degree attainment at 5% (Ryan & Bauman, 2016). The gap has narrowed over time, but it still highlights the need to find ways to serve the underrepresented populations. While the gap in enrollment between Hispanic and Whites in Texas exists, that gap is showing signs of narrowing, challenging the national trend (see Figure 4). Perhaps this is related to the heavy concentration of Hispanic students attending community colleges, the provider of most dual credit courses.

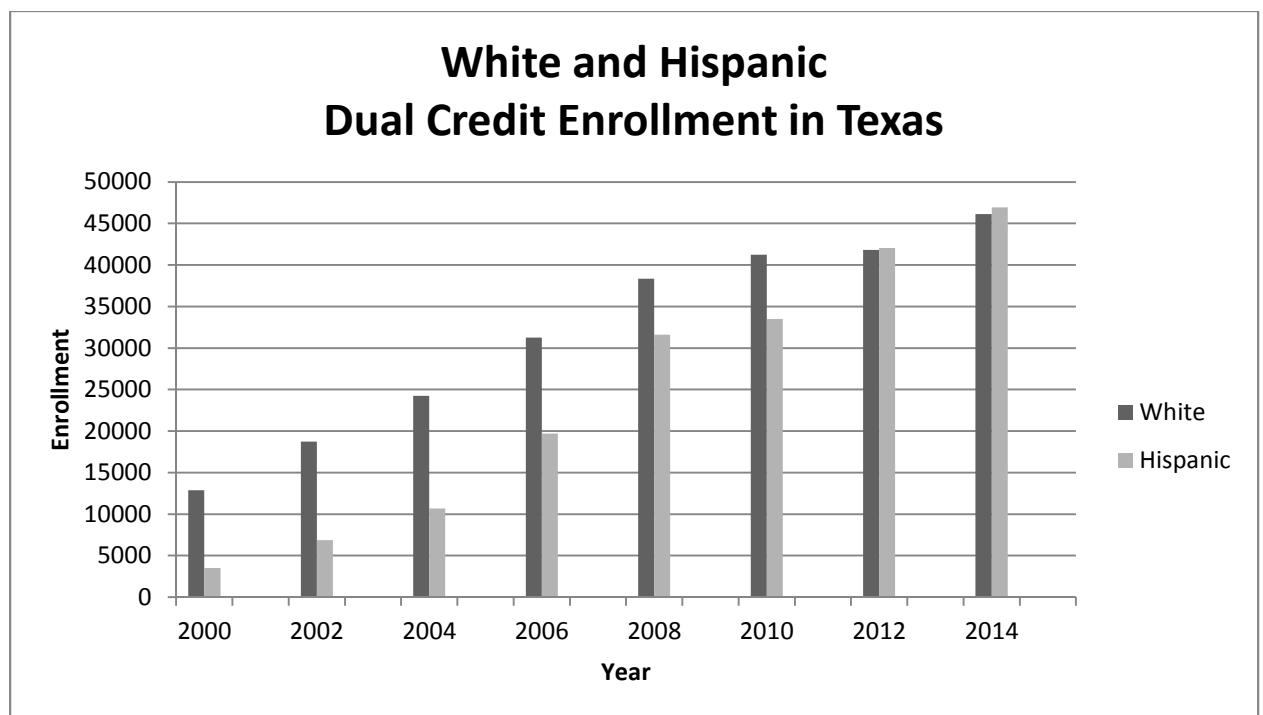


Figure 4. White and Hispanic Dual Credit Enrollment in Texas.

**Law, policy, and college-bound practices.** The Supreme Court weighed in on the issue of serving underrepresented students in college in 1993 in an affirmative action case related to university admissions (*Gratz v. Bollinger*, 2003). In the decision, the court directed universities to seek race-neutral criteria to achieve diversity. As a result, several states, including Texas, created laws that attempt to nullify race as a factor in the college admissions process and level

the playing field for underrepresented students enrolling in college. The Top 10% Law, House Bill 588, was enacted in 1997 and requires Texas' flagship universities to automatically admit any student who graduated with a grade point average (GPA) in the top 10% of the graduating class (Texas Legislature Online, n.d.) This law resulted in more diversity in universities and was considered a way to achieve race neutral admissions as required by the Supreme Court ruling in *Gratz v. Bollinger*. This effort to establish race-neutral admission criteria proved productive to that end; it also resulted in law suits by white students who were overlooked for admission.

One case challenging the Top 10% Law was *Fisher v. University of Texas* (2013; 2016), where Abigail Fisher argued that race was indeed a determining factor in her non-acceptance to the University of Texas. She argued that because she was White, other less qualified students were admitted when she was not. She also claimed that the Top 10% Law was working to achieve a racially diverse population at the University of Texas, hence there was no need to consider race in admissions beyond the top 10%. This case eventually was decided by the Supreme Court in her favor. The court did not overturn the earlier *Gratz v. Bollinger* (2003) decision, but instead put narrow limitations on the use of race as admissions criteria to universities. This case made its way to the Supreme Court a second time when in 2016 they decided in favor of University of Texas, declaring that the university was meeting the strict judicial screening.

Texas, due to the Top 10% Law, has made progress in diversifying the most selective college campuses in the state and the same law may have a potential effect on high school students' college aspirations (Lloyd, Leicht & Sullivan, 2008). It is believed that many students were not aware of their opportunity to attend higher education prior to the enactment of the Top 10% Law until provisions in the law required schools to post and personally communicate this

information to students. This effort to increase students' awareness of admissions requirements may have been lost on underrepresented students initially, given that the rise in Hispanic enrollment in dual credit did not gain traction until the last several years. Even with increased awareness about guaranteed admissions, students who do not take advanced level courses in high school, will most likely not be competitors for the top ten percent of a graduating class. This is in part due to a GPA advantage, or weight, often given to courses identified as advanced in an effort to acknowledge the effort that goes into the most challenging courses (Uribe & Garcia, 2012).

**Other influences.** Some parents, who themselves are degreed professionals, or have attained a high socio-economic status, are perhaps more knowledgeable than parents of underrepresented students about the importance of pursuing advanced classes early in high school. These privileged parents and their children may better understand the implications of a high GPA early in a student's academic journey and purposefully chart the course toward that end, but this may not be true in the case of the underrepresented student.

With the advent of the Top 10% Law, schools are doing a better job of making college admissions information visible in several ways around the school. These symbols, such as ACT/SAT test dates, admissions applications deadlines, and college banners may be entrenched in the college-bound student's life. But to the students who do not see themselves as college-going, the symbols are perhaps subtle reminders of what they cannot achieve. According to Hoffman (2003), students in advanced courses also receive subtle signals from teachers, counselors, and administrators that they are college bound. Counselors ensure that they receive well-designed college recruitment information, use college texts, and are automatically prepped for college entrance exams. Students not on a college-going track do not receive the same

messages, further reinforcing their inability to set these goals for themselves (Hoffman, 2003). Compared to Whites, Latinos are less likely to take a college prep curriculum in high school and also to take advantage of financial aid opportunities (Zarate & Burciaga, 2010). Therefore, it is essential for high school counselors to make a concerted effort to establish and maintain a college culture in which all students are encouraged to pursue postsecondary education (Vela, Flamez, Sparrow, & Lerma, 2016).

Another consideration is equity in school facilities and programs, an issue plaguing public education for decades. Public schools that are well-funded offer advanced placement courses, but minority students are often clustered in the 40% of schools that do *not* offer these advanced opportunities and therefore do not have a strong college-going climate (Hoffman, 2003). Multiple studies, including longitudinal ones, have proven that schools with a stronger college climate have the ability to make a real difference for students who may be at risk (Goodwin, Li, Broda, Johnson & Schneider, 2016). In the meantime, college access, retention, and graduation rates still “relate strikingly with race, income, and family educational background” (Hoffman, 2003 p. 44).

Another component to consider is cultural capital. Cultural capital is the advantages a person has that make the educational system a comfortable environment (Oldfield, 2007). When students are confident that they have the knowledge, skills, and background to succeed in college, they can more easily place themselves in that setting. Even when an underrepresented student gains admission to college, they may lack that cultural capital that helps to maximize their success (Oldfield, 2007). According to Hoffman (2003), this cycle continues because minority students are heavily represented in the schools not offering advanced placement and dual credit courses or they are excluded from these advanced classes because they are

underprepared. Perhaps the absence of cultural capital is a factor in the lack of access and opportunity for these students.

### **Contextual Factors**

The context of a school and community college includes not just the setting, but the culture and academic climate of the educational setting. Deal and Peterson (1999) posit that culture covers many aspects and includes the “unwritten rules and traditions, norms, and expectations that seem to permeate everything” (p. 2). Schein (1992) describes a school’s organizational culture as “a pattern of shared beliefs, assumptions, and value systems among a group of people” (p. 18). Though these definitions are similar, the primary difference between the two is the *unwritten rules and traditions* included by Deal and Peterson (1999). These rituals help to create order, clarity, and predictability in an organization (Bolman & Deal, 1991). According to Bolman & Deal (1991), rituals serve four major roles in an organization: “to socialize, to stabilize, to reduce anxieties and ambiguities, and to convey messages to external constituencies” (p. 262). These roles cannot be understated and each plays an important part in the day to day operations within a system.

The culture of an educational setting is also influenced by the varied and diverse human elements involved; students, parents, and educators (Muhammad, 2009). How these human elements interact lends to the culture of the educational setting. For example, where the principal of a school can motivate his or her followers by establishing a strong cultural environment conducive for collaboration, mutual respect, and mentoring (McKinney, Labat, & Labat, 2015), the community college president can foster an atmosphere that embraces intellectual excitement resulting in an institutional culture is both unique, if not evolutionary, thus creating a “distinctive niche” (Clark, 1970; pg. 96).

**Educational settings; cultural differences.** There are fundamental differences between the context of high school and college organizations (Amey et al., 2010). The high school campus is unique in culture, traditions, environment, scheduling, student activities, community expectations, and student-teacher interactions. These traditions are considered specific to the context of the high school and help foster a sense of belonging to the organization. These norms and customs are developed over time and members of the organization learn them through exposure (Koschmann & McDonald, 2015). Most high schools have deep-rooted traditions backed with community support such as athletics, band, and fine arts programs.

Colleges may share in similar customs but the day to day school culture is not the same. College athletic traditions, for example, do not typically include a weekly pep rally that interrupts instruction. College schedules are not built around band programs, or the logistics of lunch shifts. Colleges, like high schools, have standards of behavior detailed in a Student Code of Conduct (Texas A&M-CC, 2016). The college code of conduct, however, lists major offenses and standards for college life, but lacks details about minor offenses and behaviors, which are often included in a course syllabus. Another example more closely associated to community colleges is student social interactions (Mertes, 2015). At the community college level, students are less likely to socialize based on school or extracurricular activities; more common are peer activities centered around studying together, discussing coursework, or talking informally on campus (Mertes, 2015).

Other fundamental differences between the two settings include stakeholder involvement where public school teachers are accountable to parents and community members, all the while answering to a sophisticated organizational hierarchy including board members and administrators (Deal & Peterson, 1999). The visibility of high school teachers and access to

community members on a regular basis is not necessarily shared by college professors, affording college professors more anonymity. College teachers have more autonomy over content, while high school teachers most frequently follow district and state curriculum requirements. Because of this autonomy, community college teachers may be perceived as playing less of a role in scholarship than either high school or university teachers (Braxton, Doyle, Lyken-Segosebe, 2015).

**Academic climate; pedagogical differences.** With expectations to create access and opportunity, school leaders must now create a strong college-going culture, setting high expectations, providing college-linking resources and embedding structures that support college opportunity and normalize college enrollment (Robinson & Roksa, 2014). Teaching and learning in the K-12 sector has changed tremendously in recent years, particularly with more focus on student engagement, yet college professors still typically operate in a teacher-centered delivery model of teaching. For example, in college classes, there are two main approaches to teaching and learning: information transmission (teacher-focused approach) and a conceptual change (student-focused approach; Trosser & Trigwell, 2014). The fundamental difference between the two is the former focuses on transferring information to students, while the latter attempts to change and develop student understanding (Trosser & Trigwell, 2014). Lectures, rooted in ancient pedagogy, are still the most preferred teaching method for many professors (Bain, 2004). This is perhaps because of the lack of teacher preparation for professors and the absence of other teaching methods. Although the lecture may be preferred by the professor, high school students have not been exposed to this format of instruction. They may be ill prepared to stay engrossed in the material as they adjust. Delivery methods then do not appear to have

changed to keep up with the growing demands and the changing culture of high schools whether the courses are taught on the high school or college campus.

Pedagogy has also been reported as a fundamental difference in the practice of public school teachers versus professors on college campuses. Due in large part to the accountability movement, public school teachers are frequently focused on student success as related to the course content, state standards, and grades (Cuban, 1990). College professors on the other hand may be more focused on the teaching and delivery of material and somewhat less focused on the actual learner (Bain, 2004). In a best-world scenario, Bain (2004) suggests that college professors will challenge students to think outside the paradigms they bring to class. In this way, students go beyond absorbing information and instead focus on understanding structures. Students are challenged to understand information then “with application of that comprehension” (Bain, 2004).

Another factor affecting college teachers is the increase in class sizes in colleges, mostly as a function of budget constraints. Larger class sizes increase the faculty reliance on the lecture method of teaching and limits small group instruction (Prosser & Trigwell, 2013). This over-reliance on lectures restricts student interactions in the lesson and with the professors (Cuseo, 2007). Numerous studies have espoused the advantages of deep learning over surface learning, but larger class sizes create the opposite effect, limiting breadth and depth of content (Cuseo). It is uncommon to find high schools with large lecture halls to accommodate larger class sizes resulting in naturally lower numbers at the secondary level. Large classes “do have an effect on student learning outcomes and levels of satisfaction, as well as on the pedagogy of the teachers” (Prosser & Trigwell, 2013 p. 784).

An obvious difference between a college and high school campus is the age and sometimes maturity of the student and the pedagogical approach used by educators. While the age itself may not be an important issue, the life experiences of high school students can be significantly different than the experiences of an adult learner. Younger students perceive taking college courses as a positive experience with implications for future success (Saenz & Combs, 2015). This view, however, may not be shared by college professors. In California, for example, legislators recognized the increase in the number of minors taking college courses and established laws to cover related issues. California Education Code §§76001 and 76002 allows institutions to write rules that address some of the concerns identified by college professors including possibly controversial content of courses and the maturity level of minor students that may inhibit their ability to perform as equals to the adults in the classroom (California Community Colleges Chancellor's Office, 2005). Whether or not maturity of the student is a factor, it can play a role in how certain courses are designed and taught. Questions then arise as to how college professors, now teaching on a high school campus, experience these potential differences in pedagogical views.

Another area to consider is that while the teaching and learning cycle has become more complex over time, professors may be challenged to keep up with the pace and adopt innovative pedagogical practices (Daly, 2011). Not all tertiary schools provide any type of teacher training and several that do only target the adjunct professors since the primary responsibility of an adjunct is teaching (Gaal, 2014). In many cases, faculty development programs at the college level lack clear goals and attendance may not be mandatory (Daly, 2011). Without research, we do not know if professors teaching on high school campuses receive professional development

provided by either the high school or the college that relates to the unique aspects of teaching college courses on a high school campus.

School organizational research has examined the qualities and characteristics of school life and the impact they might have on students' academic success, with the school climate as the key perspective (Bascia, 2014). Schools are complex and dynamic in nature and it is difficult to identify a single characteristic of a good school climate, but some characteristics are apparent in all schools. Shared characteristics in school climates may include safety, relationships, scholarliness, and organizational structures (Bascia, 2014). This climate then becomes what is known to those both inside and outside the group as the culture of the organization. The concept of culture, such as exists in a school, helps us better understand the patterns of members' behavior, thought, and norms (Deal & Peterson, 1999). In many cases, the culture of the organization is how things get done on a day to day basis. The literature about academic impact of school culture is prolific. However, there is limited research about how school culture or context may inform the teaching experiences of a college professor teaching on a high school campus.

### **Partnerships Between School Districts and Colleges**

Dual credit programs require a working partnership between two institutions, but that partnership can be difficult to sustain (Cassidy et al., n.d.). There are numerous research studies related to partnerships. However, many of these studies tell the story at the beginning of the relationship when both parties benefit from the partnership (Heimann, 2015). Few studies follow a partnership over time to ascertain how it looks after the initial benefit period. Heimann (2015) conducted a study 20 years after a partnership was formed between a neighborhood school and teacher college in Israel. He describes the partnership through stages, comparing each stage to

part of a life cycle. In the beginning birth stage, there are generally high expectations, but very little formal structure. The partnership is nourished from the energy and excitement of all new things. During the maturation stage, organizations reach their full potential and are striving to find a balance between flexibility and control (Heimann). This is a delicate stage and the point where many organizations may fall apart if they are unable to reach a state of harmony. Finally, partnerships may reach a stage of decline, where there is no chance to breathe new life into the organizations. This “life dynamic can explain the long-term complex dynamics of the college-school partnership” (Heimann, 2015, pp. 221-243). The deterioration of a partnership then is hastened by the lack of a formal arrangement.

Some states, including Texas, have established explicit expectations for relationships between school districts and colleges. These partnerships vary greatly and are most often accomplished with a Memorandum of Understanding between the two entities. These agreements are specific to the needs of both organizations, but rarely cover specifics related to the day to day operations of either. When working between two related yet very different entities, frequent dialogue and interaction are essential (Amey et al., 2010). Some issues may be large in scope such as shared visions and goals, while others relate to the minutiae of day to day logistics for the practitioners.

There are efforts made in other states to build a bridge between community colleges and public schools. For instance, in Tulsa, Oklahoma, stakeholders joined together to discuss how community colleges could provide higher education assistance to area high schools (Roach et al., 2015). From this initial discussion, a partnership was formed to address barriers underrepresented students face when setting goals to attain a college degree. Essentially, good communication among parties is necessary to move toward the establishment of mutually

agreeable goals. Mutual commitment, appreciation of available resources, and role clarification are all elements of partnerships that require open communication (Outcalt, 2000). There is limited available literature on the effectiveness of school and college partnerships or the routine communication required to nurture the relationships (Barnett et al, 2012). The available literature primarily focuses on college-readiness programs and may include dual enrollment, but seldom highlight the partnerships required to effectively manage dual credit programs. This gap in the literature leaves acting college and school district administrators struggling to find data to support an innovative approach to providing dual credit.

## **Theoretical Framework**

### **Organizational Theory**

Max Weber explained bureaucracy as a form of legal domination mainly because of the structure of the top-down bureaucracy of most organizations (Fantuzzo, 2015). While the term domination might seem harsh, this type of bureaucratic domination is successful and necessary in an organization in order to distribute the authority in a hierarchical manner, maintain rules and procedures, and remove individual or personal wills from loyalty to the organization (Weber, 1922). This structure is largely successful when the top level keeps the staff informed, meets the needs of the staff on a day-to-day basis, and provides resources to the staff (Poggi, 2006).

Max Weber's early work was rooted in man's struggle to achieve autonomy, or what he referred to as the *drive upward* (Ringer, 2004). This philosophy came after a study of agrarian practices and the realization that agriculture was driven by the age-old force of dependency, where one class of people held another class down. This was a view that lent itself to the psychology of the worker's actions and considered thoughts and feelings of the worker rather than the landowner's economic gains (Ringer, 2004). He strongly believed that the spread of

agrarian capitalism would do irreparable harm to agricultural work force and grow a more arrogant bureaucracy in Germany (Weber, 1922). Weber's writings covered a plethora of topics from economics to sociology, from research to religion, from politics to agriculture (Poggi, 2006). Many believe that the early research in agriculture was the foundation of Weber's lifetime study of organizations and bureaucracy and fostered his concept of social stratification.

Max Weber's work influences other areas of research well beyond his notion of organizations and bureaucratic structure. Even though the digital age was not born during Max Weber's life, his social stratification theory is evident in the digital world in relation to dynamics of social class (lifestyle and culture), social status (prestige and market influence), and power (political impact and legitimacy) (Ragnedda & Muscherti, 2015). Ragnedda and Muscherti discuss how inequality is prevalent in the digital world in three areas: class dynamics (economic aspects), status and prestige (cultural aspects) and group affiliations (sociopolitical aspects). There is evidence that the dynamics of social class, status, and power do exist in the new digital age. They go one to state that digital and social societies closely mimic each other; therefore, it bears consideration that the inequality existing in social stratifications would exist in the digital society as well.

In his work as a researcher, Weber (1922) strongly asserted that humans understand themselves by attributing meaning to the reality in which they exist. This type of subjectivity allows humans to attach meaning to particular aspects of their experience, making meaning extremely arbitrary from individual to individual (Poggi, 2006). Weber cautions the casual researcher to maintain a balance between making value judgments based on bias, and judgments of fact concerning the phenomenon being studied. This balance is extremely important in the

case of subjectivity when a researcher has a relationship with participants or has close ties to the subject being studied.

The orchestration of collective cooperation is at the heart of successful organizations (Greenwood & Miller, 2010). There is little literature about how this level of cooperation can occur when individuals are members of more than one organization. Indeed, both colleges and schools are complicated and often complex organizations, with heavy structure and a system of hierarchy in each. Whether to classify the two separate entities, in this case a partnership, as one organization, is a shift in paradigms from what we traditionally identify as an organization. The fact that we cannot avoid the advance of bureaucracy in educational systems is inescapable (Ringer, 2004). However, there is limited research to guide the practitioner through the inner workings of two distinct organizations and how they will share facilities, personnel, and ideology.

### **Symbolic Interactionism**

Herbert Blumer coined the phrase symbolic interactionism, but the fundamentals of this approach also can be tied to George Herbert Mead and Charles Herbert Cooley (Travers, 2001). Blumer developed symbolic interactionism at the University of Chicago in the 1950s, as a challenge to sociology's accepted forms of methodology and epistemology (Carter & Fuller, 2016). According to Carter and Fuller, they state that Blumer proposed that the study of human behavior must begin with human association, not with empirical observation of human behavior. Blumer (1969) suggested that when studying human behavior, the researcher must be less concerned with objective structure than with subjective meaning. This was contradictory to what sociologists believed at the time, that an individual and an entity were distinctly different (Carter & Fuller, 2016).

Blumer's (1969) early work identified the need to delve beyond traditional scientific investigation in order to define what truly goes on in human groups. He argued that variable analysis alone does not address the process of the interpretation. This interpretation provides valuable weight in the way meaning is assigned. The relationship between people, ideas, and institutions is often complicated and cannot be explained by definition alone (Travers, 2001). Blumer's symbolic interactionism "centers on processes actors use to constantly create and recreate experiences from one interaction to the next" (Carter & Fuller, 2016 p. 933), with a theoretical orientation toward symbolic interactionism summarized through three premises: (1) Human beings act toward things on the basis of the meanings that the things have for them; (2) The meaning of things is derived from, or arises out of, the social interaction that one has with others; and (3) Meanings are handled in, and modified through, an interpretive process used by a person in dealing with the things he or she encounters (Blumer, 1969).

Blumer's philosophy has implications for both the researcher and for the members of organizations. For example, researchers develop their approach by looking at other research findings and support for those findings, but also by interactions during ethnographic research. The interactions and observations of others in ethnographic research provide a plethora of insight for the researcher. Any methodology for understanding social behavior must *get inside* the individual in order to see the world as the individual perceives it. A sound methodologist knows that patterns of behavior are not conducive for scientific insight, because behavior takes place on the basis of an actor's own particular meanings (Carter & Fuller, 2016).

The same is true for members of a group or organization as they gain insight into the culture of the organization from the written rules, but also by the symbols that permeate all organizations (Bolman & Deal, 1991). The culture of a school, for example, is not imposed on

the institution, but rather develops as a result of social interactions (Roby, 2011). This further supports Blumer's philosophy that people act toward objects on the basis of meaning that these objects have for them individually, not the meaning it might have for an outside observer or scholar (Blumer, 1969). Symbolic Interactionism, as defined by Blumer, then, is predicated on the knowledge that individuals have to identify the objects and assign a meaning and perhaps his understanding that meaningful interactions among individuals come to define the makeup of society, is as appropriate today as during the 1960s.

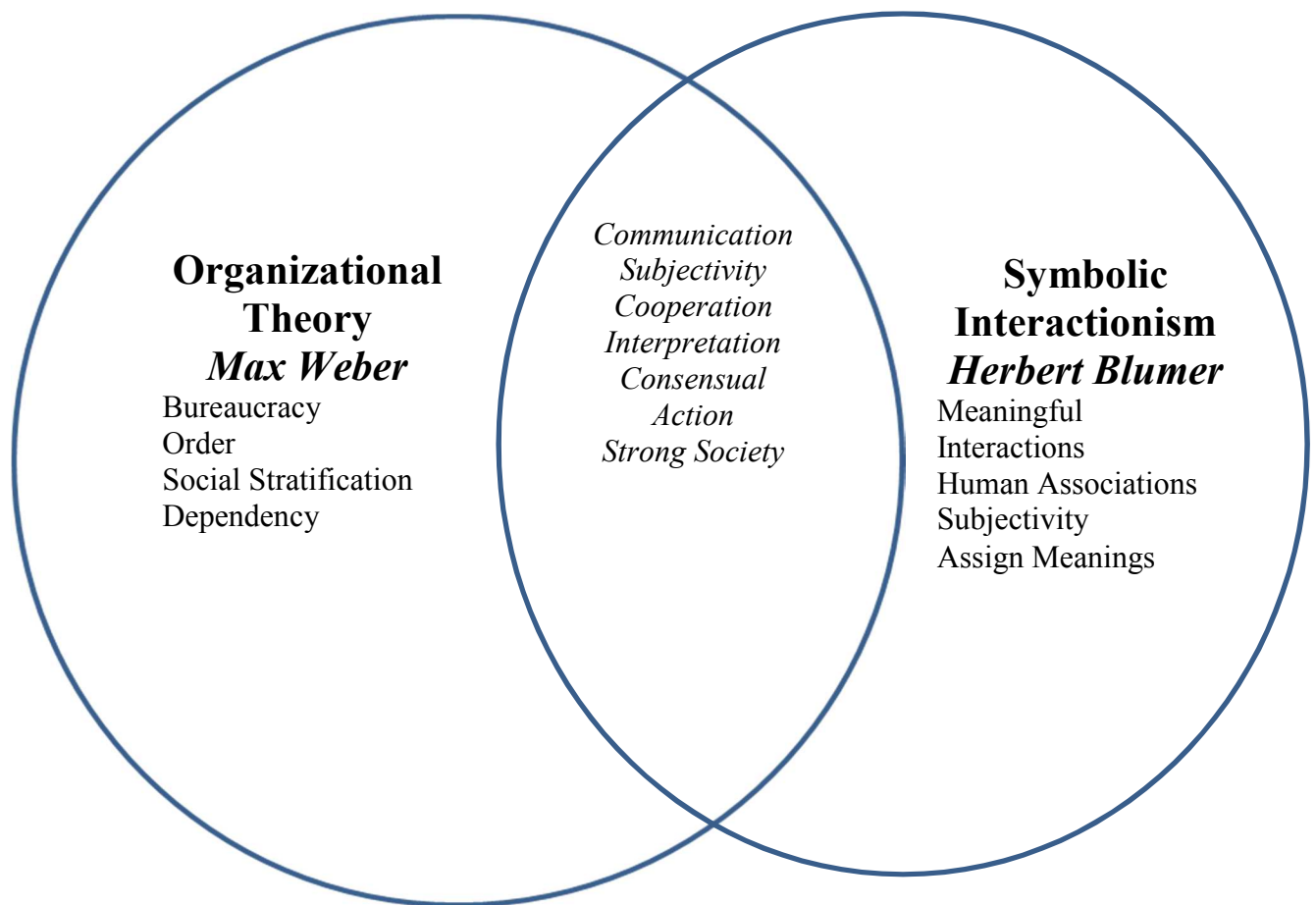


Figure 5. Commonalities of Theories.

Even though Weber and Blumer had very different ideas about how organizations and individuals interact to make meaning in societies, there is common ground in their theories (see

Figure 5). For example, social status is a central concern of Weber's theories. However, when looking at social statuses or positions, most of the actions that maintain socially recognized behavioral expectations toward others are symbolic (Segre, 2014). Society is viewed as a negotiated order (Weberian), which results from bargaining and negotiating between individuals and between groups (Symbolic Interactionism) who are "willing to pursue their interests; and having different social statuses and identities" (Segre, 2014, p. 478). Cooperation is another example of how structure and order merge with negotiation and bargaining resulting in success for both parties.

### **The Gap in the Literature**

In the majority of published articles about dual credit, the focus has been on the number of dual credit programs and student enrollment, but not necessarily related to program effectiveness (Appleby et al., 2011). Karp and Jeong (2008), reporting on the lackluster history of comprehensive data collection for dual credit, said that "the dearth of research occurs, in large part, because appropriate data are not collected by programs, districts, or states" (p. 8). Further, dual credit program staff members may lack the capacity to conduct research requiring rigorous statistical methods (Karp & Jeong). Studies that are available, seldom mention the perspective or experiences of the professors. Hughes (2010) reports that college professors are sometimes assigned based on seniority, to teach younger students in dual credit, citing that this is seldom a good idea because students benefit when a teacher is motivated to teach. If professors are mentioned, the research sites have been on the college campus implying a model in which high school students were transported to the college campus (Tobolowsky & Allen, 2016). It appears then that research about professors teaching dual credit courses on the high school campus or examples of where this has been done previously are lacking in the literature.

And yet, research does exist that suggests that both students and colleges benefit in general from partnerships that are formed to offer dual credit. Mixing what we know from Adelman, (1999) in that the intensity and quality of the students' high school curriculum is the strongest predictor of bachelor's degree completion, with having college professors on a high school campus teaching college courses may give students a realistic expectation of what college is like. This potentially enables them to adjust more easily to college life upon high school graduation. At the same time, because the public high school and community college operate under different systems and bureaucracies it may be difficult or challenging for the college professor to become involved in the mission and vision of the high school environment. Thus far, no empirical evidence has developed that sheds light on the experiences of the college professor, now on a high school campus, and how they operate between the two educational systems.

### **Chapter Summary**

In this chapter, I provide a review of the literature relevant to my study. I discussed the changing landscape of dual credit and how access and opportunity has opened up for underrepresented populations. There is information presented about the purpose and goals of dual credit programs and how an innovative model emerged. Also provided, is a discussion about the gap between dual credit research and practice. Information is provided about attempts to create hybrid dual credit models and how the varying policies from state to state may hinder students. Two court cases impacting access and equity to higher education are discussed. Other influences on college-going beliefs and attitudes such as cultural capital are discussed. School context is discussed in this chapter and the varied aspects of how setting and academic climate may play a role in a professor's experiences while teaching on the high school campus.

Information is provided about partnerships between colleges and schools. Literature is presented related to the Theoretical Frameworks used in this study. Finally, in this chapter, gaps in the literature related to dual credit are discussed.

### CHAPTER III: METHODOLOGY

This qualitative case study focused on the experiences of college professors who taught dual credit classes to students in a high school setting. The research questions guiding this study were:

1. How do college professors describe their experiences when teaching on a high school campus?
2. In what way does the context of the high school setting inform the experience of a professor teaching on a high school campus?

#### **Overview**

Qualitative researchers use in-depth, long term interactions to understand and interpret how participants construct the world around them (Glesne 2010). Yates and Leggett (2016) explain that “qualitative research gets at the how and why of the story, in ways that quantitative research cannot” (p. 225). Blumer proposed that qualitative methods of study are the only way to study human behavior, by rigorously defining concepts and using them to understand the nature of behavior (Carter & Fuller, 2016). The primary purpose of the inquiry is to benefit certain audiences and to provide better understanding of a topic (Stake, 1978).

For this study, audiences may include policy makers, practitioners, and fellow academics (Silverman 2000, p. 272). Therefore, it is important to utilize a methodology that captures the essence of what is studied. Considering the audience prior to designing the study influenced the decision to use a case study to more thoroughly convey participants’ experiences (Massey & Barreras, 2013). Because of the lack of available literature about having professors teach on a high school campus, it was appealing to consider the practitioner as the primary audience for this study. However, ignoring policy makers and fellow academics would further decrease the

amount of literature available to the audience I hope to reach. In this chapter, an overview of qualitative research and case study research is provided. The design of the study is discussed with detailed descriptions of data sources, data collection, and data analysis included.

### Case Study Research

Case study research is not a linear process, but instead is very fluid (see Figure 6). Yin (2009) describes the research design as a “logical plan for getting from here to there” (p. 26). Using a case study allowed me to get from the initial set of research questions, to some answers to these questions — the here and the there.

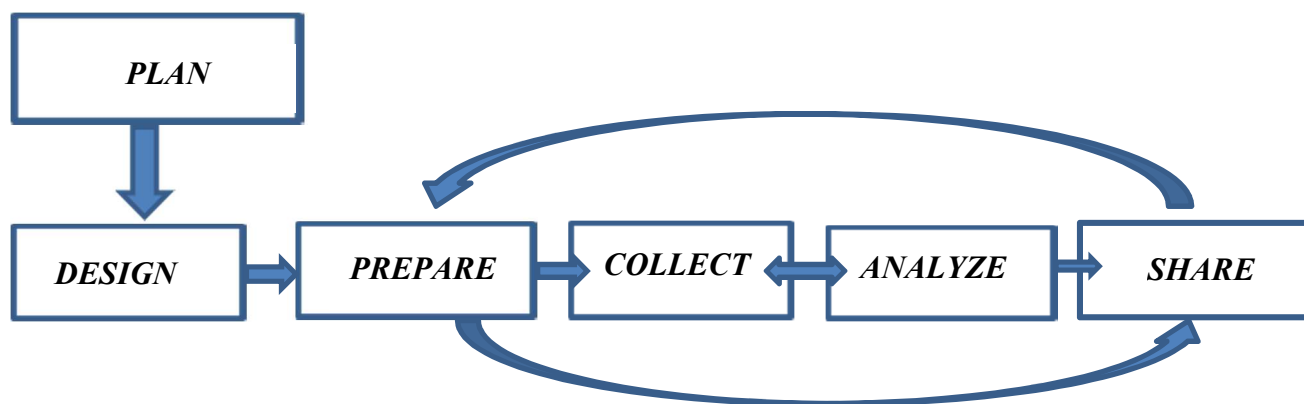


Figure 6. Case Study Research Process. (Adapted from Yin, 2009)

Following Yin’s model, the first three steps required (a) planning, designing, and preparing the research study; followed by (b) collecting and analyzing data; then (c) sharing the results. In the planning stage, I began a thorough review of the literature, determined the research purpose, selected a theoretical framework and developed research questions that would serve in closing gaps in the literature. The research questions are posed to remedy the “ignorance that exists about something” (Glesne, 2010 p. 29) and to contribute to a greater understanding of a topic. Once the plan was developed, I moved to the design of the study. Interviews, observations, artifact collection, and a focus group were the key design elements for the study. According to Saldaña (2011), the steps in a qualitative research study are sometimes

evolutionary and emerge during the process. This was true in my case as several times during the study, unique and unforeseen opportunities called for me to revise my original plan. For example, originally my plan called for an initial meeting with participants weeks prior to the start of the semester. However, because of late faculty assignments this was not possible; therefore I adjusted the schedule. During the preparation stage of the study, interview schedules and questions were developed, site logistics, data collection and storage were determined.

### **Identifying the Unit of Study**

This study took place at two sites, a high school campus, CPHS, and a community college campus, SCC, both located in South Texas. Multiple participants (college professors) were involved in the study. The actual case studied was bounded by the partnership between SCC and CPHS to have SCC college professor teach dual credit courses to high school students at the CPHS. When designing a study, Yin (2009) suggests that individuals, small groups, organizations, and partnerships are concrete examples of units of analysis for case studies. Examples of quality and informative case studies that address the process of partnering are difficult to find, perhaps because partnerships research is new (Stott, n.d.). Partnerships between organizations may be difficult to study in part because of the difficulty in working through two distinct organizations. However, the inclusion of partnerships as case studies adds an important voice to the body of research about organizations and certain cultures (Tellis, 1997). Hurrell, Hussain-Khaliq, and Tennyson (2005) expressed the importance of working through the difficult nature of partnership studies in order to benefit those inside the organizations and to inform those outside the organizations. For example, case study bounded by a partnership can benefit those inside the organization by understanding what is working and exploring what could be done to strengthen new and existing partnership initiatives. From outside the organizations, case studies

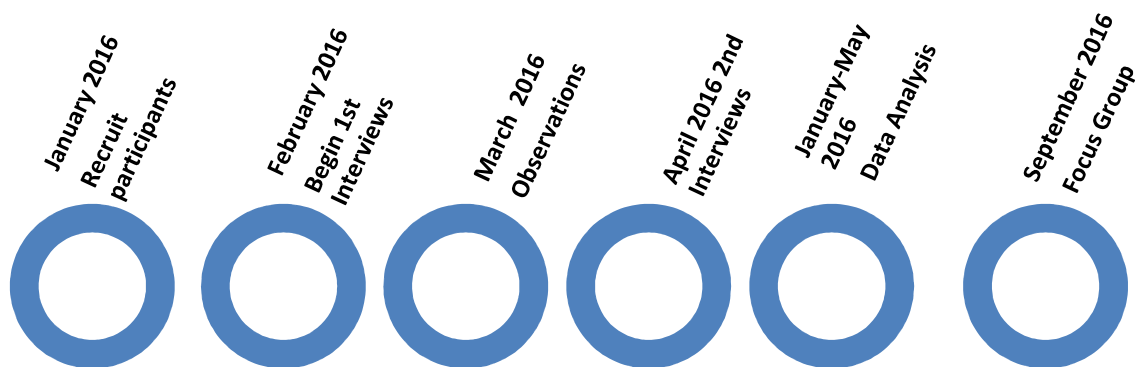
bounded by a partnership provide an opportunity to share achievements with stakeholders (Hurrell et al., 2005). In these types of case studies, the researcher considers not just the voice and perspective of the actors as individuals, but also of the relevant groups of actors and how they interact with each other (Stott, n.d.).

The SCC and CPHS partnership was unique in that it appeared that they were the only area community college and high school implementing the model in this way at the time of the study, at least in South Texas. Because there were other colleges partnering with schools for online dual credit, high school embedded dual credit teachers, and combinations of these two, determining which partnership would be included in this study and which partnerships would be eliminated as a case was important in the early stages of planning and design of the study (Yin, 2009). However, other school district and college partnerships to provide dual credit courses did not include college professors teaching on high school campuses. Similarly, while SCC was involved in other high school partnerships to provide dual credit online, face to face when students were transported to the college, or utilizing embedded high school faculty, the partnership they have with CPISD is unique in the ways dual credit courses are delivered. This process of elimination and inclusion of partnerships led to the SCC and CPHS partnership as the case to be studied.

### **Study Design**

Once the case was determined, the study design became my primary focus. During the design stage, there was much to consider including how study participants would be selected and determining the scope of the study. This was somewhat complicated due to the way professors are assigned to teach at the high school. Because final student enrollment is a moving target in high school master schedules, classes are closed or created as enrollment fluctuates. For this

reason, the college does not complete or assign professors to the teaching schedule until days prior to the start of the semester. My intention was to recruit participants prior to the start of the semester, then begin interviews soon thereafter. However, as discussed earlier, the fluid nature of qualitative research did not allow for that timeline, so adjustments were made before the study began. The pool of participants was limited to the six professors who were teaching on the high school campus. In January, 2016, professors met at the high school campus several days prior to the start of the spring semester to receive their security passes and room assignments. With permission from the high school principal, I spoke to the group to provide information about my study. I provided an overview (handout) and my contact information and distributed permission forms to those who were interested, then set a date the next week for follow up. Five candidates of the six professors returned permission slips and agreed to participate. Two interviews were held during the semester with each participant.



*Figure 7. Study Timeline.*

The scope of this study was limited to one semester because of the dynamic nature of college teaching assignments and the inability to forecast if a professor would teach on the same campus for future semesters. This required that the study be completed within a semester to

accommodate interviews and observations. A focus group that consisted of college professors with high school teaching experience was created as a follow up after the semester.

Both the SCC and CPHS sites played a role in the study in understanding context as it relates to teaching. Context was important throughout the study and provided insight into how participants gained tacit knowledge. Stake (1978) describes tacit knowledge as “knowledge gained from experience with objects and events (p. 5). He further clarifies that tacit knowledge includes a “multitude of unexpressible associations which give rise to new meanings, new ideas, and new applications of the old” (p. 6). For example, in this study, surveying professors about their work experiences would not have been helpful in understanding how context plays a role in these experiences. Observing the participants in their natural setting allowed me to understand how the setting was informing the experiences. This means of gaining new knowledge is closely aligned with Herbert Blumer’s Symbolic Interactionism. Both Stake and Blumer understood that meaning forms from social interactions and experiences, rather than from names assigned to objects.

## **Data Sources**

### **Data Sites**

The participant data collection sites were CPISD and SCC. CPHS is a suburban school with approximately 1,400 students. The school is located in an area encompassing rural farming and industrial communities with a population of over 18,000 residents. The CPISD has one high school and maintains a district enrollment of over 4,000 students. Demographics changed for the district and high school over the past decade. For example, according to the Academic Excellence Indicator System (AEIS) data, in 2004 for the district, Hispanics made up 41.5% of the student body, with 53.1% White, 3.7% African-American, and 1.6% identified as ‘Other’. In

2014, AEIS data reports 56% of district students as Hispanic, 39.2% White, 1.3% African-American, and 3.5% identified as *Other*. Other demographic changes are notable as well. In 2014, 40.4% of the district population and 30.6% of the high school population were identified as Economically Disadvantaged. That is an increase from 2004 when the district had 34.5% Economically Disadvantaged and the high school reported 22.5% (TEA, n.d.). High school students have a variety of courses and opportunities to choose from, including academic and workforce development courses. Industry growth in the area drives a vigorous interest in trade and craft skills, which are supported through partnerships with area community colleges and trade institutions. AEIS data for the 2013 school year indicates 56.1% of 11th and 12th grade students completed at least one dual credit course (TEA, n.d.).

SCC serves a large region that includes two main campuses. Additional satellite sites offer programs and courses to area students (SCC Strategic Planning and Institutional Research Fact Sheet 2015-2016). In the fall of 2015, over 10,800 full and part time students were enrolled in courses for credit. Hispanic students made up 65.3% of the population and Whites accounted for 25.5%; blacks and other ethnicities comprised the remaining 9.2%. Females make up 56.3% of the student body, 43.7% are males. Unlike public schools, the community college statistics do not identify students in an Economically Disadvantaged category. However, financial aid information is provided for the 2014-15 school year indicating 8,272 students received grants and other federal and state financial aid. The average student age is 25 years old; however, the percentage of students under the age of 20 increased from 28.3% in 2012 to 33.4% in 2015. This rise in enrollment of younger students is primarily a result of the efforts made by the college to serve dual credit and early college high school populations. The full-time faculty at Southern Community College is comprised of 77% tenure or tenure track employees.

By utilizing the high school and community college classrooms, both natural environments for the participants, I had greater insight into the participants' experiences (Creswell, 2007). Also helpful, was my extensive field experience, which includes a background in secondary school administration, curriculum and instruction, and leadership roles at various levels in public education. Professors were willing participants and were asked to describe their experiences teaching dual credit in a South Texas high school.

### Participants

There were five participants in the study (see Figure 8). Three were male, two female with experiences ranging from three years to 39 years. The focus group consisted of four participants, two of whom were participants in the full study. In order to protect the participants from potential workplace discrimination, demographic information is intentionally broad in this section (and in the focus group description) and does not include information about particular courses taught or their affiliated departments. Although participants agreed to participate in this study, I made every effort to avoid any incidental disclosure of identities.

Characteristic	Dr. Douglas	Dr. Sullivan	Ms. Keller	Dr. Flores	Mr. Keller
Gender M/F	M	M	F	F	M
Adjunct or Full Time Professor	P	A	P	P	P
Prior Public school experience	None	None	None	1 yr.	Jr. Hi
Total years teaching dual credit (DC)*	3 yrs.	4 yrs.	0	3 yrs.	4 yrs.

*Figure 8.* Characteristics of Participants.

\* details pertaining to prior DC experience provided in individual narratives

**Dr. Timothy Douglas.** Dr. Timothy Douglas has lived in the South Texas area for about three years. He has been teaching at the community college since his arrival, and completed his third year of participation in the high school dual credit experience at the time of the study. Dr. Douglas is an assistant professor in his department and serves on various community and college committees. He serves as chairperson of the Southern Community College dual credit committee. He has taught online courses, face to face classes at the college, and high school dual credit courses face to face. He received his undergraduate, master's degree, and doctorate from a large Midwest university and is a published author. Prior to his work at SCC, Dr. Douglas' teaching experience included working as a graduate assistant and teacher assistant for three years, where he taught a research one class at a university. While still attending graduate school, he considered a career as a high school teacher, but settled into college teaching and quickly became a community college professor. He moved to South Texas to accommodate his spouse's job.

Two years ago, Dr. Douglas accepted the dual credit teaching position at CPHS with very little notice prior to the assignment. The assigned instructor for the course became ill and was unable to fill the role. Dr. Douglas agreed to teach the course the day after the fall semester began. He was given a quick tour of the high school facility by a college facilitator upon his arrival on the first day, but received no formal instruction or orientation from the campus or the college. He works closely with the high school campus dual credit facilitator on a regular basis.

At the start of this study, Dr. Douglas had previously taught on the CPHS campus as a dual credit instructor. He began the 2016 spring semester teaching the second course in a two series sequence. The students taking the spring semester course were familiar to Dr. Douglas and had taken a first course in the series with him in the fall semester. His classes have gained

popularity during his high school assignment and have grown from one section of 12 students to two sections of approximately 25 students each. He is on the high school campus from approximately 9:00 a.m. until 12:00 p.m. two mornings each week.

**Dr. Cole Sullivan.** Dr. Cole Sullivan has been teaching for 39 years, with 27 years at Southern Community College. He received his doctorate at a large Midwestern university and taught there as a graduate assistant for two years. Though most of his teaching has been at the community college level, he also taught two years at a major university in Texas. Dr. Sullivan wrote and published articles while teaching at the university. He returned to SCC after several years and is currently an adjunct professor. He has taught face-to-face classes at the college, online courses, and dual credit courses on three different sites. He did not participate in an orientation prior to teaching at CPHS.

**Ms. Emma Keller.** Ms. Emma Keller has been teaching at Southern Community College for over 17 years. She had no previous teaching experience prior to teaching at the college. This is the first semester she has been involved in teaching at a high school site. She did not attend an orientation prior to teaching at the high school. When her department was approached about offering dual credit classes at the high school campus, she agreed to teach the courses. This limited the amount of time she was available to teach face to face at the college campus. She has a master's degree in her field and has taught face-to-face classes and online classes during her time at SCC. She is a graduate of CPHS and lives within the community where the school is located. Ms. Keller's spouse is also a professor at Southern Community College and was a participant in this study.

**Dr. Naomi Flores.** Dr. Naomi Flores pursued an opportunity to teach at Southern Community College, and relocated to South Texas when she landed her current job at the college

two years ago. She received her undergraduate, master's degree, and doctorate in large universities in the southwestern and western United States. Her specialization is in policy research and its impact on people. She had prior teaching experience as a graduate instructor, plus one year teaching advanced high school students in a 6-12 grade charter school. Her high school teaching experience was on a small campus where she taught students who had already taken and excelled in other advanced placement courses. She served multiple roles in that position and left the school when her grant-funded position was abolished. Dr. Flores accepted the position at SCC as an assistant professor knowing that she would be teaching high school students as part of her assignment. Since arriving at SCC, she has taught face to face classes, online classes, and dual credit courses at the high school. Dr. Flores is a member of the SCC dual credit committee. She describes the committee as being born out of necessity to offer support to other faculty members teaching dual credit. Dr. Flores attended an orientation session facilitated by the school district before the start of her first semester teaching at CPHS.

**Mr. Wesley Keller.** Mr. Wesley Keller has been teaching for over 20 years. He originally taught junior high courses in the public school sector, moved to a university and then to the community college as a professor. He obtained a bachelor's and master's degree in his field at a Texas university. Mr. Keller has served in several roles at the college as a teacher and an administrator. His experience includes teaching online, face-to-face on the college campus, and three years teaching dual credit courses on the SCC campus. Mr. Keller's spouse also teaches at Southern Community College.

Mr. Keller taught dual credit at CPHS in its first year of implementing this new model. He participated in an orientation session prior to his first semester teaching at the high school with the college and high school faculty and staff. He taught for several semesters before his

role transitioned at the college into more of an administrative position. This limits his face-to-face classes, but he still teaches three sections of dual credit to students online. He serves on the recently formed dual credit committee created by Southern Community College. At the time of this study, Mr. Keller was not teaching on the high school campus but was included because he had experience in this model.

### **Focus Group Participants**

In the original study design, focus group members were participants in the study. The boundary was extended to include participants who had previous experience teaching in this model. For focus group participants, only general information is provided to give the reader an understanding of who the group members represent. Deductive disclosure is a term describing how traits of individuals or small groups make them easily identifiable in research reports (Kaiser, 2009).

There were four participants in the focus group discussion. The participants are all members of a larger dual credit committee (DCC) that was first established by college professors teaching dual credit courses to talk about challenges they encounter. The DCC eventually became more formal and provided a means to have communication between the college president and the professors currently teaching in this model. I attended two committee meetings, in May 2016 and again in September 2016, as an observer, providing information to the committee about my study; both meetings were held on the Southern Community College campus.

Dr. Douglas and Dr. Flores were members of the committee and invited me to solicit focus group participation from the committee members. Four professors responded and agreed to participate in the focus group. Two focus group members, Dr. Douglas and Dr. Flores, were also

participants in the full study. Additional focus group members were Ms. Deborah Cross and Dr. Janet O’Neal Focus group members consisted of one male and three females; three participants were professors and one was an adjunct; three members had no public school experience, and one had one year public school experience; dual credit experience ranged from four years to six years. (See Figure 9).

<b>Characteristic</b>	<b>Participant A</b>	<b>Participant B</b>	<b>Participant C</b>	<b>Participant D</b>
Gender M/F	M	F	F	F
Full prof or adjunct	P	P	P	A
Public school experience	None	1 yr.	None	None
Total years teaching dual credit	5 yrs.	4 yrs.	6 yrs.	4 yrs.

*Figure 9.* Characteristics of Focus Group Members

In the focus group meeting I provided an overview of the research study, asked members to identify themselves, and then began the schedule interview questions. I spent a few minutes with incidental conversation to provide participants an opportunity to become comfortable and to interact with each other. Snacks were provided and participants quickly relaxed and became part of the group.

### **Data Collection**

A case study was utilized as the means of gathering data for this study. The purpose of the case study was descriptive and sought to describe the context and the experiences of professors teaching on a high school campus. The study took place over a nine-month period beginning in January 2016, with the start of the spring semester. Individual interviews and observations were conducted over the entire semester ending in May 2016, followed by the focus group in September 2016. The case study employed semi-structured interviews, observations of

participants teaching at both the high school campus and at the community college campus, a focus group discussion and a collection of artifacts such as syllabi, schedules and CPHS teacher handbook. According to Glesne (2010), the use of interviews, observations, and artifact collection are the dominating techniques in qualitative inquiry. The case study design also allowed flexibility and afforded me an opportunity to work with the data set as it emerged (Tetnowski, 2015). A focus group interview was held after all other data were gathered. By utilizing the case study approach in this study, I have attempted to contribute to the theoretical knowledge base while providing practical applications for the practitioner (Tetnowski, 2015).

### **Interviews**

One-on-one interviews were conducted twice, once early in the spring semester and then again mid-semester, with each of the participated. Follow up questions were asked via email or telephone to clarify any information previously provided. Interviews were recorded to ensure accuracy of information and assistance during coding. All recordings were transcribed by me. A semi-structured approach was used in conducting the interviews. Pre-determined questions, or an interview schedule, were used but there was flexibility in the questions during the interviews and adjustments were made on the spot (see Appendices A and B). This use of an interview schedule as opposed to structured interviewing proved helpful in gaining insight into issues previously unknown to the interviewer (Glesne, 2010). Participants were encouraged to add their own information outside the questions that I asked from prepared notes.

### **Observations**

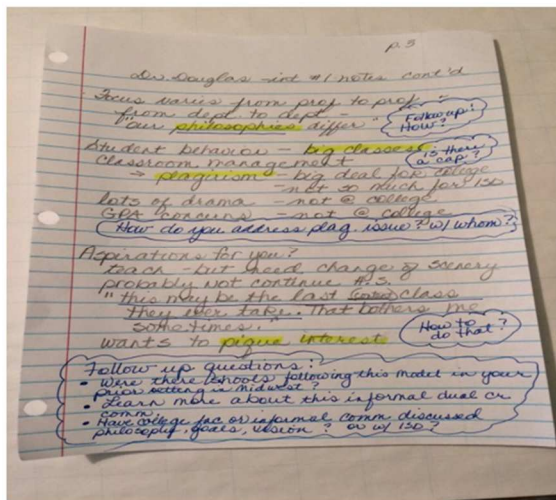
The purpose of performing observations for this study was to gather information about the setting of both the college and high school sites. Glesne (2010) noted that observing a participant's settings, events, acts and gestures helps to identify patterns in behavior that can

serve to ground the researcher in the research context. Observations of participants were conducted during the semester when feasible and practical. For example, one participant was not teaching a face-to-face dual credit class during the time of the study, therefore an observation was not practical. Classroom observations were scheduled in advance in coordination with the professor's teaching schedule and were held at both the high school and college campus. The use of observations is often the chosen method to fully understand another culture in a natural environment (Silverman, 2000). In this study, the natural environment was the high school or college teaching site. Although an observation form was created and utilized, there were no recordings made of observations (see Appendix C).

### **Artifacts**

Artifacts were collected from participants. An example of a relevant artifact is the course syllabus, class schedules, and room assignments. Artifacts collected included course syllabi, handouts provided to students, SCC dual credit agendas and relevant information provided to the professor by the school district. Some district information included a map of the campus and class schedules. These artifacts were utilized to assist in understanding the background beyond what was provided in interviews and observations.

## Field Journal



In this sample field journal entry, immediately following the interview, main points are highlighted and follow up questions are noted

Figure 10. Sample Field Journal Notes.

A field journal was utilized where I made notes during and at the conclusion of each observation. As quickly as possible following interviews, I made informal notes in a field journal, follow up questions were noted, and impressions from the interview were jotted down (see Figure 10). These notes were then re-written with more structure as analytic memos. This provided me an opportunity to reflect on what was written informally following interviews. These analytic memos helped to organize ideas as data was collected (Saldaña, 2011). All interviews were transcribed by me, and then analyzed thematically.

## Focus Group

A focus group was utilized to understand different perspectives about professors' experiences teaching on the high school campus (Glesne, 2010). The focus group participants were professors who currently or previously taught dual credit. Focus group discussion participants agreed to share their experiences, but individual in-depth interviews and observations were not conducted with this group. The questions were scripted, yet general

enough to elicit open ended responses and to promote group discussion. An interview protocol was created with cues to assist during the focus group (see Figure 11 and Appendix D; Saldaña, 2011).

Question	Cue
By show of hands, how many of you have previously taught dual credit on a high school campus?	Follow up by asking if any participants previously were high school teachers. Record on demographic info...
Briefly describe your semester thus far. How is it going?	Ask each participant. Use answers to elicit more info.
What are the best parts about teaching high school students on a high school campus?	Did you have any “aha” moments?
What has been the biggest challenge?	Give each participant time to reflect. Keep on task.
How does teaching on a high school campus differ than teaching on the college campus?	Remind participants that this is not an online class question. What’s different face to face?
What communication have you had with the college or ISD administration?	
How often do you interact with the facilitator on your campus?	There may not be a facilitator. Explore the role the facilitator plays.
Who do you ask if you need an answer to an immediate question?	Give examples. An announcement made, a change in schedule, where do you make copies?
If given the opportunity, what would you like the college administration to know about your experience teaching on a high school campus?	This is intended to be constructive. What would help inform them?
If given the opportunity, what would you like the ISD administration to know about your experience teaching on a high school campus?	
How would you guide a colleague entering this model for the first time?	What advice would you give a fellow professor?
What is your understanding of the purpose of the dual credit committee here at SCC?	
What are your final thoughts about how this model could work in the future?	

*Figure 11.* Interview Protocol for Focus Group Discussion.

These cues allowed me to ask probing questions and to ensure that participants understood questions. The cues helped me stay on track during the discussion in the event the participants went too far off topic. Several of the cues were developed after reading transcripts from individual interviews and having a better understanding of participants’ reaction to some of the questions. The probing allowed participants to open up and elaborate on the initial questions (Glesne, 2010).

## **Data Analysis**

Data analysis includes a discussion on how findings are related to the stated theoretical frameworks (Yin, 2009). I used thematic analysis of interviews, classroom observations, examination of artifacts and data from a focus group discussion to connect practice and theory (Saldaña, 2011; Glesne, 2010). Data gathered during interviews and observations were transcribed then rechecked for accuracy. *In vivo* coding was utilized to identify generalities and reoccurring or emerging themes that were revealed during data collection (Saldaña, 2011). In vivo coding utilizes the actual language used by participants rather than a paraphrase or summary (Saldaña 2011). Data were analyzed continuously throughout the project and were often used to guide discussion questions for follow up interviews. Prior to the focus group meeting, data from all interviews and observations were analyzed. This analysis assisted in the development of questions discussed during the focus group meeting. Finally, data are reported descriptively and in graphic representation to assist the reader in understanding the results. My prior knowledge of this subject and relevant practical experience provided assistance in reporting data, with the main goal to report what was observed (Travers, 2001).

Graphic organizers, sometimes referred to as maps, were utilized throughout the analysis process (see Figure 12). This portrayed a clear visual representation of how ideas are connected and how themes were repeated during the study (Mendelson, 2016).

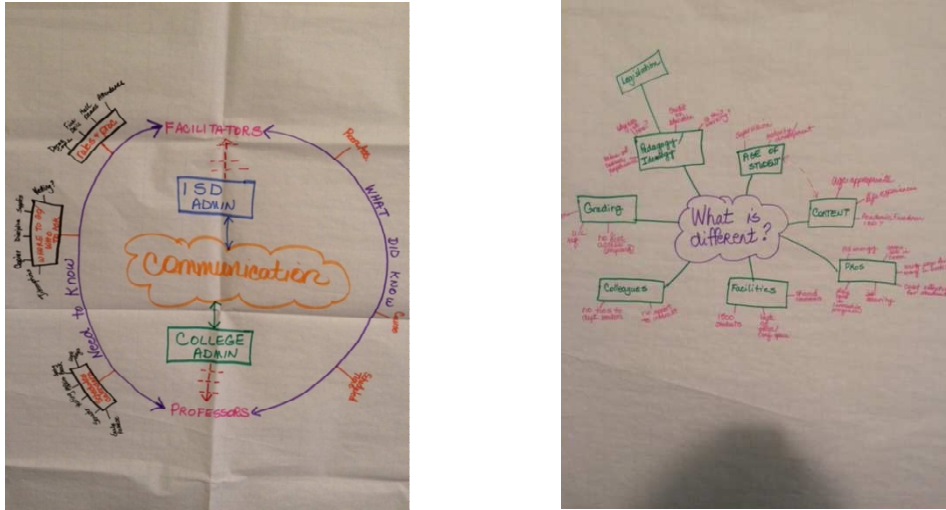


Figure 12. Examples of Graphic Organizers.

Graphic organizers, developed more than 25 years ago as an instructional tool in reading and writing, have expanded into other areas, including research (Daley et al., 2010). As additional data were gathered, the information was added to the existing structure, gradually expanding and broadening the ideas on the map. The organizers proved to facilitate thinking and analytical processes throughout the study (Daley et al., 2010). From the broad ideas captured, details were added to further identify areas where there was synchronization or disconnect between policy and practice. This provided an opportunity for themes to emerge rather than be forced from the data. Based on the *in vivo* coding of transcripts, clusters of similar ideas were formed. These clusters were placed in the graphic organizer to allow the grouping of like ideas from other participants. The visual graphic allowed me to make connections to theoretical frames that may have otherwise been overlooked.

### Trustworthiness and Rigor

Trustworthiness in qualitative research must be thought about early in the planning process and throughout all stages of data collection and sharing of data (Glesne, 2010). Saldaña (2011) describes credibility in qualitative research as “the unity of the work” (p. 136) and also

advises the researcher to consider credibility and trustworthiness throughout the study. I considered the weight of this advice and assumed the responsibility for accuracy, credibility, and trustworthiness at all stages of this study.

According to Lincoln & Guba (1985), it is essential in qualitative research to establish that data provided by the researcher are accurate, can be trusted, and are credible. Creditability can be established in multiple ways beginning with the literature review. The literature review, according to Saldaña (2011), is an opportunity to demonstrate to the reader that the researcher has looked at major scholars related to the topic and also to trends and authentic real-world experiences. I began my literature review by looking at the major scholars in the field of dual credit, methodology, and underrepresented students' participation in dual credit programs. This allowed me to see the range of the research that existed and to identify gaps in the literature. Furthermore, I looked beyond major scholars at trends in public education to better understand the practitioner perspective and experience. As the study unfolded, topics evolved that were not revealed in the early stages of the study. For example, in the planning stages of the study, I did not anticipate the role that classroom interruptions would play in the experiences of the participants. I revisited the literature to see what research was available on that topic to better inform my study.

Another important factor in establishing credibility and trustworthiness beyond the literature review is the level of scrutiny the researcher uses when collecting and analyzing data. As previously addressed in Chapter III, the depth of analysis is important to allow the participants' true experiences to drive the study and proves further evidence of the care taken in the data collection and analysis stages to maintain a high level of credibility and trustworthiness. For example, during interviews it is important to ask follow up questions, clarify a participant's

responses, and keep good notes and recordings of interviews to ensure the participant's story has been accurately captured (Glesne, 2010). In this study, I listened to recorded interviews three times after transcriptions were complete, each time comparing my written transcriptions to the actual recorded interview. To further increase accuracy and authenticity of the data, I utilized a field journal and then recorded analytic memos after each interview and observation. As data are analyzed and interview transcripts are coded, it is necessary to go beyond a cursory look at the codes (Saldaña, 2011), as evidenced in Figure 13.

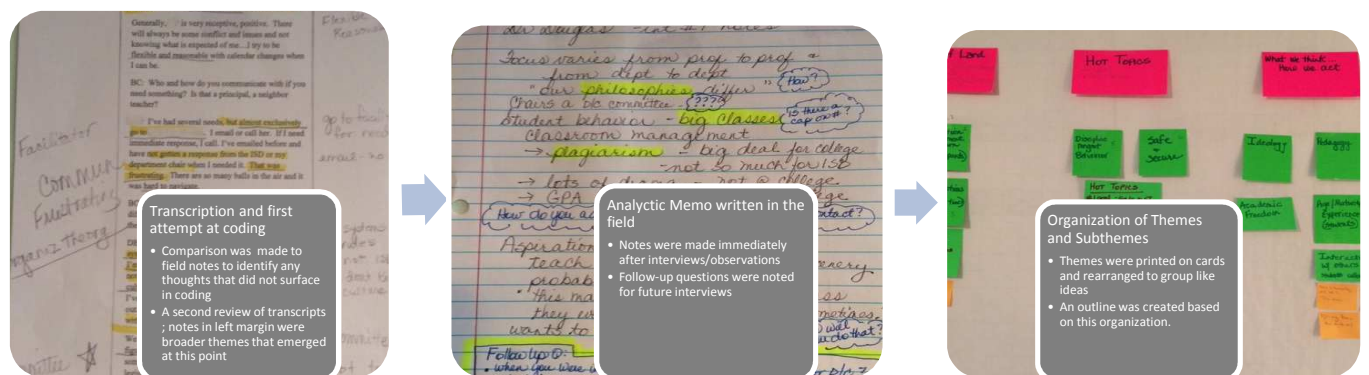


Figure 13. Process of Coding

I relied on qualitative methodologists' approaches to data collection and analysis. I first analyzed interview data independent of my theoretical frames in an effort to minimize preconceived constraints on findings. Next, I reviewed field notes to crosscheck key points. Finally, I organized themes and subthemes; I repeated this process of organizing several times to allow the evolution of themes.

To further ensure credibility of the research, triangulation of data occurred throughout the study. Yin (2009) encourages case study researchers to use multiple sources of data to strengthen the triangulation and corroboration of the data. I utilized data triangulation as a means of measuring the same phenomenon, in what Yin describes as "Convergence of Evidence"

(p. 117). This is important for the qualitative researcher in order to safeguard against simply telling anecdotes, instead leading to drawing connections between participants' experiences (Silverman, 2000). Every effort was made to ensure that all information shared in the findings was corroborated and accurately capture the perceptions of participants.

### **Chapter Summary**

In this chapter, I provide information related to qualitative research and case studies. I identified the unit of study and provided details of the study design including a timeline. In the study design, I discussed demographics of the two sites, five study participants, and the four focus group members. Data collection included interviews, observations, a collection of artifacts, and a focus group. Finally, data analysis procedures are presented with samples provided of *In vivo* coding.

## CHAPTER IV: FINDINGS

The purpose of this study was to explore the experiences of college professors teaching on high school campuses. It was conducted as a case study with semi-structured interviews, observations of participants, a focus group, and a collection of artifacts to guide the following research questions:

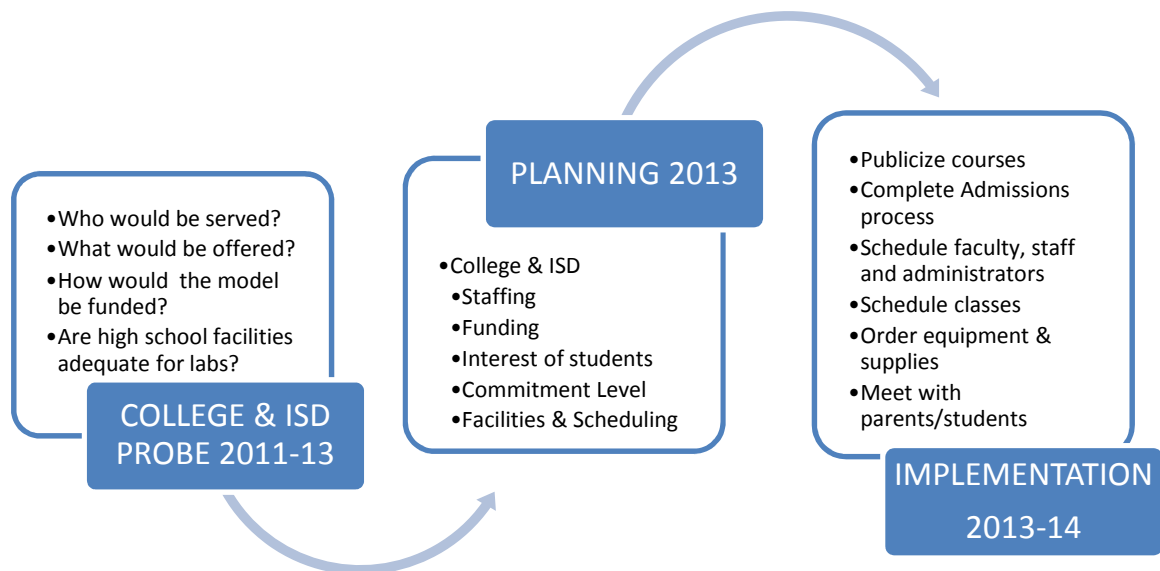
1. How do college professors describe their experiences when teaching on a high school campus?
2. In what way does the context of the high school setting inform the experience of a professor teaching on a high school campus?

This chapter begins with a section providing details related to the backstory of the development and implementation of the model and is organized around stages of probing, planning, and implementation. Next, several themes and subthemes are presented, organized around the literature presented in Chapter II as well as events and encounters of the professors that are connected to the theoretical frameworks posed in this study, Organizational Theory and Symbolic Interactionism. The first theme presented is the Lay of the Land: Representing, Navigating, Sensing, and Rituals, followed by a themes entitled Hot Topics, and then What We Think and How We Act.

### **The Backstory to The Model**

In 2011, approximately three years prior to implementing The Model, Southern Community College reached out to the Coastal Plains ISD to explore ways the community college could help to serve the school community's needs through sharing facilities and staff. In these early discussions, the focus was not on dual credit, but rather exploring the high school campus as a potential site for a satellite college campus. Through those initial conversations, a

dialogue was opened about how the high school, with limited qualified faculty, could possibly offer more options for students seeking dual credit. Both entities expressed an expectation that having college classes on the high school campus would increase access and opportunity for traditionally non-college going students by creating a college-going atmosphere at the high school. This approach seemed like a good fit for both the high school and college. With support from the SCC and CPISD administrations and boards, the decision was made to have college professors teach on the high school campus and administration from both campuses began a multi-phase implementation plan of The Model (see Figure 14).



*Figure 14. Stages of Probing, Planning, and Implementation.*

## **Probing**

In the initial probing stage, both community college and school district representatives sought ways to collaborate on projects where the community college would serve the school district. Questions explored in this stage included who the college would serve by offering classes within the school district, what courses would be offered, who would teach the classes,

how funding would be allocated, and the adequacy of the high school facilities for college level science and other specialized courses. It was established that before further planning, an initial tour of the facilities would allow SCC department leaders the opportunity to evaluate science labs and equipment to determine if they would meet expectations for college classes. A tour was arranged and facilities were subsequently approved by SCC faculty. A plan was proposed for funding personnel, facilities, supplies, equipment, tuition, and textbooks for the project and then agreed upon by both parties with a Memorandum of Understanding, and a partnership was born. To determine which courses would be most feasible to offer, a thorough review of previous course enrollment and high school counselors' input on frequently requested advanced courses was conducted. Some issues, such as scheduling, were discussed in all stages of the process, from probing to planning through implementation. Other issues, such as funding, were discussed early and decisions were made in the probing stage of the process.

## **Planning**

**Scheduling.** Scheduling issues were a primary concern early on and throughout the planning process. Student interest was high; however, there were scheduling conflicts that would limit student participation, even though the interest was there. For example, singleton courses (e.g. band, athletics, choir, and some AP courses) are only offered one time each day. SCC dual credit classes had to be placed in the master schedule in a manner that did not conflict or compete with these courses. CPHS followed a traditional schedule with seven 55 minute periods daily; there were three lunch shifts which began at noon. The lunch periods extended from noon until 1:30, therefore it was necessary for all college classes to meet in the morning. While other dual credit classes, those with embedded faculty as teachers, followed that same schedule, meeting five days per week on a daily basis, the new college classes, could not because

professors were not on campus daily. Further considerations regarding scheduling also took into account students who work off campus during the afternoon. For them to participate in the new model, they would need to take courses that met in the morning.

These parameters limited course scheduling. Understanding the restrictions, it was decided that a block schedule would work efficiently for professors and the college schedule. However, having two different schedules running concurrently, presented some challenges. For instance, students in a college class that met from 9:00-10:20 on Monday and Wednesday had no schedule on Tuesday, Thursday, and Friday during that time slot unless the student was taking other college courses. Also, the state accountability system required students to be on campus during a specific time each day for attendance purposes, yet there was no classroom assignment or supervision available on the off days. Further, scheduling science lab time caused another dilemma because professors were not willing to add an additional trip to campus to provide science lab time for students. This required negotiation on the part of the SCC and GPHS administrators to find a schedule that would work for students, teachers, and scheduling facilities. Ultimately, the science professor did agree to come to the high school campus on Fridays for a lab class.

Another challenge encountered by the high school administration was finding open classrooms. Classroom space was at a premium. The new college classes were additions to the schedule and the morning schedule was already filled with regular high school classes. Careful scheduling within departments required flexibility, but eventually, it was decided to use classrooms that were vacant during a teacher's conference time or during an athletic period. While a designated classroom would have been ideal, this solution allowed for enough space for not only the college classes, but also created space for the facilitator's room. The facilitator's

room actually helped to solve the attendance issue, by allowing students on off days, to report to the facilitator for the entire time slot in order to meet the state attendance requirements.

However, on Fridays, this arrangement was problematic since no college classes met on that day, resulting in as many as 60-75 students who were off. The only option for the campus was to assign an additional staff member to the area on Friday mornings to assist the facilitator with supervision. Students worked on college assignments, completed homework for other classes, or used the time for study session.

**Staffing.** Once the decision was made to move forward implementing this model, it still took many months of discussions, planning meetings, and activities before the first class was held. Further into the planning stage, new issues arose. Some of these issues were specific to one entity, while others were common to both the college and the school district. For example, high school students typically make course selections for the upcoming school year in the spring. Students are allowed flexibility and are able to change their selections as late as midsummer, causing the high school master schedule to be in a state of flux until shortly before the semester begins. However, students do not select their schedules, nor are they allowed to select a certain section or teacher. Enrollment at the college is also very fluid, but course offerings and schedules for college classes are published well in advance of the start of a semester and the student often chooses courses, instructors, and times of courses as they register.

In many cases, college staffing decisions are decided weeks, or even months in advance. Initially, the college admissions office placed an April deadline for fall semester dual credit class decisions. This deadline did not allow the high school master schedule to be constructed during the summer. The college ultimately agreed to allow flexibility in their staffing decisions with this new model and to permit students to enroll/withdraw from the dual credit classes on the high

school's timeline. Assigning professors to teach at the new site also impacted the amount of time the professor could teach face-to-face classes on the college campus, which forced changes to the college campus schedule. There was a rush to hire professors once courses were solidified on both the college and high school campuses.

It was recognized early in the planning stage that a high school facilitator was needed. Initially though there was no clear idea how this position would be staffed or what actual duties the facilitator would carry out. In the beginning, the fluid nature of the schedule and the number of students needing supervision on varied days were unknown. Along with daily supervision needs, the calendars for the high school and college did not match. When college courses ended each semester, the high school students were required to be on campus. During these times, the facilitator and an additional staff member would supervise a large number of students five days a week. These needs and concerns were uncovered during the planning stage of model development. However, budget decisions for the school district, especially funding a new staff position, must be presented in early spring for the upcoming school year and that deadline had passed. Ultimately, the district committed to staffing the position at the expense of the district, even outside the normal staffing timeline. The position was initially posted and staffed with a para-professional.

## **Implementation**

Once all the scheduling and classroom issues were resolved, the dual credit courses were publicized to students in several ways: live daily announcements, flyers posted around the campus, course catalog, high school website and social media, and by counselors during conferencing and parent meetings.

Prior to the first year of implementation in the 2013-2014 school year, key school district and college personnel continued to meet to fine tune logistical issues such as facilities, scheduling, communication, and answer questions raised from stakeholders within the two entities. There was no conscious division of labor in working through the implementation of this model: the college handled matters related to pedagogy, curriculum, and staff assignments while the high school managed logistics, facilitator assignment, and environment and facility issues. Attending these implementation meetings were school district and campus administrators, high school counselors, college administrators, college department chairs, and support personnel. There was collaboration between the college admissions office and high school counselors in student enrollment, scheduling, and admission requirements. However, professors and high school teachers were not initially represented. As one of the final discussion points prior to the start of the school year, both entities agreed that an orientation would be scheduled for the professors assigned to the high school. The orientation would be hosted by the high school, at the high school, and provide information for professors, finalize schedules, and communicate access to the building and room assignments.

In 2013, a few days before the start of the fall semester and implementation of the model, as high school principal, I hosted an orientation for professors, college and campus administration, and the dual credit facilitator. The orientation was held on the high school campus with a brief tour to familiarize visitors with the campus. It had been mutually agreed that every effort would be made to create a college environment in the area where college classes would be held. College banners were displayed in the hallways and signs were posted on doors to indicate where college classes were being conducted. Logistics, including building access,

identification badges, and location of staff restrooms and soft drink machines were discussed, and room keys were distributed to professors.

The dual credit facilitator was hired to fill several key roles in this model. As mentioned before, there was not a true understanding of what the job would entail because of the newness of the model. Initially, it was assumed that the facilitator would act as a liaison between the professors and students, assisting with time management, reviewing for exams, and generally helping to overcome any issues students had related to college courses. The facilitator was also expected to answer campus-based questions the professor might encounter while teaching on the high school campus. The facilitator was responsible for attendance record keeping for college classes and supervised students when they were not in a college class. The facilitator who was hired had a teaching certificate in elementary education, but no prior teaching experience. Originally posted at a para-professional level, the position did not require a teaching certificate; but having a degreed person in the role was an advantage for students. A degreed person had a better understanding of what a college class entailed and was able to help navigate most issues as they surfaced. The following year, the second year of implementation, given the responsibilities of the facilitator, the position was changed to a full teacher's position. At the time of this study, the spring semester of 2016, the model was in its third year of implementation.

### **Findings**

Three themes (see Figure 15) emerged as a result of data analysis, with subthemes for each of the identified themes. The first theme presented is the Lay of the Land, followed by Hot Topics, then finally What We Think and How We Act.

The Lay of the Land	Hot Topics	What We Think and How We Act
<ul style="list-style-type: none"> <li>• Representing</li> <li>• Navigating</li> <li>• Sensing</li> </ul>	<ul style="list-style-type: none"> <li>• Monkeying Around</li> <li>• Consequences</li> <li>• Safe and secure</li> </ul>	<ul style="list-style-type: none"> <li>• Why are we here</li> <li>• How old is old enough</li> <li>• To serve what purpose</li> <li>• Academic freedom</li> <li>• School of action</li> </ul>

*Figure 15. Themes and Subthemes.*

### **The Lay of the Land: Representing, Navigating, Sensing, and Rituals**

From an in-depth analysis of the data collected from interviews, observations, artifacts and my own professional and personal experience as the high school principal as it related to the model (before this study), a set of four subthemes (representing, navigating, sensing, and rituals) emerged rather naturally that helped to define how the participants experienced the lay of the land of the high school campus compared to the community college campus. Below are these findings.

**Representing: Southern Community College.** The high school campus and college campus sites used in this study are very different in terms of physical layout, size, age, and location. Located in the heart of a major urban city, SCC was founded in 1935 and was initially managed by the local school board of trustees before it became an independent political subdivision, governed by its own board of regents and accredited by the Southern Association of

Colleges and Schools (Texas State Historical Association, n.d.). Now, there are two campuses that make up the college as a whole. For this study, when not teaching at the high school, the main campus of SCC was where the participants worked and taught. The main campus, moved to its current location in the heart of the city in 1942, where it is easily accessible from the city's major highways and traffic corridors. Neighborhoods adjacent to the campus are well established, with the majority of the homes built between 1930 and 1960. While the main campus serves students from across the city, county, and region it is important to describe the area immediately surrounding the campus to capture the essence of the setting.

The majority of the residents in the area are Hispanic, with data from the city-data website indicating one neighborhood at 100% Hispanic and the lowest at 83.3%. The remaining neighborhoods fall between the two percentages (Texas Poverty Rate Data, n.d.). The percentage of residents in these neighborhoods with income below the federal poverty level of \$24,300 for a household with four persons ranges from 22.4% to 46.5%.

The college is laid out traditionally in the sense that departments are housed together in certain buildings and office space is provided for professors, usually in the building where they teach. While there are some newer buildings, the campus is predominantly comprised of older buildings. There is evidence to suggest newer buildings and ongoing renovations; however, it is just as evident that many of the academic buildings are in need of updating and remodeling (see Figure 16). In fact, in 2014, taxpayers supported a bond election and approved a capital improvement program that included new facilities for general academic courses and major repairs or renovation for many buildings, some of which were built in the 1940s and 1950s.

My first visit to the main campus of SCC for two classroom observations occurred in early April. Parking at the college campus is difficult due to the limited number of available

spaces both for faculty and students. Prior to my first campus visit, I circled the parking lot nearest the building for approximately 15 minutes waiting for an open parking spot. I finally pulled beside a curb to wait and observed the comings and goings of students and faculty members. There were long lines of cars in the driveways near the building entrance, both within the campus parameters and outside on the street. As I watched, students left the building and located their ride in the waiting lines. I did not observe students walking to parked cars, just those being picked up and dropped off by parents. This is perhaps due to the age of the students, the socio-economic make-up of the campus, or a combination.

Once I located a parking space, I entered the building from a side door. It was before class time, and students lingered in the hallways, some socializing, others reading or catching up on assignments. There were no bells to signal the start or end of class time, but students were mindful of the time, checking their phones and wall clocks in the hallway. Students were dressed casually, many in shorts, tee shirts, and flip-flops, typical of a spring day in Texas.

The two professors I was there to observe were teaching in classrooms in older buildings and had yet to benefit from the recent bond effort, at least from a surface perspective. The buildings were clean and free of trash and litter; however, one building had a musty smell that reminded me of old newspapers and old books.



*Figure 16. SCC Hallway.*

One of the professors I was there to observe, Dr. Flores, greeted students at the door, calling them by name, handing each student a participation slip. I understood later that these entry slips were also exit slips for students, utilized to hold them accountable for participation. I sat near the center back section of the classroom and waited for students to be seated and prepare for the start of class. The classroom was square, with one entry door and windows along one side of the room. The windows were closed, but not covered. The teacher work station was a traditional wooden desk facing students in the center of the room in the front. Students' desks were stand-alone units, in an older style, with the desktop attached to the chair. The room was comfortably air conditioned, but the day was mild outside and not the normal scorching heat that is sometimes felt in south Texas. There were no technology devices or student computers in the classroom, with the exception of the teacher's computer and presentation projector. Students were not using devices during the lesson or group work on the day of my observation.

I had not visited the classroom before, but it appeared that students sat in familiar groups, with no apparent assigned seating. There were 26 students in the class, 20 were female and six male. Twenty-three of the students were Hispanic with the student ages estimated between 18-22 years old. There was one exception, a White male who appeared to be in his late 30s. There was no indication if students were high school aged or true college freshman. Once the teacher distributed the participation slips and students were seated, she sat on top of the wooden desk in the front of the room and began her class with a short lecture followed by a discussion. The instructor was very casual with students in her mannerisms and language, but wasted no time, moving quickly into the material for the day's lesson.

There were no apparent rules for student behavior during the time I observed, however rules and procedures for entering the class, forming groups, and participating in discussions were clearly established by this time in the semester. Several students had drinks and others left the classroom during the group activity, returning with soft drinks. Students took notes, and referred to previous notes for prior information during lecture and discussions. The teacher writes notes on a chalk board, which the students copied into their own notebooks. Most students interacted easily with each other and responded to prompts by the teacher to expand on the topic under discussion. There were two or three reluctant students who did not participate, but most offered opinions and comments throughout the lesson. Two students arrived late, but entered quietly and went immediately to a desk.

**Representing: Coastal Plains.** The community surrounding the CPISD and the CPHS is made up predominantly of farm land. When the county was founded in the 1800s, towns were built primarily near the railroad tracks where cotton could be easily loaded and shipped. As the farming community diminished, the area soon became a hub of activity for the oil and gas

industry, which is still active today. The district has one high school, located on the outskirts of town, with county roads leading to the school from three directions. Because the district is comprised of two communities, one large and one small (relative to one another), it is important to describe both. The larger town was formed in the early 1900s, but was besieged by two hurricanes before rebounding in the 1940s. It has continued to grow since its incorporation in 1949.

Originally a farming community, the oil and gas industry has shifted that focus over the years and the community is now categorized as 100% urban with a population growth of nearly 8% in the past ten years (City Data, n.d.). The median income for residents is \$65,799, and the median home or condo value is \$196,402. The largest number of houses was built between 1970 and 1990, but a current growth trend has led to new housing developments throughout this community. The unemployment rate is 4.9% with 24.6% of residents over the age of 25 holding Bachelor's degrees or above. The community is made up of 35% Hispanics and 60% Whites, however that demographic is changing in part because of the growth of industry in area.

Only five miles separate the two communities making up the CPISD, but the communities are very different. The smaller community within the school district was also built along the railroad to accommodate shipping vegetables and cotton. At the time of the study, the town was 92% urban and 8% rural. The population declined by 15% in the same time period over ten years, but is currently experiencing growth due to industry in the area. The median annual income for households is \$50,004 with the median home values at \$78,182. The unemployment rate is 7.9%, with 8% of residents over the age of 25 years old holding Bachelor's degree or above. Hispanics make up 91% of residents in this community. Its close proximity to growing industry has created a renewed interest in property development in the area.

Coastal Plains High School serves both of these communities and the academic classes are housed in the primary part of the building, with classrooms in two wings, upstairs and downstairs; there are no lockers in the academic hallways. Classes are organized by departments and are generally in close proximity to each other. Dual credit college classes are chiefly housed in one wing, but are within the main academic building of the high school. Professors are not provided office space while on campus. A faculty parking lot provides close access to the building for the professors. However, the hallways are long and there is only one point of entrance (see Figure 17). For professors who travel between multiple sites, this can be inconvenient when transporting teaching materials, laptops, or other supplies.



*Figure 17.* Coastal Plains High School Instructional Hallways.

As previously mentioned, there was an effort by the college and school district to create a college environment within the high school. One section in the business education wing of the campus houses most of the dual credit courses taught by college professors. There are banners promoting SCC in the hallways. The start of a spring semester in high school is somewhat less chaotic and hectic than the beginning of the fall semester. This is, in part, because spring classes are primarily a continuation of the fall semester, with no change in instructor, routine, or classmates. This is true for some dual credit courses that have more than one course in the sequence, such as English or history. However, for other dual credit courses taught by college

professors on the high school campus, each semester is unique. This study began at the start of the spring semester. Some routines were clearly established by this time and others were fresh as professors welcomed new students to new courses.

On my way to observe a professor teaching at the CPHS, I drove past the student parking. I saw the lot was full, like on most days, and it had a variety of trucks and expensive cars that I classified as luxury vehicles: BMWs, Lexus, Hummers, and sports cars. No longer the principal, I pulled into the visitor's parking lot and parked in one of the two available spots. The majority of upper classmen drive themselves to campus while others utilize bus transportation or are transported by parents. There is a student drop-off and pick up area that is accessed through the student parking lot. The campus, although approximately 15 years old, is like-new, and is obviously well-maintained. The outside area of the school was landscaped and neat even though the sidewalk areas showed signs of cracking and were in need of repair. The building is large, but includes two gyms, a large theater, athletic field house, cafeteria, and outdoor art studio.

Visiting the CPHS campus as a researcher was a surreal experience. I entered the front doors as a visitor unlike the hundreds of times I had entered the same door as the principal. There was a new security system that required visitors to press a button, and identify themselves through an intercom system. After being buzzed inside, I went immediately to the college wing of the campus, bypassing the office area. I sat in the hallway for several minutes to observe the familiar surroundings, albeit using a different lens. There were students in the halls, but not a large number as in a passing period. At the time of my visit, it was mid-April, after spring break, and students were dressed casually in tee shirts, jeans, and knee-length shorts. The school dress code is perhaps best described as conservative, but not overly strict. The smell of the lunchroom

was prevalent in the hallways and followed me as I went upstairs to observe one of the participants, Dr. Douglas, teach a course.

Dr. Douglas taught two sections at the high school during the spring semester, one from 9:00-10:20 and one from 10:30-12:00. I was scheduled to observe the second slot, but I arrived at about 10:10 and waited outside the classroom door until the first session ended. Dr. Douglas ended class, talked to students briefly, and then welcomed me into the classroom. I sat in the back, near the left side of the room in a student desk. The classroom is a large square room, with windows along one wall, and whiteboards on two walls. The back wall is blank and there are no pictures or decorations in the room. The room is clean, the floors waxed and shining. The teacher desk is a metal desk, but there is separate presentation cart in the front, center of the room that holds a video projection machine and laptop computer. The presentation screen in the front of the room is in the down position, indicating that the video projector would be utilized. Students came into the room, sitting in desks arranged in semi-structured rows around the room. Desks were a modern version of the age-old standalone desk, with a plastic seat attached to a desktop. The bottom consisted of a metal rack to house textbooks and other student materials. Fifteen students were in attendance in the class I observed, nine were female and six male; 11 students were White and four were Hispanic. Students interacted easily with the instructor as they entered the classroom and settled in to begin note taking.

Three of the five participants considered the facilities an advantage and made positive comments about working in the newer high school building. For instance, during an observation of Dr. Flores' teaching on the SCC campus, a student mentioned a news article related to building new facilities at the college. Dr. Flores commented:

Well, I'm sure the community may not see it this way, but these buildings are old. They are decrepit and smell old. It would make anyone feel good to work in a clean, new environment instead of the old building we are in. Believe me, I know because I work in both. Sometimes I wonder if this one might fall down around us. It changes your attitude to walk into a nice place. It's the same as when you drive a new car or wear a new outfit. It raises your self-esteem a little.

When asked about the advantages or disadvantages teaching in a new or old building, Mr. Keller shared that he enjoyed the cleaner, newer facility at the high school:

I remember thinking how shiny and clean everything was when I got to the high school. And there was this sense of excitement by the teachers and all the staff really. It was as if everyone had been waiting on a visit from a relative who lives across the country. I know the students must be able to feel that. That the school is welcoming and excited about having them back after a break in the calendar. I felt it. The custodial staff was paying attention to every little detail in the building. I was impressed.

Dr. Sullivan, on the other hand, said the building, whether old or new, did not matter to him, he would do his own thing without regard to the building or classroom. Typically, in high schools, teachers are not afforded a dedicated office space. Any work or preparation area needed is often referred to as a teacher work room. It is a common area shared by all teachers, and usually is stocked with paper supplies. Emma Keller commented that not having office space on campus was a disadvantage because all supplies and teaching materials had to be transported from the college campus to the high school for each class. But, she also pointed out that "The physical environment is very different here at the high school." She attributed this difference in that the high school campus is much newer than her SCC classroom. One of the advantages of

teaching in a newer facility was having a white board instead of a chalk board to write on and to display notes and work:

I've only taught using a chalk board. Here, [at the high school] there is a white board.

As simple as that sounds, I was really pleased. But, on the first day, I fumbled with trying to cap the markers and actually sent one flying across the room.

**Navigating.** For many of the participants, there existed an anticipation and excitement surrounding their first semester teaching on a high school campus, especially just prior to entering the classroom. However, soon thereafter, what had once been the unknown became known and the professors shared that they settled in to their teaching. For them, after a short amount of time, they became familiar with the unique high school schedules and the day-to-day routines and in turn they gained an understanding of the education system at the high school level, even though they taught college courses. Below are brief narratives focused on their feelings as they navigated the lay of the land of the high school over time.

***Dr. Timothy Douglas.*** At the time of this study, Dr. Douglas had been teaching in this model for two and a half years, and was teaching two sections of dual credit at the high school during the study. Still, during interviews, he reflected back to when he first began teaching in this model.

Just prior to accepting the position to teach at the high school, he shared with a colleague that he didn't know what it would be like at the high school or how to prepare. His colleague told him to "just show up there." So, he did. Continuing with his story, Dr. Douglas remembered he was given a quick tour by the campus facilitator, where he was shown his classroom, the faculty dining room, and the faculty parking lot, and then went to his assigned classroom, all within the same day. His class was small, approximately 12 students. He was surprised by the

size of the class since classes he taught at the university level were large. Still, even with a small number of students, it was a bit chaotic. He quickly found out that he was not the first professor assigned to teach this course; apparently two days into the semester the initial professor who was scheduled to teach the course fell ill, and Dr. Douglas with no prior notice accepted the position. Understandably, he felt the students were unsure if he, Dr. Douglas, was going to stay.

He remembers his first few days as a blur. Even though he was unfamiliar with the setting, and the circumstances as a late hire had prevented him from being included in the orientation meeting, he was eager to teach and entered into the experience with excitement and high expectations. Still, he wasn't quite sure what to expect. He supposed teaching high school students would be similar to teaching a Research I class at the university, which he had done previously. Given the chaotic beginning, for him and the students, he thought it best to follow what the initial professor had set out in the syllabus. Then, as the semester rolled out, he became more familiar with the school, schedules, and students and in turn more confident in his position so that he made changes to schedule and syllabus.

During the semester of this study, over two years had passed since Dr. Douglas first walked into the high school to teach. Now, he was teaching two classes at CPHS with approximately 25 students per class, plus online classes consisting of dual credit and regular college students. His classes were morning classes, meeting two times per week. He was already familiar with his students because he had had most of them in his fall semester class.

Even though he was a two-year veteran teaching in the model, Dr. Douglas still seemed bemused to find himself teaching on a high school campus. He had imagined himself teaching at a research institution and accepted the dual credit position when his wife took a job in the area, but teaching high school students was not originally his career goal. Nonetheless, his enthusiasm

was contagious, students were engaged, and he presented a positive outlook. At the same time, it seemed as though he struggled to reconcile his desires to teach college courses with where he taught the courses. Still, from the interviews and observations, it was apparent that he had a love for teaching:

I really like young people and actually considered becoming a high school teacher years ago when I first graduated college. I was hired as an adjunct, but I had no idea what I was getting into. I could have said ‘no,’ but I wanted to be in the classroom, not teaching online. So I thought it could be fun to try this.

He acknowledged that he works in two places, but expressed clearly that “at the end of the day, I work for the college, not the high school.”

***Dr. Cole Sullivan.*** Dr. Sullivan was a veteran college professor and had taught in the high school the year prior to when the study began. At the time of the study, he was teaching a one semester course; paired with Dr. Flores’ course, alternating semesters. For example, when a student requests a one semester course in the fall, there will be an empty slot in the spring semester so schools typically offer paired courses for scheduling purposes. Interestingly enough when asked about his feeling towards teaching at a high school, he was very casual in his response, sharing he feels that as a professional it does not matter where he teaches; whether he is on the college or the high school campus, he shows up to teach and then “I do my thing.” He explains:

I don’t think about distractions during my teaching time. I keep teaching. I treat these students like anybody else. I don’t cut them any slack. If the bells are ringing, let them ring. If it interrupts me, I just stop and let it pass. I come in and out the side door [the

teacher parking lot is adjacent to the side door of the building] and come prepared to teach.

For him, his first year teaching at CPHS was no different than during the semester of this study. His motivation to teach was not interdependent with the working conditions or the situation in which he taught. While other participants made mention of the brief anxiety or excitement about a new environment in which to teach, the Dr. Sullivan's teaching at the high school was oriented around a sense of individual professional efficacy. He was very professional, but not formal. It was as if his ideas of teaching were deeply imbedded in his practice and not governed by the organization itself.

***Ms. Emma Keller.*** The semester of this study was Ms. Keller's first time to teach on a high school campus. When she began the semester, the dual credit model had been in place at CPHS for two years. While she had 17 years teaching experience, all of it was set at the community college level. In her interviews, she was animated and exuberant sharing how excited, if not curious, she was about the prospect of teaching at the high school. And, even though her husband had shared some stories from when he taught dual credit at the high school, she still had no preconceived notions about what it would mean for *her* to teach at the high school. She remembers thinking, well before the first day, that the students she would be teaching at the high school were indeed college-level students and as such would have the ability to work to the academic rigor of a college-level class.

To me, I thought there would be no difference between the high school students and the students I teach on campus [at SCC]. The content is the same, but I found out pretty quickly that little things make you change. They are college level students and can do the work, but you can't avoid the fact that they are in high school. They are college students,

but also members of NHS [National Honor Society]. They are in college, but worried about prom dresses. There are so many examples of how it is different aside from content. It's the context. It changes everything.

At the time of the study, Ms. Keller carried a full teaching load between the high school and her other college courses. Besides the one section she taught at the high school, she was also teaching four sections of a class online with approximately 100 students total. She acknowledged that online teaching is more time consuming than teaching face-to-face, but there are also advantages. She joked about being able to “teach online classes in my pj’s” and liked that she had flexibility to attend her own children’s school functions when possible. She had accepted the position at the high school more as a default to scheduling rather than any other reason. She was the only instructor in her department who was able to work morning classes into her online teaching schedule and as such she agreed to take the course. Her decision to accept the teaching position was made easier because she lived in the CPISD community. She viewed the close proximity of the high school to her home as an advantage.

**Dr. Naomi Flores.** Dr. Flores, similar to Dr. Douglas, had been teaching dual credit at the high school for two semesters prior to the start of the study. She shared that she was excited to teach on the campus because she had previously taught for one year in a public school and enjoyed that opportunity. Her courses were one semester courses; therefore she does not generally know her students from the prior semester. Yet, she appreciated the energy the high school students had and looked forward to the assignment. Prior to the start of her first semester teaching at CPHS, she attended the orientation meeting held at the high school.

Dr. Flores feels that she has the right tools to teach high school students. She reflected that she was not anxious about being on the high school campus that first semester and felt that it

was the right spot for her. Dr. Flores has a strong rapport with students and is in her element with high school aged students teaching a college level course. Of all the participants, she was the only one who had taught a few courses as a graduate student. As is often the case with college professors, there is an expectation to conduct research, so was the case for her. Yet, even though her peers scoffed at her eagerness to teach, she realized early on that she had no desire to pursue research and was primarily interested in teaching, so much so that she took several teaching methods classes while pursuing her doctorate:

A couple of my peers in in grad school laughed at me when I mentioned wanting to teach. They were not interested in teaching, but were instead pursuing research. Teaching was a distraction to them and they were amused that I would choose to teach rather than be assigned to teach. I knew it was the right decision for me and I have loved teaching. I am grateful that I took some methods classes in college because that really opened my eyes that teaching is what I want to do.

**Mr. Wesley Keller.** During the semester of this study, Mr. Keller was not teaching at CPHS. However, he was one of the original professors who taught at CPHS when this model began and brought considerable clarity to how the model was initially implemented; he considered himself “a pioneer.” Recounting his time at the high school, Mr. Keller remembered how excited he was to be part of such a new and innovative method of delivering dual credit. He recalled thinking about how students would benefit from having a professor who was eager to teach:

Students may encounter professors who do not want to teach and are mainly focused on research. For me, that is not the case. I think students benefit from having a teacher who is focused more on teaching. You don’t see that much at the university level, but more so

at the community college. Some of the college faculty members were concerned about this model because the high school setting was unfamiliar to them. I embraced it. I was thinking this model may become the newest and greatest way to deliver dual credit and I was a pioneer!

Even though Mr. Keller, now an administrator at the college, really missed being with the students every day, he felt he was in the right place, doing the right job at the time of the interviews. He brought to the study an understanding and depth of knowledge that extended beyond the classroom of the professor. For instance, he excitedly shared how software is used to track and monitor student engagement. His attitude was positive and he saw barriers as temporary problems that would be overcome if there was enough communication and effort made by everyone involved.

**Sensing.** Paying particular attention to the physical realities of the two campuses, the participants were quick to note there were distinct differences. However, these physical differences had little impact on their teaching, and in fact paled in comparison to the multitude of interruptions they encountered at the high school. At the college campus, college professors don't have to contend with interruptions when teaching. At the high school, they were not prepared for the multitude of interruptions that frequently occurred. Most of the professors sensed a loss of valuable instructional time that they were not sure how they were going to recapture.

***Just need a minute's peace to let me teach.*** As mentioned in Chapters I and II, culture differs between a high school and community college. For the participants in this study, one of the most prominent differences beyond the school facilities that compelled them to make adjustments to their teaching was the various and many interruptions that occurred during the

day. For them, daily and frequent announcements, safety drills, bell schedules, school assemblies, pep rallies, and guest speakers, to name a few were a constant irritation for them and it took away valuable instructional time.

Dr. Flores expressed frustration at the number of times she had to stop instruction to allow for announcements.

Three times in a row it happened to me. I was teaching and the announcement would come on: ‘Teachers, please check your students for dress code violations’. I think we are supposed to send offenders to the office. I didn’t do it because I just couldn’t afford the time. I asked students to explain the dress code to me. It was so complicated they couldn’t explain it so I just threw my hands up and ignored the requests. But, you can’t ignore the interruption. Regardless of what it is about, the announcement interrupts the flow of your lesson.

Similarly, Dr. Douglas was baffled by the number of interruptions for seemingly small issues:

In a college environment, there are no announcements or bells. So it’s really hard to explain how you adjust to that. I jumped at the bells the first few days. There are intercom announcements, large numbers of students in the hallways, shortened schedules due to some type of assembly or pep rally. It’s very hard to adjust and get into a teaching rhythm. Especially when you lecture like I do in class.

***Relocation, again.*** Another disruption the professors encountered was when their classes were asked to relocate. Dr. Flores explained her experience:

I showed up for class and everything was really quiet. The hallways had monitors sitting in chairs and walking in the hallways outside classrooms. I didn’t know what was going

on. When I approached my classroom door, there was a sign stating that testing was in session. One of the monitors approached and said my class had been moved to another room. I had to locate the room, but my students came straggling in late because they had gone to the original classroom and been redirected. This went on for days and the class reassignment was not always to the same room. So, each class I would wait until all the students found me before I could begin class. I know it was a result of state testing and AP testing, but I had no advance notice. It happens every semester.

Because the college classes are located primarily in the business and computer lab section of the school, the labs are needed to administer online state assessments. In some cases, this caused classes to be disrupted or relocated for days due to state testing. Rarely are classes at the community college relocated for a temporary basis. There is not a good logistical way to make up the college class time that is lost due to the interruptions provided in these examples, yet professors are still obligated to meet a strict number of contact hours for each semester credit. This requirement is threatened when classes are frequently interrupted, cancelled, or shortened.

***Turn down the noise.*** The professors made mention that the noise level was something they had failed to account for when accepting the position to teach at the high school. At the college campus, classes have a start and end time, but rarely are classes all released at the same time, and there is no bell system. There, hallways remain relatively quiet and crowding is not usually a problem.

At the high school on the other hand, a bell rings signaling the end of a 55-minute class, and 1,500 students are released into a very confined space for five minutes. Students jostle each other, socialize, and generally create a thunderous noise level. The dual credit courses do not necessarily follow the high school bell system. As a result, during the five-minute passing

period, they must contend with the interruptions as a distraction. With the bell interruption, and the noise in the hallway during passing, five to six minutes of instruction per class is lost in the dual credit classes.



*Figure 18.* Do Not Disturb Signs on College Classrooms at the High School.

Even though rooms housing the dual credit classes have signs on the door clearly designating them as college classrooms (see Figure 18), with a request to limit interruptions, three of the five participants expressed frustration because of the disruption and the break in the flow of lectures and assignments during passing periods.

Addressing the bell interruptions, Dr. Douglas described the passing periods this way:

If I am lecturing, sometimes I get into a good flow, then the bell rings. I try to work through that, but it's difficult. When I was in a classroom downstairs, there were less students and it was not as bad. When I'm in an upstairs classroom, I have just learned to stop what I'm doing and wait it out. The kids are sometimes yelling in the hallways, but mostly it's just the noise of 1,500 kids moving, talking, laughing; they are very loud.

Then, I have to try to get my students back in focus for the rest of the lecture. It's hard and frustrating, but there is no good solution.

Dr. Flores explained that no one has to deal with these issues on the college campus. She says she redirects her college students in class if they get off task when other students are outside. This occasionally happens during class as well as passing periods. She does not know how to tackle these issues, but she loses valuable teaching time addressing the behavior. Dr. Flores gave an example of one event:

One day when I was teaching, I noticed a couple of my students' facial expressions changing. They were trying not to laugh but, it was obvious something was going on. I looked at the window in the door and there were a couple of male high school students standing at the door making faces at my students, basically acting silly. I opened the door to address the students and they took off running down the hallway. They were laughing and waving and running. I didn't know who they were, didn't know where they were supposed to be, and really had no control over them. When I thought about it later, I realized I lost about 10-15 minutes dealing with the interruption and trying to get back on track. It's not the discipline issue; it's the loss of instructional time. So, I covered the window on the door. Later, someone took the cover off because door windows can't be covered due to safety reasons. It was frustrating.

In both examples, professors were working in conditions that are normal in the culture of the high school. It is understood in a high school that there will be a certain amount of chaos during passing periods and lunch shifts, yet the chaos is necessary in order to move students through the building efficiently. This is, in part, because of three staggered lunches in a 90-minute period, with two-thirds of the school in class while one-third is at lunch. The lunch

students pass through the hallways to return to class at the end of each lunch, disrupting the classes in session through all three lunch shifts; high school teachers adjust to the lost instructional time. In fact, the high school schedule has additional time built into the lunch period to accommodate the interruptions. The bureaucratic structure of the school in this example serves the larger population and does not consider the needs of the smaller group, in this case college classes and professors. Weber (1922) understood that even with these limitations, bureaucratic structure is still considered the most effective way to get things done in an organization.

But other interruptions occur as well. A common challenge for all participants was the number and length of interruptions to instruction that routinely occurred. Interruptions happened due to a variety of reasons: morning announcements, dress code checks, fire drills, notes from office workers, senior meetings, school assemblies, and more. The interruptions lasted from a few seconds for an announcement, to losing entire blocks of class time due to an assembly. In some cases, advance notice was given, but more often there was no notice and no opportunity to make up the missed time. For example, during a fire drill, Dr. Flores continued the scheduled lecture during the evacuation and held students accountable for material that was covered during the drill. She commented that there had been multiple interruptions during a short number of days and she could not afford to lose the time. Drug dogs periodically checked classrooms for contraband on the high school campus. Without notice, the process requires all students and adults to leave the classroom to wait in the hallway while the dog performs a check. This disrupted lectures, video segments, and oral presentations, but could not be avoided. For other interruptions, participants remained in the room when students were called out for longer times

such as assemblies and tried to make adjustments for lost instructional time, much like the high school teachers do during lunch shifts.

Discussing these interruptions, participants reiterated that these do not happen on the college campus. For example, Dr. Douglas and Dr. Flores recounted that during their first semester at the high school, students would raise their hands to be excused to go to the restroom. In both cases, professors were not accustomed to stopping a lecture to explain to students that permission to go to the restroom was not required. Dr. Douglas remembered telling the students, “I don’t need to know about that. Just get up and go to the restroom.” Mr. Keller reported it was frustrating to try to get through a whole lesson without interruptions, but he just adjusted along the way.

Focus group member Deborah Cross expressed frustration at the lack of notification when the school’s bell schedule was altered. When a class meeting time was moved, as during state testing, the lack of advance notice required adjustments to lessons, quizzes, or presentations to be made on the spot. That was frustrating and created havoc in the course schedule. Ms. Cross learned to “go with the flow” and stay flexible. On several occasions, she found out about test scheduling when she arrived on the high school campus. When the class was shortened, due to assemblies or pep rallies, she did not attempt to make up the time; she did not have a way to meet with students outside the scheduled time slot.

Interruptions were not as big an issue for focus group member Dr. Janet O’Neal. This is in part because her on-site experience teaching dual credit was in a location near the high school, but not part of the campus. This separate facility only housed the dual credit students, and there were no bells ringing during instructional time, fire drills, morning announcements, or similar interruptions. Dr. O’Neal was not aware of the activity on the main high school campus and

seldom saw administrators and staff from the high school. Passing periods were “quiet and orderly” due to the small number of students moving around in the dual credit facility.

**Rituals, traditions, and norms...Oh my!** Deal and Peterson (1999) stress the importance of rituals and traditions in schools, stating that “learning is fostered in large part by strong traditions, frequent ritual, and poignant ceremonies to reinvigorate cultural cohesion and focus” (p.32). This is, in part, because these pieces are infused with deeper meaning than just the ritual itself.

Mr. Wesley Keller expressed how much fun it is to teach at the high school. Pointing to the rituals and traditions on the campus, he made an effort to enjoy the students and to appreciate the experiences of high school.

I loved hearing about the sports, band contests, and other events going on everywhere on campus. It was invigorating to spend time with these young people because their energy was contagious. It was exciting to share their successes in the other areas of their lives.

As community college professors, we don’t get to do that too much.

The school has rich traditions in athletics and other extra-curricular programs and these activities have earned bragging rights on the school website. Fine arts programs, clubs, and organizations are supported by the school and community members. Students are also academically competitive and seek opportunities to take advanced level courses in preparation for college. Pep rallies are boisterous and students generally dress up for themes on Spirit Days. Three participants reported feeling the students’ pride in the school and one participant, Ms. Keller, revealed that the student pride was “exciting.” She recalled her own time as a student at CPHS and could relate to the students’ involvement in the school activities. She was sensitive to how difficult time management is for high school students who are involved in school activities,

taking college classes, and working; she made allowances and adjustments to accommodate some school activities.

There were other traditions at the high school that participants honored. For example, the campus has a wagon parade where different clubs and organizations decorate wagons, much like floats, then form a parade in the hallway. Students line the hallways from each class to watch the parade. Initially, participants were frustrated about losing the instructional time, but Mr. Keller explained:

Sometimes you just have to go with it. These are high school kids. The wagon parade is a big deal to them and to not allow them to participate would have been pretty negative. We have to realize that these are traditions the high school has and we just have to be flexible about it. I didn't want to be the teacher who didn't let them see the wagon parade. Yes, it was disruptive, we lost instructional time, and we couldn't get that time back. I am mindful that we have to get our 48 hours of contact time. But, it seemed to be important for the students to have that time so we did it. It was fun!

Weber (1922) asserts that rules are necessary in an organization or bureaucracy to maintain order. In a high school, a true bureaucracy, Weber's theory is put to practice as evidenced by the many rules related to student behavior, dress code, and expectations. However, these rules are largely unknown to participants as they begin their journey in the model. For example, Dr. Flores reported that early in the semester students were asking for hall passes when they had to leave the classroom. This confused her and she asked a student to explain the rules of hall passes. The students explained that they are required to have a hall pass if they leave the classroom or they will receive detention. Dr. Flores commented:

I told them ‘I am not going to write you a hall pass. If you want to go to the restroom, go. If you need water, go. No college professor is going to write you a hall pass every time you leave the room. If you get in trouble, tell whoever stops you that you are a college student and do not need anyone’s permission to go to the bathroom.’ That stopped them for a while, but the habit was so entrenched in them that I was still fielding requests for hall passes well into the semester. When I think about it now, I realize I put them in a bad position because they are compliant students who are accustomed to following the rules. No one from the administrative office ever said anything to me, so I guess it was okay.

Other rituals, such as dress code checks caused frustration for four participants. There were sometimes multiple calls for dress code checks during each class period. For example, on Mondays there were “Mustache Monday” checks that were announced on the intercom. Dr. Flores and Ms. Keller asked students to explain what that meant. Students explained that facial hair violated the dress code, leading Dr. Flores to explain to students that they are college students and she was not going to check their dress code. She encouraged them to dress appropriately, follow the rules, and monitor themselves. Participants were not provided any prior information about dress code requirements; therefor they did not react to the dress code check requests. Of the four participants remarking about the dress code checks, the comments were similar: dress code announcements were excessive, they were a distraction to students, and they interrupted lectures and instruction.

Ms. Keller was taken aback by how much energy students spent discussing other high school events such as prom, pep rallies, and interpersonal relationship drama. For days leading up to and following the senior prom, the topic dominated every conversation. There were

extensive discussions about dresses, hairdos, after-parties, and dates. This was very different from anything she had experienced at the community college with any age group. Commenting about the amount of conversation, Ms. Keller remarked that most of these conversations revealed “too much information” but she appreciated the fact that this was the teenagers’ environment and she was “a visitor in their world.”

### **Hot Topics**

This theme pulls together a collection of findings organized around two hot topics in education: student behavior and discipline (or in this case, monkeying around), the consequences attached to certain behavior, and a safe and secure environment.

**Monkeying around.** Participants all agreed that discipline was not a huge concern when working with high school students on the high school or college campus. At the high school, students were generally well-behaved and polite, despite occasional outbursts of silliness. Dr. Douglas observed that colleagues not teaching in this model made frequent comments about not wanting to interact with high school students because of their behavior. He was not sure what they based that on since his experience was very positive in the area of behavior. Zimmerman (2012) expressed, however, that because much of dual credit occurs on a high school campus where discipline issues are frequently a concern, this setting or students’ behavior “should not diminish what ought to be a college level course” (p. 39).

For the participants in this study, discipline and student behavior were more of an afterthought rather than a true concern. When Dr. Flores relayed her example of students outside her classroom disrupting instruction, she was clear that these were not her college students being disruptive, but rather high school students outside of class. She was not sure how to handle that incident:

Later, I told another staff member about it and they told me to ‘write them a referral’.

Really? I don’t think I’m going to be writing discipline referrals while teaching a college class. Besides, I didn’t know who the students were. So, what could I do? No one told us how to handle these situations.

Dr. Sullivan reported that he had a couple of students who basically sat and ignored him through the entire semester. He considered that these were perhaps students who did not request the course, but were placed in the class by parents or counselors trying to fill an open spot in their schedule. The students were not passing the class, but seemed content to sit and mark time throughout the semester:

I did not deem the students as behavioral problems, but in one or two cases, I did consider their attitudes rude. Sometimes in a college class we find students who are distracted or just not interested, but one of the high school students, completely turned her body away from me and would apply makeup during my lecture. Other days, she would sit facing the window and ignore me throughout the class. It was a pretty obvious passive-aggressive behavior, and at the time I thought of how immature it was for her to waste her time like that. I didn’t address it with her because I thought it was just silly and rude. I felt like she might be learning a valuable life lesson of another type when she realized what that did to her overall GPA and her college transcript.

**Consequences.** Dr. Sullivan explained a scenario related to student discipline and consequences that caused another conundrum with a student who was transported by bus to classes at the college:

I had a dual credit student who apparently got into trouble with his school district. He was suspended from school for several days, and then placed in the discipline alternative

education school. I had no way of knowing that, but the student wasn't showing up for class. I asked his classmates why he was not coming to class. They replied that he was in trouble at school. I told them 'tell him to get to class. He is not suspended from college just because he is suspended from school'. He was actually a pretty good student and I didn't want his bad decisions outside of my class to affect his college class. Eventually he was removed from my roster and I guess it was counted as a drop.

**Safe and secure.** Ensuring that students are safe when they are on campus is a top priority for schools. In the case of physical threats to safety, this is done by having safety procedures and rules in place that are shared with members in an organization, and usually practiced in the form of drills. Mr. Keller and Dr. Flores discussed safety issues and the lack of understanding participants had about procedures. For example, there was no prior information provided about fire drill procedures. During his first fire drill at the high school, Mr. Keller relied on the students to take him to the designated safe holding area and to know the protocol. It was also a concern that he did not know what was expected of him for supervising students. No information provided was provided about procedures to follow in case of a student fight, or disruption in class, or a disturbance of any kind. He said he knew instinctively what to do in those cases because of his prior experience teaching at a junior high school. But, he was not given any protocol for this high school. In another instance, Dr. Flores was inquisitive about the emergency intercom button in her classroom. She was not sure what was considered an 'emergency' and when it would be appropriate to use the call button, even though she considered using it in her earlier example of outside students disrupting her class. She remarked that it would be helpful to have some type of written instructions, perhaps posted on the wall near the intercom button. Dr. O'Neal remarked that she had wondered what would happen if a fight

broke out in the facility where she taught dual credit. There were no safety procedures or protocol provided to her prior to teaching there and she did not know how these incidents were addressed on campus. High school administrators did not routinely visit the site and the facilitator was not housed on the dual credit campus.

As is the case of physical safety drills, no one would argue the necessity for the same level of preparedness when child abuse is suspected whether physical, emotional, or sexual. But for these college professors teaching in a high school classroom, questions arose as to training and preparation for them on how to respond appropriately and timely to cases of suspected abuse. One participant anticipated the day when she would be grading a paper from a high school student taking a college course who reveals child abuse. Section 261.101 of the Texas Family Code requires anyone with knowledge of suspected child abuse or neglect to report it to the appropriate authorities. Further, this report may be made to (1) any local or state law enforcement agency; or (2) the Department of Family and Protective Services. School districts are required by Texas Education Code §38.0041 to adopt and implement a policy sexual abuse another maltreatment of children, participate in a training on prevention techniques and recognition of sexual abuse, and other forms of child maltreatment.

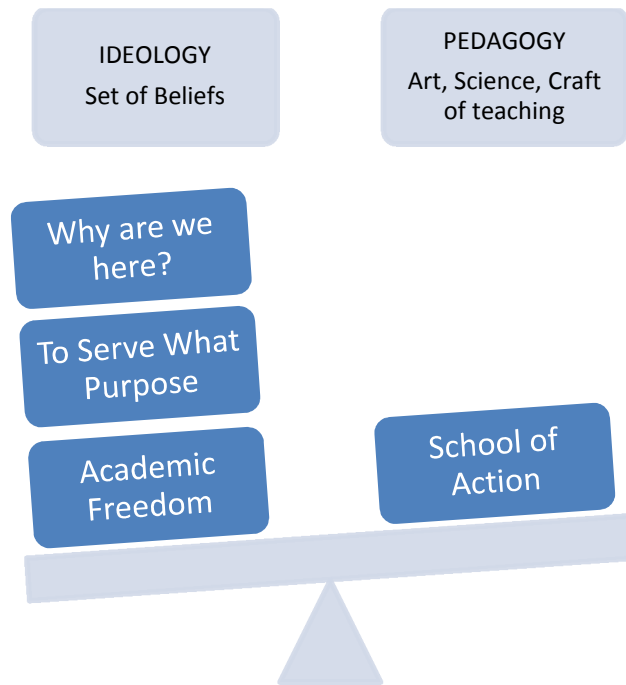
This professor was confused about the process of reporting. She shared, at the college level, if an adult student reveals to the professor that abuse occurred she can easily refer that student to student services for support. But when a high school student reveals abuse the instructor knows he or she is duty bound to report the abuse to the appropriate authorities. Yet, for this professor, there is an ambiguity between the process expected in the high school setting and support provided at the college level. For high school students enrolled as college students, while the abuse is reported, there is no clear path for support from the high school or for that

matter from the college because the student is first classified as a high school student, then a college student. As a result, this student may not have access to support services and end up falling through the cracks.

### **What We Think and How We Act: Our Beliefs and Our Craft**

As presented here in the third theme, throughout interviews participants often expressed their thoughts and beliefs about how students were being educated and their role in the process, particularly in the model. Eastman (1967) writes that ideology is often marked by an individual or group's set of beliefs that support a social institution or organization. In this view of ideology, the end result is to change something specific or to change the world by imparting the individual beliefs to the larger group. Eastman asserted that the latter, changing the world, was Dewey's goal in his writings about educational theory. In education, we perhaps attach more meaning to personal, individual ideology than that of a group. This may be in part because of the personal nature of teaching and takes into account that individuals are influenced by their personal experiences and not just by their education and training.

In this study, there was evidence to suggest that these personal experiences shaped the individual ideologies of participants and, in turn, may be reflected in their pedagogical decisions and concerns. Figure 19 brings together some of the participants' beliefs about students, about the dual credit program, their academic freedom, and how these elements in turn informed their pedagogy.



*Figure 19. What We Think and How We Act.*

**Why are we here?** The participants in this study expressed very mixed feelings about teaching dual credit, especially to younger students. Dr. Douglas shared that he is not convinced that “educating the masses” is the best approach to education and job training. He stated:

Pushing 14 year olds to take college courses sounds progressive, but really it feels more like regression. Society has tried historically to keep children out of the work force, limit their exposure to labor, and allow them to mature and grow. Logically, if we push 14 year olds toward attaining college degrees, we are pushing them toward the work force at an earlier age.

I am just not convinced that is a good idea and I’m not sure we understand as a society, as legislators, as consumers what the goals are and if we are truly empowering the students or just burdening them.

Dr. Sullivan voiced his concern about the sustainability of educating younger students, considering that at some point we will be providing college level coursework to all elementary

students. He wonders how schools will staff college level classes if teachers must meet the requirements of college professors in order to teach college classes. He reflects on teaching younger students:

I am not that excited about teaching 14 year olds. I sometimes think dual credit is just overdoing it. Perhaps this whole issue about student maturity and age is not the real concern. I see the way students are grouped together on campuses as a bigger problem. Students behave and act a certain way with peers. I see that in undergrad classes when several students from one high school are in an introductory class. If you pick one student out and drop them in a class of age-like, but unfamiliar students, their actions and behavior is completely different. When I have students in the high school class who will not engage, I consider that they may participate if they were not with their peers. They have spent 12 or 13 years building up a certain persona with the boys and girls around them, and that may be difficult to shrug off when they step inside my classroom.

Dr. O'Neal, one of the focus group participants, spoke about the benefits to offer dual credit to younger students because of the cost savings to parents. However, the lack of skill development, perhaps due to the maturity of students, is a concern when they are expected to write two papers a week at the college level. She recognizes that "something has to give" but is unwilling to lower her expectations because of the age of the student. Although she was adamant about this belief when she began teaching high school students, she acknowledges that the "context of the high school changes you when you walk in the door. There is no way around that fact."

**How old is old enough?** Participants openly discussed their feelings about teaching younger students and often were conflicted about the topic. Dr. Douglas felt that on the one

hand, students were given freedoms that college students enjoy, but maybe were not mature enough to handle them. He also expressed consideration for the physiological development of students:

Adolescents' brain development may have not reached maturity, yet young students are being asked to develop complex ideas, write about societal issues that they cannot yet comprehend, and engage in rich discussions about worldly topics. It concerns me that the students are 16 years old – sometimes younger—and still ask permission to go to the restroom, yet we are asking them to express an opinion about how racism impacts society. That does not match what we all know about brain development. I do a lot of hand holding with the high school students, something I don't do with regular college students. On issues like plagiarism, I have a hard time holding the line, because I don't always think it is intentional. But, they still have to learn. So, it's hard sometimes to reconcile the two sides.

Mr. Keller felt that high school students were eager and ready to learn. He did not express concerns about the actual age of the students, but perhaps the life experiences they lacked. He adjusted his content when necessary, but still felt that requisite skills were adequately covered within the changed topics. In some ways, Mr. Keller felt that high school students outperformed traditional college students. He attributed this to the fact they are in a learning mode and may have better retention than the 40-year-old student. On the down side, Mr. Keller conceded that high school students are not as goal oriented and may not be especially committed to college classes in the spring of their senior year.

Dr. Flores expressed mixed feelings about the ability of students as young as 14 to truly engage and be successful in a college class:

These students often have no autonomy to even make their own lunch choices. I wonder sometimes if they want to be here, or if they are made to be here by their parents. I don't think they really grasp that this course is meant for college students – sometimes 30 or 40 year olds. They lack foundational knowledge to have rich discussions. They can do the book work, write papers fairly well, and pass tests. But, do they really comprehend the topic? But I have to say, even though they may have a narrow view of a subject, they are much more open than my adult students. The high school kids will talk about anything and even when they have no experience, they are eager to participate. They aren't inhibited like some of the adults.

Dr. Sullivan discussed the maturity issue of high school students and suggested chronological age may not be the issue, but the lack of life experiences is a concern. He adjusted some topics in his course to accommodate the age of the students. He avoids topics that would be covered in the same course on the college campus such as penis envy and female circumcision. He does not feel the students are mature enough to discuss these topics. When teaching dual credit on the college campus he may have 14- and 15-year old students in class. This concerns him:

Ninth graders are children; they are not adults. Children are not supposed to be in college classes. What's the hurry to get through college? They have time and should consider allowing themselves to develop and mature before taking college classes. Some of my junior and senior students here at the high school are fairly mature, but really they should enjoy high school. Besides, some of these students are not college bound. They should not be in college classes, but no one really knows how to weed them out when they are

only 9th graders. They don't even know what their life ambitions are at this age. They are just too young and have had no life experiences to guide them.

Ms. Keller expressed her opinion that her students are ready to learn and have the ability to do the work. She believes the students at the high school would not be in her class if they were not high achievers. Even though she believes they *can* do the work, she does not necessarily believe they should be in a college class. She voiced her concern that the students may do well in high school even if they are lacking exposure to life experiences. But, if they are on a trajectory to move into a university after high school graduation, they may not be ready to be thrust into college junior level classes at 18 years of age:

That is where the maturity issue comes into play. A junior in college has had a couple of years to learn the ropes. They have more foundational knowledge and have learned how to 'do' college. When the students I currently teach in dual credit graduate, they may go into college with two years of college credit. I just don't know if they are ready. I don't think college professors teaching juniors level courses are going to make allowances like we do. That could be an issue.

Dr. O'Neal noticed the difference in her younger students in areas of writing, study skills, time management, and vocabulary. Students, perhaps because of the stage of brain development, "lack the ability to synthesize information" when writing about a topic that is outside their experience. In their writing, they do not attempt more difficult vocabulary, perhaps because they lack the self-confidence to use content specific terminology. Even though Dr. O'Neal tells students on the first day of class, and throughout the semester, that a minimum of three hours of study time should be expected each week, she sees no evidence that they are actually taking that advice.

Ms. Cross considers that younger students are eager to learn and enthusiastic about their chosen courses, however lack the development to be 100% successful. In her encounter with high school students in the dual credit program, she altered her content to allow students to take the content more slowly. She considers her coursework a springboard to the workforce and in some cases medical school. With the implications for future education, Ms. Cross expressed her feeling of responsibility to ensure students were getting a good foundation and could then make a sound decision about their future.

**To serve what purpose: The role of dual credit programs.** The role of the dual credit program was interpreted by the participants in several ways. Dr. Flores found comfort in knowing that college-bound students do benefit from exposure to college professors in this model, but at the same time, she questions how much benefit can be formulate just by exposure. She expressed concern as to whether high schools can actually replicate the true college experience.

There is this notion that we are preparing students for a college environment, but students need to function independently. Students say ‘you didn’t tell us the paper was due’. I tell them, once again, to read the syllabus. These are things they will encounter once they go to college and they can get a taste of that. But, it’s not like college in other ways.

Someone is always here helping the students, from the facilitator to other teachers. They aren’t truly independent. They are taking a really heavy load in high school and juggling multiple activities. They are treated like high school students, not college students. They have to go to college to find out what that is really like.

Dr. Douglas though sees things a bit different from Dr. Flores. He becomes frustrated when others point out how beneficial these dual credit courses are for the students, because they

are *preparing* them for college. He was adamant in his belief that these dual credit classes are college courses—not preparation for college courses.

I think there is a general feeling that dual credit and this model in particular are designed to ‘prepare students for college.’ I don’t support that philosophy. Preparing for college is very different than being in college. This is a college class. Once a student enrolls, he is no longer preparing for college, he’s in college. I’m tasked with teaching a college course, not preparation for a college course. This is the course. I’m a real college professor.

Ms. Keller, encouraged by the attitude of her students, feels that if they are in dual credit for the right reasons, and that by enrolling in these classes they will add value to their lives.

These students are college-ready. They are just trying to get ahead. With the financial incentives to take the course in high school, who can blame them. They are working hard and learning to manage their time, juggle busy schedules, learn to interact with others and pick up some soft skills along the way. I can’t see anything better than that. I tell the students that college is like anything else: you have to practice it to get good at it. It helps to start early.

Mr. Keller expressed his strong belief that community college professors focus on students.

University teachers may be more focused on research than teaching. I think students benefit more when a teacher is focused on teaching. That’s what you get at the community college level because teaching is the primary role of a community college teacher.

Yet, going back to Dr. Douglas, he sees students enrolled in the courses just to earn credit, not for the experience or education.

I have been thinking a lot lately about my own philosophy in education. What is the purpose of dual credit? Primarily it is just to get students credit. They aren't that interested in getting an education at this age. They are happy to sit there and do very little. I have very few kids in dual credit who are interested and engaged in the topics. It's complicated.

**Academic freedom.** Three participants and one focus group participant expressed a conviction that the freedom of inquiry by faculty members, otherwise known as academic freedom, is essential to their practice. For professors teaching in the high school settings, they felt it is important that academic freedom be protected. It appears that they sensed academic freedom being eroded, at least at the high school. However, this feeling of uncertainty may have been fueled by what they thought were discussions were taking place at different levels, for instance in administration and how administration handled cases of plagiarism. As Dr. Sullivan relayed, it would be easy to lose that freedom when you are looking at the faces of the young children they are now teaching. He maintains that his class is a college course and there are no content related concessions made due to the age of students. But, as in the earlier example of eliminating discussions about penis envy or female circumcision, that is perhaps inconsistent with practice in a high school classroom. Dr. Douglas also expressed concern about honoring the 'age appropriate content' argument, yet remaining true to his belief that college classes are to be conducted as college classes, not "watered down versions of college classes."

Protecting academic freedom is one goal Dr. Douglas hopes to accomplish by serving on the dual credit committee at SCC. He believes that this type of issue can be addressed with

improved communication between the college, high school, and professors. Another issue that has arisen recently that falls under academic freedom concerns plagiarism. He has felt slight pressure from the administration, both college and high school, when addressing issues such as plagiarism. Although he understands that the plagiarized material may be presented inadvertently, there appears to be an attempt to overlook what administration considers a blunder based on the age of the student at the high school level. This is not a satisfactory approach in Dr. Douglas' opinion and he associates that with a loss of academic freedom.

Focus group participant Dr. O'Neal shared a similar concern about plagiarism. In a regular college class, professors are not expected to teach about plagiarism; students are supposed to come to college with that knowledge. At the high school, however, when plagiarism issues are brought to counselor's and administrator's attention by the professor, there is a subtle attempt to underplay the intent of the plagiarism. She explains:

At the college level, "intent does not play a role" when students plagiarize. Sometimes we work with the student if it is minor to teach them how to paraphrase information or I send them to the writing lab for help. At the high school, the students I catch plagiarizing are flagrant. They copy entire papers from the internet. When they get caught, they just shrug it off. I am not sure they understand how serious it is until we sometimes have to remove them.

I also understand that this puts the school in an awkward position trying to find a way to fill that spot on the schedule if they are removed from the class. That's where the pressure comes from to overlook the infraction. But, I can't help that. If they are in violation, they should be removed like everyone else. I don't want to be told by a school counselor or administrator to turn my head the other way in these situations.

Other academic freedom issues have surfaced during the SCC dual credit committee meetings. They range from lesson delivery, instructor language, modification of content, as well as age appropriate topics presented prior.

**School of action.** Pedagogy was not a driving factor in this study; however pedagogical issues and concerns did appear within the data. Jerome Bruner (1996) describes pedagogy as the art, craft, and science of teaching or the *how* of teaching. In Bruner's description, emphasis is placed on the teacher's actions and how knowledge would be delivered. An alternative view of pedagogy is taken by Freire (1974), who suggests that pedagogy is a dialogical exchange between a student and teacher, rather than a teacher driven one. According to Freire, this two-way exchange when both the student and teacher are learning, questioning, reflecting, and participating allows meaning to occur. Given the role pedagogy plays in education, it is important to note that pedagogical studies are often not included in university preparation for professors.

**Classroom observations.** Recall, my observation at the main campus of SCC. In the actual college setting, Dr. Flores began the lesson with a short introduction and lecture, invited discussion from students, showed a short video clip related to the topic, and then administered a short quiz. Once all students were finished with the quiz, the teacher asked students to form groups to perform a group task. This was no easy feat since the classroom was crowded, with every desk occupied. Desks were moved to form groups of three to five, with no obvious rules about group size or makeup. The instructor allowed these decisions to be made by the students and there was no sense of rigidity or formality about the process. Students were comfortable forming their groups, with two students choosing to work independently. Students talked quietly within the groups, working to complete the assignment together.

At the CPHS, Dr. Douglas began with a short review of previous material, of which the students demonstrated a good recall. Along with notes written on the whiteboard in the front of the room, a Power Point presentation was used to outline important and key facts. Students recorded the notes in their notebooks as the professor lectured and elaborated on the topic. Two times students were asked to turn to their nearest neighbor to share thoughts about a topic. This was mainly used to transition from one topic or key point to the next and students interacted with each other when asked, but appeared to know little about the topic. Students remained predominantly passive throughout the lesson, except for these short intervals of sharing information with each other. It was obvious that the major theme of the lesson was outside the students' level of experience, as the professor attempted to coax information and thoughts from them. Dr. Douglas was encouraging and made the effort to bring the topic to the level of their life experiences by giving examples that were authentic to a teen's life.

***Teacher preparation.*** Stakeholders in higher education consider improving the undergraduate education experience a significant issue (Payne & Berry, 2014). This is best accomplished by providing better classroom instruction, yet many professors have had no formal training in this area. There are two exceptions in this study: Dr. Flores and Mr. Keller. Dr. Flores recognized the need to gain teaching skills and took additional coursework to prepare to teach when she was a graduate student. Mr. Keller is unique, in that he is a certified teacher and previously taught in a public school setting. However, professors teaching on the high school campus do not receive specialized training related to teaching methods prior to taking this assignment.

***Instructional methods.*** In this study, participants utilized a variety of instructional methods; however, three acknowledge a reliance on lecture style teaching (Dr. Sullivan, Dr.

Flores, and Dr. Douglas). Dr. Sullivan used a lecture format for the entire class I observed, while Dr. Flores and Dr. Douglas used lecture with other formats. For instance, Dr. Flores lectured, showed a short video, and then opened a class discussion. Students worked in groups and worked independently. Dr. Douglas lectured during the observation, but broke the lecture up with small pair and share activities to allow students an opportunity to discuss the content. Some participants acknowledge small changes in *how* they teach to high school students and even more slightly change how they teach on the high school campus. Ms. Keller, for example, discussed how the small class size his first year caused her to restructure her syllabus. With a small number of students, they were able to get through the content more quickly and she adjusted her teaching pace to accommodate that change. Students were able to make more presentations in one class time allowing her the opportunity to introduce more topics and to expand on the topics already introduced.

Dr. Flores made a considerable effort to present material in a way that would appeal to students. As I observed her teaching, she made an imperceptible shift in her body language, gestures, and speech patterns once she was in front of students. She was relaxed and almost became one of the students when she presented her lesson, yet there was a definite respect from students for her position. It was subtle, but the change was there. The students interacted with her throughout the lesson. In interviews, Dr. Flores was forthcoming, collaborative, and candid. She appeared eager to share her experiences teaching in the new model.

Mr. Keller felt there has been good progress on vertical and horizontal alignment of curriculum within and between departments at the college. Previously, there was considerable autonomy in teaching and perhaps not enough emphasis on preparing students for courses to follow or building on a specific degree plan. Horizontal alignment ensures that the same courses

taught by multiple instructors have the same outcomes. Vertical alignment addresses curriculum in a sequential manner, ensuring that an early level course prepares students for a subsequent course in that discipline. For example, a freshman level English course includes skills and topics that will prepare students for the second year course in English. SCC worked collaboratively to align the courses in this manner. He expressed the emphasis on increasing student engagement in all SCC courses; however, engagement by the college is measured by how often a student attends a class or participates in an online assignment.

He also noted more attention is paid to teaching students beyond application of skills, delving into the synthesis of what is being learned. This is most often accomplished by the professor engaging with a student in what Freire (1974) would call a dialogical exchange of information. Mr. Keller accomplishes this through his interactions with students. He seeks to know more about their opinions by simply asking them to “tell me more” when they present an idea or a comment. This allows other students to interact in the topic and build on ideas. He stated that he “can learn as much from the students as they can learn from me, but I have to listen to make that happen.”

Helping students to gain confidence was a priority beyond teaching the content for Dr. Flores. She has experienced teaching students at the high school who are shy and are uncomfortable speaking out. When she notices a reluctant student, she allows them to stay after class to privately discuss key concepts from the day’s lesson. She makes these accommodations for all students and considers it a teaching strategy to help them build the confidence to speak in the larger group. By creating opportunities for her students to engage in the curriculum outside of the large group, where she can ask questions relating to their understanding of the material, she was seen students do better on test and assignments than they did before.

Dr. Sullivan also encouraged participation, but did not require it for a grade. He will call upon students to give them a ‘nudge’ during class, but is not concerned if they do not participate. Dr. Douglas encourages interaction among students and tries different instructional strategies to allow that interaction. For example, he uses a pair-share technique to allow students to think about something from a class discussion, then pair with another student to discuss the topic. That interaction with other students “encourages them to express ideas, draws out the shy students, and gives them a little mental shift.” He notices that students are less awkward then when he calls on them to share their thoughts with the whole group. Ms. Cross routinely encourages students to offer ideas and thoughts during lecture and to speak up in class. She believes the younger students have an advantage over more traditional college students in their willingness to talk.

***Student-teacher interactions.*** Micari and Pazos (2012) suggest that rapport between a student and a professor has an impact on the quality of students’ learning and effort in college. On a college campus, a student may interact directly with the professor, negotiating and clarifying issues as needed. Professors maintain specific office hours for this intention and are available to students for consultation and conference. On high school campuses, the professor is on campus for the instructional period, and then may not be readily available to students outside of that time. Interestingly enough, participants recognized that there was less student interaction in the model than with students in their face to face classes on the college campus. Students on the college campus were more apt to take advantage of their office hours and it was more convenient to drop by the professors’ office on the college campus to address any questions or concerns.

As shared before, no office space was afforded to professors at the high school; therefore they did not hold office hours. Even if there had been an office and office hours, a student's schedule at the high school would not have allowed them to drop in on a professor. Recognizing this dilemma, Dr. Douglas shared that he often offered to stay after class at the high school, or to arrive early in order to accommodate students, yet, to date, no one has taken him up on that offer in his three years teaching on the high school campus.

Mr. Keller tried to build a good rapport with high school students and showed interest in their activities and lives. He encouraged them to talk about themselves:

I think it helps the students in their writing and communication to share their stories with me. They told me stories about their football games, Homecoming, band, and other topics that were important to them. I hope it made them realize that college professors are interested in them. Then, when I had to have a conversation about grades, or an assignment, it was easier because they trusted me. The interactions with them established a sense of trust and that is necessary at this age. Maybe that will help them develop a relationship with their professors in the future. I could see them grow and mature throughout the semester.

Dr. O'Neal expressed the importance of building and maintaining a rapport with students. She comments that professors working with young students should "find out what 18 year olds know and do. Stay fresh, because they notice that."

### **Chapter Summary**

In this chapter, I introduced the themes that emerged during the data analysis and tell the *Backstory to the Model* and how it was developed in three stages: probing, planning, and implementation. The first theme, entitled *The Lay of the Land*, includes *Representing*,

*Navigating, Sensing, and Rituals* experienced by participants teaching dual credit at the high school. A section entitled *Hot Topics* is included in this chapter and brings attention to issues that participants experienced. Finally, *What We Think and How We Act* is included to bring ideological and pedagogical beliefs to the attention of the audiences this study is attempting to reach.

## CHAPTER V: DISCUSSION, IMPLICATIONS, AND CONCLUSIONS

The purpose of this case study was to explore the experiences of college professors teaching on a high school campus. Research was conducted through an analysis of semi-structured interviews, focus group, observations and artifacts. This chapter reviews, analyzes, discusses, and makes connections to the literature and theoretical frames previously presented. This chapter also presents implications of the findings for practitioners, scholars, methodologists, and policy makers, and illustrates the potential impact for school districts and community colleges that are considering different types of dual credit delivery. Concluding remarks are then provided.

### **Discussion**

Two fundamental questions framed this research:

1. How do college professors teaching on high school campuses describe their experiences?
2. In what way does the context of the high school setting inform the experience of a professor teaching on a high school campus?

The answers of these research questions are presented by themes that emerged from the findings in Chapter IV.

Perhaps Max Weber was ahead of his time and understood that American universities and colleges, even then, were becoming profit-driven bureaucracies. Referring to the college experience as a ‘patent of education,’ Weber suggests the university treats students as consumers, thereby providing an experience, but not a true education or an opportunity toward self-clarification (Fantuzzo, 2015). This may be true of today’s high schools and colleges as

they struggle to find the balance between providing educational opportunities for students and the development of adults prepared to face a challenging world.

There are many facets to a school district's decision about how dual credit classes will be delivered to high school students, and that was true in the implementation of The Model in Coastal Plains Independent School District. Development of The Model was complicated and required time. Implementation of The Model required resources, facilities, and support from both the school district and the higher education institution. Throughout this study, there was evidence that both the public school and the community college worked together to meet these needs. There is also evidence of flexibility on both system's administration and support staff and the college professors to provide the best possible experience for students participating in The Model. Yet, for all intent and purpose, professors may occupy a distinctive niche that is not necessarily connected to the socio-cultural structures found within the high school.

### **What You *Know*; What You *Want* to Know; What You *Learned* (K-W-L)**

The experiences of the professors now teaching on a high school campus ranged from specific instances related to their day-to-day interaction with students, schedules and interruptions, to reflecting on their beliefs and knowledge building about dual credit programs and the students who enroll in such programs. Borrowing from Ogle's (1986) work in teaching reading comprehension, I organized the participant's experiences using a what you know (K), what you want (W) to know, and what you learned (L) model, otherwise referred to as K-W-L, to then discuss how participants described their experiences on the high school campus. As a reading strategy, the basic components of K-W-L are displayed in columns on a chart allowing students to discuss and describe information about the topic before, during, and after reading. Since its creation, the K-W-L strategy has been adapted for many purposes including education,

group meetings, and generally to display the development of information. These adaptations are often utilized to better explain how theory is connected to practice. (Szabo, 2007). Used here, the K-W-L model helps to summarize what was learned as related to research question one.

For this study, the K represents what participants knew or had knowledge of at the start of their teaching assignment on the high school campus; W represents what participants wanted to know about teaching on the high school campus; L represents what was learned through and from the experience (see Figure 20).

K What we KNEW	W What we WANTED to know	L What we LEARNED
<ul style="list-style-type: none"> <li>•Classroom #</li> <li>•Schedule Time</li> <li>•Course Name</li> <li>•# of students in sections</li> </ul>	<ul style="list-style-type: none"> <li>•Safety Procedures</li> <li>•Supervision expectations</li> <li>•Point of contact for logistical concerns</li> <li>•Dress code</li> <li>•How to address concerns about students</li> <li>•Internet login information</li> <li>•How to address discipline concerns</li> <li>•Can students be released early?</li> <li>•Does the calendar match the college?</li> </ul>	<ul style="list-style-type: none"> <li>•Interruptions are the norm</li> <li>•Schedule changes are not announced</li> <li>•Expect to alter your content</li> <li>•High school students have lower academic (cognitive) ability</li> <li>•Maturity /experiences of students is a factor</li> <li>•Daily attendance recording is required</li> <li>•Minimal interaction with campus faculty/staff</li> <li>•High school rituals and traditions are prevalent</li> <li>•There are no colleagues at the high school</li> <li>•The facilitator is your lifeline</li> </ul>

Figure 20. K-W-L

**K-what they knew.** Initially, information provided to the professors was limited to the courses they would teach, their room assignments, class meeting times/schedules, and the names of students based on information in the Southern Community College data management system. This information was provided to them a few days prior to the start of the semester, or in the case of Dr. Douglas, a few days before he took over as the professor of record when the original

professor had to back out of the assignment for health reasons. For some of the professors, there was an opportunity for them to attend an orientation at the high school, prior to the start of the semester. At the orientation, they were provided a bit more information related to the high school itself. For instance, they *knew* where to park, which entrance to use, and where the restrooms were located.

**W—what they *wanted* to know.** However, many of the participants *wanted* to know more, especially about safety procedures, points of contact for everyday questions or concerns, clarification about expectations from the high school administration during their time on campus and more. For instance, they did not know what supervisory role they were to fulfill or even if they were required to supervise students during classroom breaks. Information was not provided to them about releasing students early from class, which routinely occurred on the college campus, for instance, when a professor finished a lecture early and ended class. At the high school campus, supervision was required for students at all times which meant the instructor had to hold students in class for the entire scheduled class time.

Participants *wanted* to have known that the calendars from SCC and CPHS were different, with different holiday breaks, start and end of semester dates, and scheduled early release days. Calendar and schedule change information was a high priority for participants because shortened or missing days impacted their ability to provide the number of contact hours mandated by Southern Association of Colleges and Schools.

**L—What they *learned*.** Participants agreed that from their experience teaching dual credit on a high school campus, what they *learned* covered a vast amount of territory and was not regulated to what one might be considered surface level knowledge about procedures as found in the K and W section of the K-W-L model. Rather, they had to learn about the settings and then,

about themselves in learning to adapt, adjust, and to be more flexible to the setting. For instance, they *learned* that interruptions and changes to the schedule are the norm at the high school; therefore, it is best to plan for it or at the very least be flexible. They *learned* that student maturity and life experiences are factors to be considered when teaching; therefore, sometimes the actual topic must be altered to allow for this lack of maturity and/or limited experiences due to the age of the student in their class. What they *learned* was also about becoming more aware that students in a high school setting may not be cognitively developed enough to complete writing and reading assignments at a high level of analysis and synthesis expected in college classrooms.

Additionally, for the professors, they *learned* that the rituals, traditions, and norms, in most cases, that were evident at the high school were outside their professional experience. This meant they *learned* to adapt and be flexible in their teaching so that a solution could be obtained that worked for them in their teaching and the students could still benefit from the rituals and traditional of the high school campus. Interestingly enough, most of what was *learned* by the participants came from their own trial and error (e.g. safety drill procedures, drug dog searches) indirect discovery from students (e.g. dress code, Mustache Monday), or directly from the dual credit program facilitator at the high school (e.g. attendance accounting, computer access login).

### **When Context Informs**

Context, referenced in research question two, includes the cultural, organizational, and environmental aspects of the college and high school campus, emerged as a driving factor in the experiences of professors teaching on a high school campus. Dr. O’Neal had a strong opinion about context; she revealed during the focus group discussion, “When you step on the high school campus, the context changes. Everything changes.” Other participants teaching at CPHS

initially expressed a reluctance to say that context played any role in their pedagogical or ideological beliefs and actions; there were multiple examples of how the setting informed their experiences. Only Ms. Keller, in her first interview early in the semester, expressed a belief that context did inform her experience of teaching on the high school campus. However, during the subsequent interviews the remaining four participants, as shown below, did provide examples of how the context of the high school setting had actually informed their experience throughout the semester and caused them to change how and what they were teaching.

**When context *informs* their K-W-L.** From the findings, it appears that regardless of how experienced a professor was in teaching, unless there is an opportunity to interact with colleagues within a setting, it is much more difficult for the professor to fully acclimate to the high school environment. Because of class scheduling, the participants had very little interaction with high school faculty and staff. Typically, when teachers join a new school, colleagues become a resource provider about topics ranging from learning from one another about teaching strategies, to classroom management, and/or mentoring, to name a few. However, for the professors now teaching on the high school campus, there was limited opportunity to engage with other teachers, much less other professors teaching at the high school. One way the professors sought support from colleagues was to participate in the SCC Dual Credit Committee, an informal committee that in essence was created as a professor support group. This group met two or three times per semester to discuss how things were going for them teaching dual credit. Even though the professors might have felt isolated at the high school campus, they did find solace and support from each other, albeit *at* the college campus.

Despite the limited opportunities for professors to engage with colleagues *within* the high school culture there still existed a presumption that college professors would acclimate to the

high school in ways that would make them feel a part of the organization. At odds with this notion, was the expectation for professors to change rather than the high school culture changing to mirror a college environment. Remember from Chapter I, it was the intent of the high school administration to build a college-going experience for students participating in The Model. Initially, the emphasis on building a college-going experience was to locate the dual credit classrooms in a designated hallway, place a college banner within the hallway, and placards on the classroom doors indicating a college class was taking place. However, from the findings, the day to day minutia of events, rules, procedures that shape and influence every aspect of how a high school functions from student safety, orderliness, as well as the long-standing traditions, rituals, and celebrations remained intact and left little room for the administration to cultivate the college going experience so desired.

Recognizing the unique culture of the school came early to some participants; Dr. Douglas stated that it would have been helpful in advance to know what the rules were on campus, for both students and faculty. Ms. Keller learned to rely on an informal network that was formed on personal relationships with other staff members. When studying a partnership, it is important to review the experiences of individuals to identify how the partnership members relate to each other (Yin, 2009). In this example, the lack of relationships with other people in the institution complicated the professors' ability to have a basic understanding of the school culture and hindered the ability of participants to fit into the culture of the organization. The relationship between people, ideas, and institutions is complicated but must be nurtured like all relationships if partnerships are to survive (Travers, 2001).

**When context *informs* pedagogy.** The act of teaching on a high school campus elicits specific feelings and actions and may present communication problems that require adjustment

and redefinition. More specifically, the context of the high school setting also helped to inform and shape the rigor of the curriculum and teaching practices of the professors in several ways. What was not expected initially by the participants was that one's pedagogy would need to acclimate to the setting of the high school. From the findings, there are examples of how content is sometimes compromised, how communication between students and the professor is limited, and how relationships differ from the college to high school settings. For example, introductory level sociology and psychology college courses include topics related to cultural experiences that may be beyond the maturity level of high school students. Political science or history courses may include information about voting preferences and behaviors, yet many students taking dual credit courses in high school are either too young to vote or may not have had that experience. Academically, high school students may lack the cognitive maturity to effectively handle college level composition requiring higher-level thinking, analysis, and synthesis of ideas (Taczak & Thelin, 2009). These issues led professors to alter, perhaps unintentionally, the content of the dual credit courses.

In regard to interpersonal relationships, high school students often have a very amiable relationship with teachers, but need to understand this is not always the case in a college class (Zimmerman, 2012). Understanding and navigating these interpersonal relationships can be challenging for younger students and require time and practice. Students may have limited opportunity to experience routine communications with a college professor simply because the professor is not accessible outside of class on the high school campus; yet connecting with professors is an important piece of the student's ability to succeed in college (Gardenhire-Crooks, Collado, & Ray, 2006). However, systems must be put in place to purposefully advance communication between students and professors.

## Communication

Formal and informal communication between the high school and college entities is important to foster both vitality and structure in a partnership. As represented in Figure 21, communication is open and flowing between administrators from the school district and college in the probing stage; in the planning stage, college and high school facilitators were included. However, prior to the implementation stage professors were not at the table for the dialogue and therefore had no way to connect the dots between the needs of the organization, goals of the program, and their teaching practice.

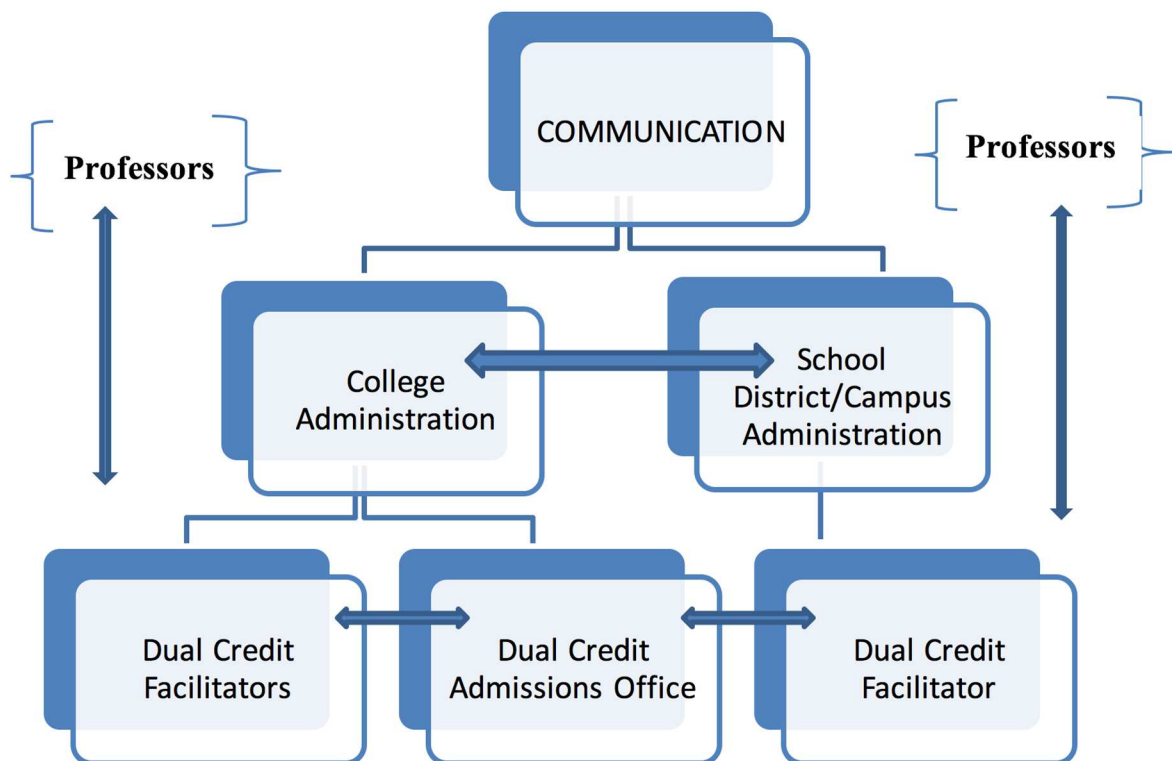


Figure 21. Communication Connections and Gaps.

**Communication and K-W-L.** Over time, and brought about by the need to convey information regarding course content, scheduled exams and assignments, student attendance and performance, and changes to the high school routine that would impact the college schedule,

communication strengthened between the professors and the campus facilitator. Weber, (1922) suggested that conflicts and crisis are most likely to be minimized in a bureaucracy by the use of a more formal and transparent communication. Simariliy, Nwogbaga, Nwankwo, & Onwa (2015) stated that control measures that filter the flow and properly manage information can best be accomplished through a more formal communication. In this study, informal communication within both organizations remained the primary type of communication and often prevailing manner of communicating with professors.

Dr. Douglas remarked that he did not know what the actual agreement between the college and high school contained. He thought it would be helpful to know that, and suggested communicating that information to the professors, perhaps by sharing the Memorandum of Understanding between the two organizations. Complicating the communication effort and further creating a gap between what participants knew and what they needed to know was the fluid nature of staffing a dual credit course on the high school campus. When staff changes occurred, sometimes days or hours prior to the semester, there was not a clear idea of who the main actors would be in the new model. That conceivably hampered efforts by the administrators both within the high school setting and college setting to create a seamless flow of information.

**We didn't know what we didn't know.** Through the K-W-L, it becomes apparent how communication influences and informs the professor's experiences teaching college coursework at the high school campus in a multitude of ways. First and foremost, communication was the subject of angst for participants; they felt out of the communication loop. Their angst was a matter of not knowing what to expect in the day to day minutia of the school context. They were not informed about how to handle safety and security issues; nor how to act or react to daily

announcements on the intercom. They were college professors who did not know the rules of the high school and no one was sharing that information with them. Aside from access to the high school facilitator, they were not given basic information about hall passes, dress code, student supervision and other details causing their frustrations that were revealed in Chapter IV. Dr. Flores simplifies the problem this way:

We didn't know what we needed to know so they didn't know what to tell us. We muddled through it the first couple of times. And when we really needed to know something, we asked the students. They told us.

**Communication, confusion, and context.** Mr. Keller explained in his department at the college, communication was much easier than at the high school. In the college setting, information is shared in a number of ways, such as email, committee meetings, talking in the faculty lounge, or passing in the hallways. At the high school, there was a more hands-off approach to the college courses, further limiting interaction between the professors and high school faculty and staff. Ms. Keller agreed that what she missed most in working at the high school was the type of communication that would provide insight into how the school works.

Perhaps it was unclear early in the process what information was actually needed by which individuals, and what information is needed at each stage of the implementation process.

Dr. Douglas recounted his early observations about communication in The Model:

No one really tells us (professors) anything unless it directly relates to us, so we are mostly ignored by both the ISD and the college. I understand how busy everyone is. It was obvious on the high school campus. But, I didn't know who to ask and no one really came to check on me. We were just in there figuring it out. The model was new, so there were lots of questions initially that didn't get answered.

As a result of the communication gap, participants expressed confusion about what was expected of them in regard to the way the school works and how the lack of informal and formal communication exacerbated that feeling. All five participants expressed the need for formal communication such as school calendars, schedule changes, campus expectations, and safety protocols. Dr. Flores commented about how the participants began to work through the lack of communication, enlisting help from others as well as taking it upon themselves to become better informed:

The beauty of the situation is that the professors began to seek solutions to common concerns on their own, just by talking and sharing experiences. That really could not have come from the administrators because they were not living the experience like we were. We all made it work. When we realized, we were having similar questions and concerns, we formed an informal committee [SCC Dual Credit Committee] to help communicate with each other. We didn't even ask anyone, we just started meeting and talking. It was the best help!

The Model was a unique way of delivering dual credit from the onset. The *probers and planners* anticipated that obstacles would occur and *then* would need to be addressed. However, there is no evidence to support that those involved in the probing and planning stages were aware of the level of frustration felt by participants about the insufficient communication or that participants were muddling through the implementation process.

**Ways to improve communication.** Mr. Keller expressed the need for open and continuous two-way communication if professors teaching dual credit courses at a high school are to succeed. His concern centered on the feeling that without improving communication, The Model was severely restricted and would not grow. Blazenaite (2016) asserts that in an effective

organizational communication system, “there is growing evidence that effective communication is the key for keeping an enterprise, as a system of individuals, working together for objectives, successful and integrated” (2016, para. 2). Difficulties arise, perhaps, when actors navigate between two separate organizations or entities. The partnership, in this case between the college and high school, has no clear pathway for communication between both organizations. Also, a factor is the communication skill level, or communication competency, and willingness to communicate of individual actors within each organization (Blazenaite, 2016).

When reflecting back to the first semester he taught in this model at the high school, Dr. Douglas described the types of communication he needed:

At first, there were so many balls in the air that I was just overwhelmed, so I relied on the facilitator to help me through it. Then, once I caught my breath, I tried to problem solve on my own. I didn’t know anything about anything. I would email the high school administrators and the college dual credit personnel. Often I didn’t get a response and that was frustrating. I think everyone believed we knew what we were doing. They had no idea we did not really know what we were doing in the area of protocol or procedures.

Ms. Keller discussed the possibility of including college professors teaching on the high school in the routine high school campus email group. She could see that as an advantage for times when there were unforeseen changes to the schedule or announcements for students in her class. However, she did not think it would be beneficial to receive all the mundane daily emails that must go out to a staff the size of CPHS. She saw that as a disadvantage to being included in campus email and did not want to be mired in the minutiae of campus activity.

From the findings, there is also evidence that the professors and dual credit facilitators learned to bypass communication with administrators from the college and high school. This

perhaps, is because they discovered a more efficient way of going about their daily routines. Deal & Peterson (2009) posit that the minutia of daily routines determines the culture of an organization, which further explains the bypass method described above. There are two examples, one informal and the other formal. Dr. Douglas, in seeking an answer to a minor question, sent an informal email to high school administrators and counselors and to the SCC dual credit facilitator. Emails went unanswered; therefore, he found a solution by bypassing administration and going directly to the high school dual credit facilitator. An example of the effort to establish a more formal communication was established by SCC professor Wesley Keller while he served in an administrative role for The Model. He created a virtual site allowing high school dual credit facilitators to interact with other facilitators from other districts. This allowed facilitators to post concerns or issues, then seek input from others, a need Mr. Keller discovered when teaching in The Model. His efforts appear to be successful in creating a line of communication between facilitators. The formation of the Dual Credit Committee at SCC also points to the possibility that the college is aware of the gap in communication and is making efforts to bridge the gap. However, school district administration has not been included in this effort and are perhaps less aware of the gaps in communication because of that exclusion.

Mr. Keller's earlier comment relating to how communication restricts The Model is an example of how fragile the success of The Model is unless this communication is improved:

The college is really committed to making this work and so is the school district. That is why it is important to open the communication up, so that we can discuss problems and concerns, and then find a fix. This model could be the way of the future if we continue to work together. The dual credit committee here [at SCC] is working to make that happen.

### **Connections to the Theoretical Frames**

Literature about Weber's Organizational Theory and Blumer's Symbolic Interactionism primarily focuses on the structure of an organization or the ways individuals gain meaning from interactions with others (Segre, 2014). The literature does not point to how an individual acting within two organizations might traverse the organizational structure of both, gain meaning within the culture of both organizations, or communicate within the bureaucracy of two entities. By identifying the way these two theories overlap within this case study, we may gain insight into how the participants traversed between two organizations (the high school and the community college settings).

Weber's work is structured, organized, and perhaps categorical while Blumer focuses on human interactions; yet there are areas of agreement between the two theories. Figure 22 illustrates how Weber's Organizational Theory is influenced by legislation, rules, and policies at many levels, much like this case study, the high school organization is governed by educators who must comply with federal and state education and administrative codes and regulations. Blumer's Symbolic Interactionism on the other hand is driven by the enactment that comes from human interactions. In the areas where the theories overlap, communication makes it possible to establish structure in a strong community (organization) when individual members communicate, cooperate, and work together to support that structure (Segre, 2014).

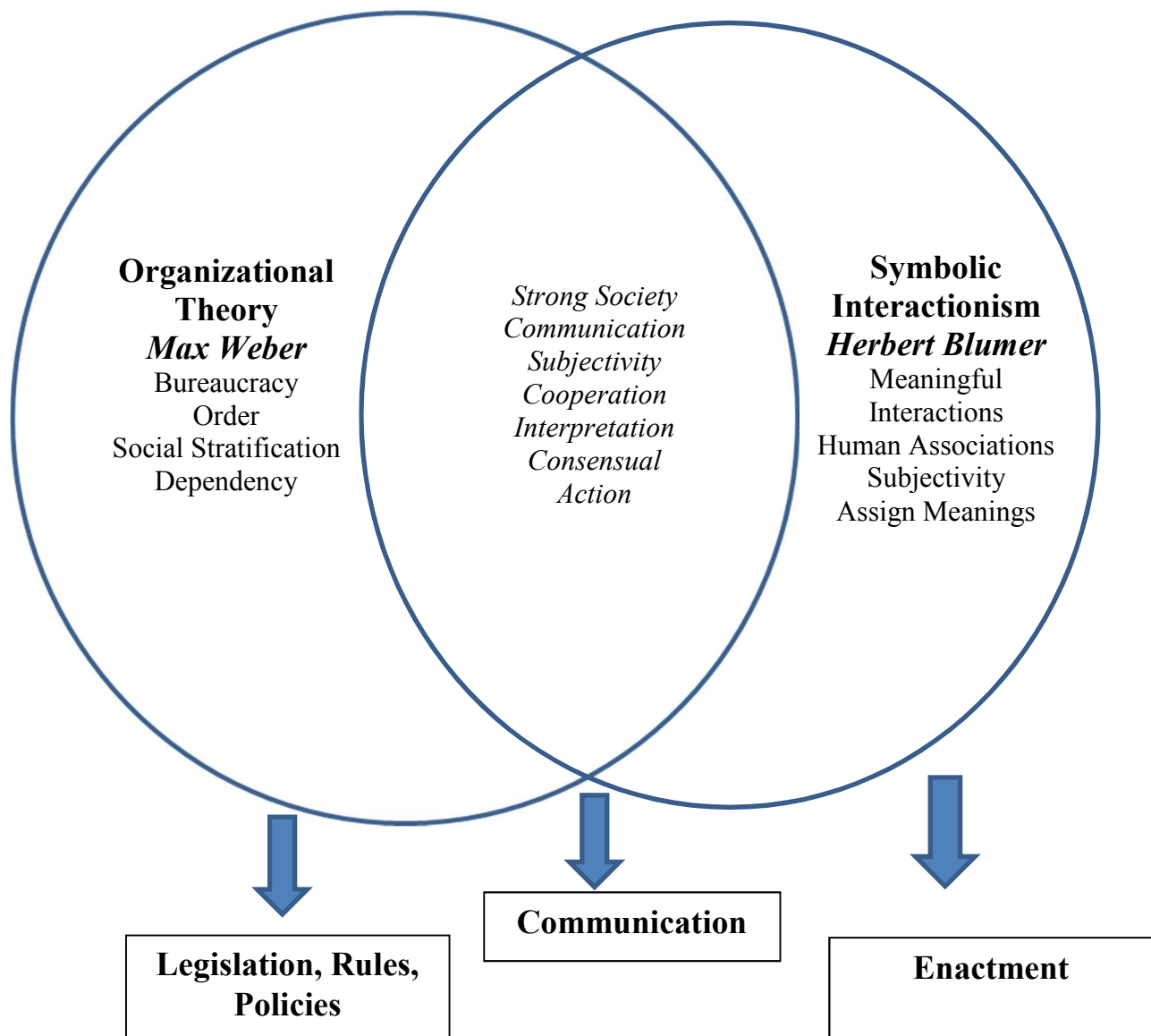


Figure 22. Connecting Theories.

In The Model, participants worked with a foot in the door of two settings, a semi-affluent, rural high school campus and an inner city community college, yet at the onset of their teaching assignment they knew very little about the culture or organization of the high school. Interactions with high school faculty, administration, and staff were limited, thereby restricting their ability to make sense of the symbolic rituals and norms of that organization. Bolman and Deal (1991) suggest that symbols are used in organizations to provide a means of identifying

with an organization or a group's mission and goals. For example, an organization may provide recognitions and awards to employees for reaching certain goals, or perhaps for maintaining a safe work environment. Reward recipients may be recognized on plaques or signs to acknowledge the accomplishment. Company logos and symbols are often displayed prominently in organizations to identify a unity within the group members. The symbols that permeate many organizations were also present in the high school setting; however, participants did not identify with the symbols and what the symbols represented (Bolman & Deal, 1991). For example, there is a very large banner covering an entire wall on the high school campus that proclaims "WE ARE CP". Students are very proud of the banner and would often repeat the phrase "We are CP!" loudly in the hallways as a chant during football season. Spirit T-shirts were also emblazoned with this slogan. In another example, students dress in spirit themes during football season to raise enthusiasm for the competition and to share camaraderie. Depending on the theme, students and teachers dress in costumes, strange hats, or other theme-related attire. The college professors who were part of this study did not participate in the spirit celebrations. These symbols of school spirit were an outward sign, but perhaps held no meaning for the professors who self-identified as outsiders. However, even symbols that attempted to target and identify a college environment held little meaning for the college professors. For instance, SCC banners were displayed in the dual credit hallways; signs were posted on college doorways to identify the rooms as college courses. However, the college professors did not use these symbols to derive a shared meaning as being part of the high school community, or for that matter, a college community. Rather, for these participants, the lack of interaction between themselves, and in a limited way with the SCC Dual Credit Committee helped them to interpret these symbols in a more pragmatic way.

The bureaucracy that Weber (1922) describes as protecting the structure of the organization was lost on participants because they lacked awareness of what the bureaucracies entailed. In the absence of guidelines and clarification, participants made their own meaning and acted according to prior knowledge of the other organizational structure, the community college. Members learn an organization's culture through repeated encounters with behaviors, norms, and artifacts on a regular basis most often while interacting or observing other members (Segre, 2014). When interaction with others is limited, so then is the opportunity to learn the true culture of the group.

While proud of the steps the college has taken to bring two entities together to form the partnership, Dr. Douglas acknowledges how difficult it is to work within the two systems:

It is hard to work in one system that you know well (the college) yet spend more time in the other system that you know very little about (the high school). The high school has a mission, goals, and values, but I'm not part of that. I know what the college's vision is, but that doesn't translate well to a high school setting and doesn't pertain to what I do every day when I am there. And, I don't work for the school; I work for the college.

### **The Model and Moving Forward**

The uniqueness of The Model is a source of pride for the participants. Even while acknowledging the challenges they faced, participants were positive about the need for schools and colleges to work together to achieve success. Despite Mr. Keller's belief that the college campus experience cannot be replicated at the high school, and there are limitations to providing the college experience in that setting, he still views this model as the best option available for dual credit. He is concerned that given the scarce resources to transport students to the college, the other options to provide dual credit such as online courses or utilizing embedded high school

faculty are not as desirable as The Model and may not be feasible. In fact, Dr. Douglas believes The Model has tremendous advantages over online learning. Dr. Douglas explains:

It is difficult in some ways, but we are making it work. Mainly because my colleagues and I do not want to see these students take online courses for so many foundational college courses.

As a result of his belief in this type of dual credit model, Mr. Keller became involved in the development of The Model early in the process because he believed in the concept:

It was a concern when the spike in oil related jobs in our area depleted school districts of bus drivers and the schools couldn't transport students to the college. I knew then that schools and colleges would have to come to the table, in creative collaboration, to figure this out. This model is really a service to the community and I can see it expanding. The main obstacle is making more colleges and school aware of what we are doing.

He also believes the key to making The Model work is flexibility:

Be flexible. That's essential. With the legislators pushing us to offer college classes to students who are younger, we have to keep an open mind. Even though we state repeatedly that this is a college class, the content has to be age appropriate. So, we end up making adjustments for that. You have to be flexible. I try hard to stay positive every day and I just hope for the best.

In offering dual credit classes on a high school campus, The Model is a benefit to students seeking college credit. There are benefits to the school districts and college as well, but The Model may not be a good fit for all, especially if there is an expectation of creating a college-going experience at a high school. From the findings, it became evident how difficult it is for a high school campus to duplicate the full college experience. Issues ranging from

academic freedom to campus dress code expectations surfaced early in the interviews with the participants. While some of these issues can be bridged by improving communication, high schools will still lack the decorum associated with college learning. Colleges have their own etiquette and creating this atmosphere is as important to the success of the experience as the instructor actually teaching the course (Zimmerman, 2012). Establishing a college environment was one of the main objectives of The Model from the beginning, but based on the experiences of the participants in this study, re-creating the atmosphere of the college on a high school campus is challenging.

### **Throw Me a Lifeline**

Although there were dual credit programs in other districts throughout Texas, at the time of this study none provided a footprint of what would work in this model. This study informs us that as school districts and community colleges consider this type of dual credit model, it is important that they do not underestimate the role of the facilitators.

The role of the high school campus facilitator played a large part in the implementation of the new dual credit model, especially from the perspective of the college professors. Often the high school campus facilitator was referred to as their lifeline. However, the role and responsibility of the dual credit facilitator is not universal and varies widely from school to school. For example, some area schools that provide dual credit online may use a facilitator to assist students. In these online programs, the facilitator is often little more than a “sitter” as described by Dr. Flores.

In this study, as The Model evolved, so did the role of the facilitator. With little other help or assistance available for the professors, the facilitator became a valuable resource for three of the five participants. Dr. Douglas, for example, reported that he “relied on [the facilitator] for

everything”. The facilitator provided the much-needed bridge between the administration, professors, students, parents, and college dual credit office. Mr. Keller compares the facilitator to the role a graduate assistant would play in a university. The facilitator communicated directly with professors to clarify any questions about a syllabus, or test dates. She was then able to assist with time management, exam preparation, and written assignments when she was supervising students. In some cases, when parents attempted to communicate directly with the instructor, the facilitator was able to act as a buffer between them, explaining the privacy laws afforded to college students.

### **Legislative Matters and New Dual Credit Models**

As stated in Chapter I, Texas Education Code 28.008 requires districts to provide the equivalent of 12 hours of college credit for students while in high school (Texas Education Code, n.d.). There is no ambiguity about *what* is to be done, only in *how* it is to be accomplished. On one hand, the legislators have taken big steps to ensure that students have access to college courses. But on the other hand, there are barriers to that access as schools attempt new dual credit models to reach the goal. Examples of disconnects between legislative matters and new dual credit models are provided in areas of attendance accounting, grading, and discipline.

**Attendance.** The attendance accounting procedures in Texas are an impediment to college classes on the high school campus. In a traditional college setting, students would attend class only certain days of the week. When taking college classes at the high school, students must be in attendance daily for the entire class period. The Texas Education Agency Attendance Accounting Handbook (TEA, n.d.) provides examples for dual credit student attendance for off-campus programs, but there are no provisions for students in hybrid or unique models. Current rules allow students to be counted present (for funding purposes) if:

- Student is enrolled in and attending off-campus dual credit program courses and is not scheduled to be on campus during any part of the school day.
- Students who are enrolled in and attending an off-campus dual credit program course and are scheduled to be on campus during any part of the school day should have their attendance recorded while they are on campus (TEA, n.d.).

**Grades.** Grades are an area where there is incongruence between legislation and practice.

For example, dual credit students must adhere to University Interscholastic League (UIL) guidelines in order to be eligible to compete and participate in certain high school sports and activities. UIL rules require three-week grade checks for eligibility purposes and yet college grades are not assigned according to that grading schedule. While professors are required to submit a grade, they do not feel that it is an accurate representation of student progress. For instance, in a college course, the semester grade may be derived from four grades throughout the semester. A three-week eligibility check does not allow sufficient time for grades to accumulate. Professors are placed in a position of assigning a grade to meet the eligibility requirements that is not an accurate reflection of the student's progress or posting no grade therefor making the student ineligible. Dr. Douglas considers this a no-win situation in either choice:

It is not the student's fault that there are no grades posted at grade check time. If I assign a passing grade to allow the student to be eligible, that seems like the fair thing to do.

But, that grade is then posted on the student's high school progress report. Suppose though that a major paper is due the next day and the student does poorly; his grade goes from passing to failing with no warning. That's when parents try to call us because they are closely monitoring grades and GPA.

**Discipline.** School discipline and disciplinary consequences per school district student code of conduct policy presented a different type of problem in The Model. In Chapter IV, Dr. Sullivan explained a scenario related to student discipline and state law that caused another conundrum with a student who was transported by bus to classes at the college:

I had a dual credit student who apparently got into trouble with his school district and was suspended from school for several days. I have no way of knowing that, except that the student wasn't showing up for class. I found out later that state law restricts his activities while in a discipline setting and the school board policy prohibits him from riding the bus during discipline placement. What do we do in that situation? Do we count them excused and let them make up assignments? I asked my colleagues and no one could figure out how to get around the school law to allow him to come to class.

In all three of these examples, the laws, policies, and rules are in place to promote the smooth and safe operations of the high school. Only minor opportunities are allowed for variation and in the grading example, more than one entity is affected by the policy (UIL and high school). The uniqueness of The Model is reason to assume legislators and other policy makers are unaware of the conflicts present.

### **Goals of Dual Credit...What's the Point?**

Participants in this study agreed that students are really driven by the need to earn college credit in high school to save money when later enrolled in college, after high school graduation. Ms. Keller felt that students benefit from that cost savings, but also learn some life lessons. Learning to interact with professors, having dialogue with other students about "grown up topics," and the freedom given to the college students were all positives that she recounted. She explained:

Obviously, students want to get the credit. That saves them and their parents' money. They can shave a couple years off their college, and get into their chosen professions earlier. But also, I think students felt respected and mature when I didn't address dress code issues with them. Or when they wanted to go to the restroom and I told them to take care of themselves. Sometimes when they would ask me something, I would just respond "you can decide". They liked that freedom. Isn't that the true goal of college, to help students transform into adults? We have an opportunity to work on soft skills with students so that they know more than content. They have to know how to get along in the world. I consider these life lessons and they should be considered goals of dual credit programs.

Other participants expressed similar ideas and shared their thoughts about the purpose of dual credit. Dr. Douglas and Dr. Sullivan agreed that the goal of dual credit programs for both the student and the college is to award credit. They understand what kind of motivator that is for students and parents. Mr. Keller believes that dual credit, and this model specifically, is a great way to serve the growing number of students who are requesting dual credit. He highlights the cost savings to students and parents as a way the college can provide a service to the community while providing a safety net for students trying to find their niche. Dr. Flores agrees that students are really only interested in receiving credit, as opposed to taking courses because they are interested in a topic or plan to pursue the subject as a course of study later in college. However, she is mindful of the possibility that students may miss an opportunity to find their passion by taking college classes in high school:

What if the history, or psychology, or poly-sci class I took in high school was the only required course I needed in that subject? Many people say that they didn't like history in

high school, but discovered a love for history in college. If these students take their only [college level] history class in high school, when they are not mature enough to immerse themselves in the topic, they may miss that opportunity. But, that said, I can certainly understand them wanting to get credit and save money.

### **Empowering Practices**

Because of the work of the participants in The Model, there have been other positive outcomes, such as the formation of the Dual Credit Committee at SCC. Dr. Flores voiced her enthusiasm for the SCC dual credit committee and sees this as a positive step in the direction of creating innovative dual credit models in other school districts. The committee was initially an informal group formed out of necessity when dual credit professors became aware that they were experiencing similar struggles whether they were teaching online, face to face, or in an innovative program such as The Model.

Dr. Flores feels that the college administration is listening to their needs by working this into a more formal structured group that will provide input directly to the college president. This may help to formulate shared dual credit goals and clarify for participants the mission of the college. Dr. Douglas described the committee as “empowering” to the professors teaching in this model and is hopeful that this will provide protection to their content and how they deliver dual credit. Ms. Keller expressed hope that the committee will generate information in an informal way to allow the professors to share their experiences, perhaps causing less frustration for those practicing in The Model. However, committee members have not articulated how they will include the school district in the conversation or how the committee information will be shared with all stakeholders.

## **Implications**

This study has implications for the three main audiences: practitioners, and fellow academics, and policy makers. (See Figure 23). In many ways, the professors who participated in this study should be considered pioneers given that this new model of a dual credit program has yet to gain traction in practice or for that matter has been an area of interest from scholars or policy makers. Implications from this study for practitioners are concerned with putting a plan into action and then being prepared to continuously improve it, whether from the professor's perspective or from the lens of administration. Implications for fellow academics and scholars are included to inform their teaching and research efforts. Implications for policy makers are included because of their unique position to draft legislation or local policy that will drive the success of future attempts to implement innovative models in dual credit delivery.

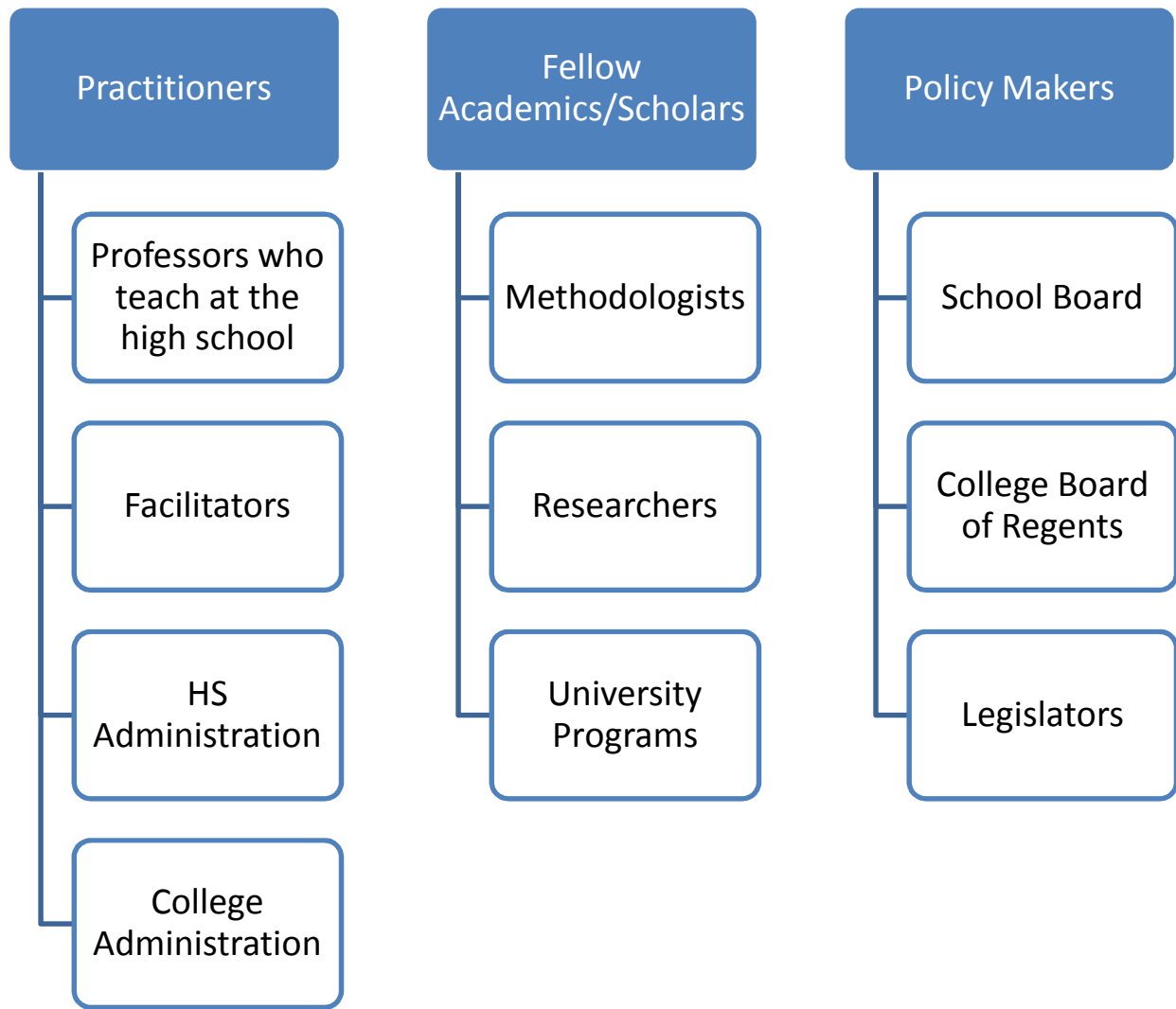


Figure 23. Implications for Three Audiences.

### Implications for Practitioners

There are three types of practitioners who perhaps have the most to gain from this study: professors who teach at a high school, facilitators, and administrators, in the high school and community college settings.

**Professors.** Throughout the telling of the experiences of participants in The Model, it became apparent that the professor who teaches at the high school is in the best position to solve problems and to progress The Model on a daily basis. However, they were also in the least position to make decisions or to inform decision makers. Because of the lack of communication

between decision makers and participants, this seemingly logical source of pragmatism (the professor) was often overlooked. Yet, the successes and challenges they encountered continued throughout three years of living in The Model with little or no sharing. There were no systems in place to establish and maintain an open line of communication to provide feedback or seek input on a regular basis. The professor, as main practitioner in the Model, has not shared experiences until this study except with the dual credit committee formed at the college. The formation of the committee has implications for improved communication and decision making; however, the school district is not represented on the committee. It is recommended site specific committees have cross representation. For instance, the high school facilitator join the SCC Dual Credit Committee. Another possibility is to have college representative such as a professor serve on the high school leadership advisory team.

**Facilitators.** The high school and college dual credit facilitators play an omnipresent role in The Model. They are able to see all levels of The Model in practice, and are in a position to provide insight into the inner workings at these levels. The college dual credit facilitator is perhaps more involved behind the scenes in the probing and planning stages, building courses, enrolling students, and working with college administration to establish the staff and schedule of dual credit courses. At the high school level, however, there is no facilitator involvement in the probing or planning stage of developing The Model. The majority of the high school facilitator's role is in the implementation stage. According to participants' accounts, the role of the facilitator varies from school to school and even in The Model there was variation in how the facilitator was utilized. This may be, in part, because the role of the facilitator is not clearly defined or articulated.

In The Model, the high school facilitator acts as a liaison between the professor and students, the college facilitator and high school administration, the school counselors and students, and often between parents and professor. The facilitator supervises students during off days, and assists students in exam preparation, writing of essays, and homework assignments. Yet, in some instances, the facilitator does not have a college degree and may have limited ability to perform these tasks. Clearly defining the job duties and expectations is important if schools are to successfully continue this model. Opening communication between the facilitators and administrators is important if there is to be a two-way exchange of information and experiences.

**High school and college administrators.** The school district and high school administrators and college administrators play a major role if The Model is to succeed. That being said, in The Model, administrators were heavily involved in the probing and planning stage of model development, but not as involved in the implementation stage. The implementation stage is where *the rubber hits the road*, and also where things are most likely to fall apart in an organization or with a new initiative. With little hands-on involvement of school and college administrators, a new initiative such as The Model may suffer.

Daily minutia in the many aspects of a busy high school may escape the high school campus administrator, and college-going culture at the school is just one part of the whole school culture that the principal must address. Schein (1992) believes that culture is the heart and soul of the school and culture makes stakeholders want to be part of the school. If that is true, administrators must evaluate and protect the school's culture, and subculture such as the college-going culture, to determine if it serves that purpose. MacNeil, Prater, & Busch (2009) discuss the correlation between the culture and climate of the school and student achievement. This is

even more reason for administrators within the model, both at the high school and college level, to focus attention on the culture of the college-going students within the larger culture of the school. Furthermore, in The Model, there are two separate entities participating, with their distinct individual cultures. The difference between the two cultures can cause a clash in beliefs and practices, yet progress is not made when schools become stagnant. Boswell (2000) gives this example:

There is an assumption that the responsibility of K–12 teachers ends with college admissions rather than college success, while the responsibility of higher education begins with the admission process rather than any significant involvement in the preparation of students up to that point. (p. 5)

The Model blurred these traditional lines of responsibilities, highlighting areas of similarities and differences.

Thinking back to how The Model was born, there was a strong desire between the college and school district to work together as partners to deliver dual credit. Part of that partnership requires the development and nurturing of relationships between and within the two entities. As in Blumer's theory of Symbolic Interactionism, this works best if members interact with each other to make meaning of the culture of the organization. Getting these relationships right between the partners will improve culture, or in this case the college-going culture in the school (Muhammad, 2009). There is interaction, however, at the administrative level and in the facilitator's role. But, that effort falls short when the professors are not brought to the table in the process.

Community college administrators must also work to understand the needs of their professors teaching on a high school campus. Participants expressed a concern about a level of

uncertainty in their skills and knowledge of teaching methods, particularly with younger students. Yet, in higher education there are limited opportunities for those wishing to become college professors to gain that pedagogical understanding of teaching. There currently is no evidence that a dialog is taking place about providing this preparation as part of a degree plan, or for that matter a professional development series to help current professors target developing skills sets to help them teach on the high school campus.

Also, a driving factor in developing The Model was the community college and high school's strong desire to open access to college for underrepresented students. There is no shortage of research to support the idea that aspiration is the first step in the college-going process, yet there is little evidence of how schools are actively working to turn those aspirations into reality (Bosworth et al., 2014). The same is true for the SCC efforts, where underrepresented students may have limited access to information that is needed to make informed choices, not only about college, but about high school coursework that would further their foundation skills to attain college admissions (Bosworth). Dual credit courses in high school are part of that foundation building, yet the percentage of students participating in The Model are predominantly White, not matching the demographic composition of the campus. It is recommended that the partnership explore ways to promote The Model to underrepresented students, ensuring a more demographically balanced enrollment.

### **Implications for Fellow Academics and Scholars**

Earlier, in Chapter I, I discussed how school administrators seeking to develop an innovative model to deliver dual credit, experience a lack of available research or other efforts such as local reports to draw from when designing their own dual credit model. It is important to connect research to underlying theories that help to define and drive practice. Equally important

is to share studies related to alternative models as a source of information for the practitioner. With scarce resources and growing needs in requests for dual credit courses, attention must be paid to sharing outcomes and *experiences*, and not only enrollment numbers, of dual credit programs.

For methodologists, the use of qualitative research, as in this study, provides an opportunity to tell the backstory along with the experiences of participants. While the use of qualitative research studies has grown steadily over the past few decades, there is still a belief by some that telling stories, creating narratives, and relating information from observations has no place in research (Glesne, 2010). Contrary to this thought, the experiences of participants in The Model could not have been told with as much detail in any other research design. When attempting to understand the experiences of participants in a unique model, a researcher cannot rely on mass numbers of people to survey or study. Using a qualitative case study design allowed me to stay in the field for an entire semester, and gain a deeper understanding of the sites and participants through this exposure.

At the same time, my extensive professional experience as a high school principal challenged me as a researcher at several places during the study. For example, during an interview with a participant who expressed discontent over a seemingly minor problem required me to refrain from offering suggestions, finding a solution, or fixing the problem. It was difficult to suppress that part of my prior experience, but it was an example of how hard researchers must work to be subjective throughout a study.

### **Implications for Policy Makers**

School board trustees and college board of regents operate within a system that heavily relies on input from actors within the school and college because in many cases they are not

educators and have no inside knowledge of the daily workings of schools. It is the responsibility of campus and college administrators to inform boards so that appropriate resources can be assigned to sustain programs. Typically, teachers and professors do not directly present information to these boards unless asked to do so. That requires district and community college administrators to proactively promote programs within the two entities. To better understand the needs within the classrooms, the administrators must communicate with actors involved and play a part in observing and reporting on the outcomes. In turn, members of the boards can play a role in getting issues in front of legislators to ensure law, rules, and policies support the efforts of the partnership. In the evolving practice of professors teaching in high schools, the experiences of all participants inform the decision makers.

During this study, there were examples of how education in the dual credit sector has changed over the past decades. From the early model of dual credit delivery by embedded high school teaching staff to today's online, college campus based, and hybrid models, the change is evident. However, legislation has been slow to keep up with the changes. In implementing The Model, participants found barriers in laws, policy, and rules that impeded progress. Examples were provided earlier in this chapter of concerns such as grading requirements, UIL rules, attendance reporting requirements and other similar laws that do not support innovation in the delivery of dual credit. Fowler (2000) writes that policies are "usually developed close to the top of the political system" (p. 11). This top-down approach to policy development is an impediment for the practitioner unless the practitioner is directly involved in early stages of implementation. In The Model, administrators were involved in the planning, but the professor was not. Perhaps by including the day to day practitioner, such as the professor, in discussions early and throughout the process, barriers and obstacles to the success of The Model could be

identified and addressed in a more proactive manner. Not to be overlooked, rules and procedures at the campus, district, and community college level are also charged with involving the practitioner in all levels of informed decision making. Without this valuable input, there is the risk that decisions are made in a vacuum and will not benefit the group most in need of structure.

Though the implications for the three audiences differ, taken together, there is a need for administrators to understand individual and interpersonal constructs that may be dependent of environmental conditions when offering innovative ways to deliver dual credit. This can be accomplished by improving the communication between and amongst all stakeholders.

### **Recommendations for Further Research**

Sharing the experiences of professors teaching on high school campuses is a step in gaining a better understanding of the elements that promote a student's ability to be successful in college. However, the body of available research that informs the policy maker and decision maker is lacking. For example, available research identifies the growing trends in the number of students enrolled in dual credit. It is recommended that future research goes beyond graduation data and identify how different dual credit delivery methods play a role in future college experiences of students who participate in dual credit in high school. Perhaps a mixed methods study that captures students' perspectives *and* includes the enrollment data related to dual credit delivery methods would be helpful to stakeholders. Also, absent in the literature, is how students fair when taking dual credit courses from high school teachers as opposed to college teachers. Researchers should consider a longitudinal study to determine if there is a difference in outcome for students who take courses from college professors. Another recommendation for researchers is to consider is a quantitative study that examines relationship between academic outcomes and dual credit models. Currently, little is known about the relationship between the model and the

outcome. Other research ventures should include a dual credit policy analysis in states that offer school districts legislative leverage to develop new models. While we know there is variation in policies from state to state, little is known about whether legislation is an impediment or a benefit for states to develop new models.

### **Conclusions**

The Model is a method of delivering dual credit that is sustainable; that is evidenced in the growing numbers of students participating in dual credit at CPHS. However, the early hopes of creating a true college environment on the high school campus are doubtful. Recently, after the conclusion of this study, I paid a visit to the CPHS campus to revisit the college wing. Despite increased student participation in The Model, the banners previously identifying the college wing were removed. Due to overcrowding and scheduling conflicts the college classes were no longer contained to one hallway, they were now scattered in locations throughout the building. Thinking of Max Weber's Organizational Theory, and from my principal perspective, this is understandable as the bureaucratic structure in the school protects the bureaucracy. It is not prudent for decision makers on the high school campus to preserve an area of the school for a small number of students in dual credit as opposed to utilizing all available space for the larger population. One of the reasons for the change classroom location was due to the changes in the community. Industry in the area continues to grow, and as such, so does the need for the high school to provide more vocational and craft skill preparation. In the previous college wing of the high school, several rooms are now housing courses that provide this type of preparation. Much like the growth of the dual credit program, these new course offerings are large and growing even larger.

Despite the outward lack of symbols indicating a college area, student enrollment continues to climb. Perhaps creating the college environment is not as important for the *consumer* (the student) as it is to the *provider* (the college and high school). This is supported by participants' assertions that students take dual credit to obtain credit, not for the experience. With no articulated method to measure the success of The Model, outside of enrollment and grades/credits earned, I submit that students would evaluate this model as a success because they gained credit. However, the efforts by college and high school administrators to create the college experience may be lost on the students because they have a different perspective about what they expect to gain from the experience. This in turn warrants further research.

Falling short of one of the program goals, the underrepresented student has not been noticeably helped by the implementation of The Model. Through demographic enrollment data from CPHS and classroom observations the population of dual credit students is still predominantly White even though the demographics of the campus have changed over the past decade. Perhaps future efforts will involve exploring ways in which the campus currently recruits students into dual credit courses and to seek ways that reluctant students with college potential can be encouraged to participate.

Dr. Douglas summarized his belief about the future of The Model:

We can't impede whatever the future holds for this model or other innovative types of dual credit methods. We all play a part in finding ways to provide true, rigorous college courses to students in high school if that is what the legislation continues to demand. I want us to work through the issues in this model to make it work.

The two theoretical models in this study support participants' experiences and call for more human interaction and more organizational structure. Based upon participants' experiences

the enactment aspect of Blumer's theory falls short because of a lack of communication about organizational communication, symbols, and rituals, which are only defined in a variety of encounters. Despite the efforts of participants, this allowed the model to regress to the confines of the bureaucracy of the high school organization and the stratification of that system. It is perhaps easy to overlook simple answers because the problems may seem more complex. Perhaps the simple act of asking participants how things are going and responding to their needs is a first step in solving the more complicated issues such as legislation and policy changes

Although the varied dual credit models do not fill all the gaps in how students will receive college credit, they do provide potential solutions for some issues such as the cost of college, limited access, student preparedness to attend college, and lagging completion rates (Tobolowsky & Allen, 2016). The Model is one innovative way to deliver a college-going experience within the high school. This may afford motivation to underrepresented populations because of the easy access of college courses while also providing credit to students who are on a post-secondary path.

In presenting the findings and implications of the data, I attempted to present both the successes and limitations that oftentimes seemed to challenge the successful implementation of The Model. At no time during the study, however, was there an indication that participants were not focused on the task at hand: the success of The Model. The community college works tirelessly to serve the community in ways other than that of an educational institution by providing outreach, support, and service. The school district is open to new ideas and readily offered resources and support to the community college to make The Model a success. The partnership they forged to implement The Model is impressive. With attention paid to providing organizational structure and communication between the partners, The Model has a chance to

meet the goals of providing a college going experience to high school students, both the underrepresented and college-bound student while providing a cost-effective way to obtain college credit.

*Sometimes the questions are complicated but the answers are simple*

Dr. Seuss

### **Chapter Summary**

In this chapter, Discussions, Implications, and Conclusions are presented. K-W-L is utilized to organize participants' experiences and to convey how context informed the experience and subsequent pedagogy. There is a discussion about the role communication played in participants' experience and suggestions are provided to improve communication. Connections are made to theoretical frames and implications for the future of The Model are discussed here. The function of the facilitators and examples of legislative issues for this dual credit model are presented. A discussion is included about the goals for dual credit and implications for the three audiences are provided. Finally, suggestions for future research and conclusions are offered in this chapter.

## REFERENCES

- Adelman, C. (1999). *Answers in the tool box: Academic intensity, attendance patterns, and Bachelor's degree attainment*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement. Retrieved from <http://www2.ed.gov>
- Adelman, C. (2006). *The toolbox revisited: Paths to degree completion from high school through college*. Washington, DC: U.S. Department of Education. Retrieved from <http://www2.ed.gov/rschstat/research/pubs/toolboxrevisit/toolbox.pdf>
- Amey, M., Eddy, P., & Campbell, T. (2010). Crossing boundaries creating community college partnerships to promote educational transitions. *Community College Review*, 37(4), 333-347.
- Andrade, M. (2015). Teaching online: Theory-based approach to student success. *Journal of Education and Training Studies*, 3(5), 1-9.
- Appleby, J., Aston, K., Ferrell, J., Gesing, E., Jackson, S., Lindner, T., ... Wu, Y. (2011). A study of dual credit access and effectiveness in the state of Texas. Retrieved from Greater Texas Foundation website: <http://academicaffairs.southtexascollege.edu>
- Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
- Barnett, E., Corrin, W., Nakanishi, A., Bork, R., Mitchell, C. & Sepanik, S. (2012). Preparing high school students for college: An exploratory study of college readiness partnership programs in Texas. *National Center for Postsecondary Research*. Retrieved from <http://eds.b.ebscohost.com/manowar.tamucc.edu/eds>

- Bascia, N. (2014). The school context model: How school environments shape students' opportunities to learn. In *Measuring What Matters, People for Education*. Retrieved from <http://www.peopleforeducation.ca>
- Bhatt, M. (2009). *Dual credit programs: State definitions and policies*. Institute of Education Sciences. Retrieved from <http://www.dpi.state.wi.us/sspw/pdf/gradsummitdualcredit.pdf>
- Blazenaite, A. (2016). Effective organizational communication: In search of a system. *Social Sciences*, 4(74), 84-101. doi: 10.5755/j01.ss.74.4.1038
- Blumer, H. (1969). *Symbolic interactionism: Perspective and method*. Englewood Cliffs, NJ: Prentice-Hall.
- Blumer, H. (1986). *Symbolic interactionism*. Berkeley, CA: University of California Press.
- Bolman, L. & Deal, T. (1991). *Reframing organizations: Artistry, choice, and leadership*. San Francisco, CA: Jossey-Bass.
- Boswell, K. (2000). Building bridges or barriers? Public policies that facilitate or impede linkages between community colleges and local school districts. *New Directions for Community Colleges*, 2000(111), 3-15.
- Boswell, K. (2001). State policy and postsecondary enrollment options: Creating seamless systems. In P. F. Robertson, B. G. Chapman, & F. Gaskin (Eds.), *Systems for offering concurrent enrollment at high schools and community colleges* (pp. 7–14). San Francisco, CA: Jossey-Bass.
- Bosworth, K., Convertino, C., & Hurwitz, J. (2014). Common purpose and different approaches to support college-going in five southwestern districts. *American Secondary Education*, 43(1), 4.

- Bourke, B. (2014). Adult millenials: Conceptualizing a student subpopulation with implications for online teaching and learning. In J. Keengwe, G. Schneliert, & K. Kungu,. (Eds.), *Cross-culture online learning in higher education and corporate training* (pp. 62-78). Hershey, PA: IGI Global.
- Braxton, J., Doyle, W., & Lyken-Segosebe, D. (2015). Tweaking the culture of the community college. *New Directions for Community Colleges*, 2015(171, 77-85.
- Bruner, J. (1996). *The culture of education*. Cambridge, MA: Harvard University Press.
- Burbank, P. & Martins, D. (2009). Symbolic interactionism and critical perspective: Divergent or synergistic? *Nursing Philosophy*, 11(1), 25-41.
- Calderone, S. (2010). Cost perceptions and college-going for low-income students. *Institute for Higher Education Policy*. Retrieved from <http://www.ihep.org/research/publications/cost-perceptions-and-college-going-low-income-students>
- California Community Colleges Chancellor's Office. (2005). Legal Advisory 05-01 *Questions and Answers Re. Concurrent Enrollment*. Sacramento, CA, January 4, 2005. Available at <http://www.cccco.edu/divisions/legal/notices/attachments>
- California Education Code §§76001 and 76002. (2005). Admission of Students, Education Code. Retrieved from <http://law.justia.com/codes/california/2005/edc/76000-76002.html>
- Carter, M., & Fuller, C. (2016). Symbols, meaning, and action: The past, present, and future of symbolic interactionism. *Current Sociology Review*, 64(6) 931–961.
- Cassidy, L., Keating, K., & Young, V. (2010). *Dual enrollment: Lessons learned on school-level implementation* (Contract No. ED-07-CO-0106). Washington, DC: SRI International and Jobs for the Future. Retrieved Sept. 10, 2106 from <https://www2.ed.gov/programs>

- Clark, B. (1970). *The distinctive college: Antioch, Reed, and Swarthmore*. Chicago, IL: Aldine Publishers.
- College Board, (n.d.). *College Board: AP Students*. Retrieved from <https://apstudent.collegeboard.org/apcours>
- Cooley, T. (n.d.). The Higher Education Act. *Law and Higher Education*. Retrieved from <http://lawhigheredu.com/75-higher-education-act-hea.html>
- Creswell, J. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: Sage.
- Cuban. L. (1990). What I learned from what I had forgotten about teaching: Notes from a professor. *Phi Delta Kappan*, 71(6), 479-482.
- Cuseo, J. (2007). The empirical case against large class size: Adverse effects on the teaching, learning, and retention of first year students. *Journal of Faculty Development*, 21(1), 5-21.
- Daley, B., Conceicao, S., Mina, L, Altman, B., Baldor, M. & Brown, J. (2010). Integrative literature review: Concept mapping: A strategy to support the development of practice research, and theory within human resource development. *Human Resource Development Review*, 9(4), 357-384.
- Daly, C. (2011). Faculty learning communities: Addressing the professional development needs of faculty and the learning needs of students. *Currents in Teaching and Learning*, 4(1), 3-16.
- Deakin Crick, R., Barr, S., Green, H., & Pedder, D. (2016). Evaluating the wider outcomes of schooling: Complex systems modelling for leadership decisioning.. *Educational Management Administration & Leadership*. doi: 10.1177/1741143215597233

- Deakin Crick, R., Green, H., Barr, S., Shafi, A., & Peng, W. (2013). *Evaluating the wider outcomes of schooling: The Oasis ECHO project*. Bristol, UK: Centre for Systems Learning & leadership, Graduate School of Education, University of Bristol. Retrieved from [http://learningemergence.net/wp-content/uploads/2014/02/Final\\_Report\\_Evaluating\\_Wider\\_Schools\\_Outcomes.pdf](http://learningemergence.net/wp-content/uploads/2014/02/Final_Report_Evaluating_Wider_Schools_Outcomes.pdf)
- Deal, T., & Peterson, K. (1999). *Shaping school culture: The heart of leadership*. San Francisco, CA: Jossey-Bass.
- Deal, T., & Peterson, K. (2009). *Shaping school culture: Pitfalls, paradoxes, and promises*. San Francisco, CA: Jossey-Bass.
- Dual Credit/Concurrent Enrollment Information Packet. (2010). Prepared by Daingerfield High School and Northeast Texas Community College. Retrieved from <http://www.ntcc.edu/dualcredit/DaingerfieldHS.pdf>
- Eastman, G. (1967). The ideologizing of theories: John Dewey's educational theory, a case in point. *Educational Theory*, 17(2), 103-119. doi:10.1111/j.1741-5446.1967.tb00293
- Education USA. (n.d.). *Research your options*. Retrieved from <https://educationusa.state.gov/your-5-steps-us-study/research-your-options/community-college>
- Evenbeck, S., & Johnson, K. E. (2012). Students must not become victims of completion agenda. *Liberal Education*, 98(1), 26-33.
- Fantuzzo, J. (2015). A course between bureaucracy and charisma: A pedagogical reading of Max Weber's social theory. *Journal of Philosophy of Education*, 49(1), 45-64.
- Fisher v. University of Texas. 579 US. (2016). Retrieved February 7, 2017, from <https://www.oyez.org/cases/2015/14-981>

- Fisher v. University of Texas. 570 US. (2013). Retrieved from <https://www.oyez.org/cases/2012/11-345>
- Fowler, F. (2000). *Policy studies for educational leaders: An introduction*. Upper Saddle River, NJ: Prentice-Hall.
- Freire, P. (1974). *Education for critical consciousness* (A. Layne, Trans.). London, UK: Continuum.
- Gaal, J. (2014). Making the case for structured professional development: Will it positively impact student outcomes at the post-secondary level? *International Journal of Vocational Education and Training*, 22(2).
- Gardenhire-Crooks, A., Collado, H., & Ray, B. (2006). *A whole 'nother world: Students navigating community college*. Washington, DC: MDRC. Retrieved from <https://files.eric.ed.gov/fulltext/ED493007.pdf>
- Glesne, C. (2010). *Becoming qualitative researchers*. Boston, MA: Pearson.
- Goldring, L. (2002). The power of school culture. *Leadership*, 32(2), 32-35.
- Goodwin, R., Li, W., Broda, M., Johnson, H., & Schneider, B. (2016). Improving college enrollment of at-risk students at the school level. *Journal of Education for Students Placed at Risk (JESPAR)*, 21(3), 143-156.
- Gratz v. Bollinger. 539 US 234 (2003). Retrieved from <https://www.oyez.org/cases/2002/02-516>
- Gray, J., & DiLoreto, M. (2016). The effects of student engagement, student satisfaction, and perceived learning in online learning environments. *NCPEA International Journal of Educational Leadership Preparation*, 11(1), N1.
- Greenberg, A. R. (1989). *Concurrent enrollment programs: College credit for high school students*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

- Greenwood, R., & Miller, D. (2010). Tackling design anew: Getting back to the heart of organizational theory. *Academy of Management Perspectives* 24(4), 76-88.
- Gu, Q., & Johansson, O. (2013). Sustaining school performance: School context matters. *International Journal of Leadership in Education*, 16(3), 301-326.
- Heimann, R. (2015). 20 years later: Dynamics of the school-college partnership. *Schools* 12(2), 221-243.
- Hockridge, D. (2013). Challenges for educators using distance and online education to prepare students for relational professions. *Distance Education*, 34(2), 142-160.
- Hoffman, N. (2003). College credit in high school: Increasing college attainment rates for underrepresented students. *Change*, 35(4), 42-48.
- Hoffman, N. (2005). *Add and subtract: Dual enrollment as a state strategy to increase postsecondary success for underrepresented students*. Boston, MA: Jobs for the Future.
- Hughes, K. (2010). Dual enrollment: Postsecondary/secondary partnerships to prepare students. *Journal of College Science Teaching*, 39(6), 12-13.
- Hurrell, S., Hussain-Khaliq, S., & Tennyson, R. (2005). *Partnership case studies as tools for change*. Retrieved from [http://thepartneringinitiative.org/wp-content/uploads/2014/08/Case\\_Study\\_Toolbook.pdf](http://thepartneringinitiative.org/wp-content/uploads/2014/08/Case_Study_Toolbook.pdf)
- International Baccalaureate. (n.d.). *About the IB*. Retrieved from <http://www.ibo.org/about-the-ib/>
- Jones, S. (2014). Student participation in dual enrollment and college success. *Community College Journal of Research and Practice*, 38(1), 24-37.
- Kaiser, K. (2009). Protecting respondent confidentiality in qualitative research. *Qualitative Health Research*, 19(11), 1632-1641. doi: 10.1177/1049732309350879

- Kanny, M. (2015). Dual enrollment participation from the student perspective. *New Directions for Community Colleges*, 2015(169), 59-70.
- Karp, M., & Jeong, D. W. (March, 2008). *Conducting research to answer your questions about dual enrollment*. Community College Research Center. Retrieved from <https://ccrc.tc.columbia.edu/media/k2/attachments/questions-about-dual-enrollment.pdf>
- Kim, J., Kirby, C., & Bragg, D. D. (2006). *Dual credit: Then and now*. Urbana-Champaign, IL: University of Illinois, Office of Community College Research and Leadership. Retrieved from <http://eds.b.ebscohost.com.manowar.tamucc.edu/eds>
- Koschmann, M., & McDonald, J. (2015). Organizational rituals, communication, and the question of agency. *Management Communication Quarterly*, 29(2), 229-256.
- Leonard, L. (2003). Optimising by minimising: Interruptions and the erosion of teaching time. *Journal of Educational Enquiry*, 4(2).
- Leonard, L. (2011). From indignation to indifference: Teacher concerns about externally imposed classroom interruptions. *The Journal of Educational Research*, 95(2), 103-109.
- Lincoln, Y. S., & Guba, E. G (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Lloyd, K., Leicht, K., & Sullivan, T. (2008). Minority college aspirations, expectations and applications under the Texas top 10% law. *Social Forces*, 86(3), 1105-1137.
- MacBeath, J., & McGlynn, A. (2002). *Self-evaluation: What's in it for schools?* New York, NY: Routledge Falmer.
- MacNeil, A., Prater, D., & Busch, S. (2009). The effects of school culture and climate on student achievement. *International Journal of Leadership in Education*, 12(1), 73-84.
- Mandinach, E. (2012). A perfect time for data use: Using data-driven decision making to inform practice. *Educational Psychologist*, 47(2), 71-85.

- Mansell, N., & Justice, M. (2014). Learning from the past: Dual credit. *Administrative Issues Journal: Education, Practice, and Research*, 4(1), n1.
- Massey, S., & Barreras, R. (2013). Introducing "impact validity". *Journal of Social Issues*, 69(4), 615-632.
- McKinney, C., Labat, M., & Labat, C. (2015). Traits possessed by principals who transform school culture in national blue ribbon schools. *Academy of Educational Leadership Journal*, 19(1), 152.
- Mendelson, M. (2016). Try this: Collaborative mind mapping. *English Teaching Forum*, 54(2), 44-48.
- Merriam-Webster. (n.d.). *University*. Retrieved from <https://www.merriam-webster.com/dictionary/university>
- Mertes, S. (2015). Social integration in a community college environment. *Community College Journal of Research and Practice*, 39(11), 1052-1064.
- Micari, M., & Pazos, P. (2012). Connecting to the professor: Impact of the student-faculty relationship in a highly challenging course. *College Teaching*, 60, 41-47.
- Muhammad, A. (2009). *Transforming school culture*. Bloomington, IN: Solution Tree Press.
- Murray, J. (2000). Faculty development in Texas two-year colleges. *Community College Journal of Research and Practice*, 24(4), 251-267.
- National Alliance of Concurrent Enrollment. (2015). *Fast facts about dual and concurrent enrollment*. Retrieved from <http://www.nacep.org/research-policy/fast-facts/>
- Noddings, N. (1990). Constructivism in mathematics education. In R. B. Davis, C. A. Maher, & N. Noddings (Eds.), *Journal for research in mathematics education monograph 4*, (pp. 7-18). Reston, VA: National Council of Teachers of Mathematics.

- Nwogbaga, D., Nwankwo, O., & Onwa, D. (2015). Avoiding school management conflicts and crisis through formal communication. *Journal of Education and Practice*, (6)4, 33-36.
- Ogle, D. (1986). K-W-L: A teaching model that develops active reading of expository text. *The Reading Teacher*, 39(6), 564-570.
- Oldfield, K. (2007). Humble and hopeful: Welcoming first generation poor and working class students. *About Campus*, 11(6), 1-12.
- Outcalt, C. L. (2000). Sources and information. *New Directions for Community Colleges*, 2000(111), 105-110.
- Partlow, M. (2007). Contextual factors related to elementary principal turnover. *Planning and Changing*, 38(1&2), 60-76.
- Payne, E., & Berry, D. (2014). From graduate student to professor: Reflection on the transition and tips for those who follow. *Athletic Training Education Journal*, 9(2), 87-93.
- Peshkin, A. (1988). In search of subjectivity—one's own. *Educational Researcher*, 17(7), 17-21.
- Poggi, G. (2006). *Weber, a short introduction*. Cambridge, UK: The Polity Press.
- Prosser, M., & Trigwell, K. (2014). Qualitative variation in approaches to university teaching and learning in large first-year classes. *Higher Education*, 67(6), 783-795. doi: 10.1007/s10734-013-9690-0
- Ragnedda, M., & Muscherti, G. (2015). Max Weber and digital divide studies. *International Journal of Communication*, 9, 2757-2762.
- Ringer, F. (2004). *Max Weber: An intellectual biography*. Chicago, IL: The University of Chicago Press.
- Roach, R., Vargas, J., & David, K. (2015). Eliminating barriers to dual enrollment in Oklahoma. *New Directions for Community Colleges*, 2015(169), 31-38.

- Robinson, K. J., & Roksa, J. (2016). Counselors, information, and high school college-going culture: Inequalities in the college application process. *Research in Higher Education*, 57(7), 845-868. doi: 10.1007/s11162-016-9406-2
- Roby, D. (2011). Teacher leaders impacting school culture. *Education*, 131(4), 782-790.
- Rosenholtz, S. J. (1989). *Teachers' workplace: The social organization of schools*. New York, NY: Longman.
- Ryan, C., & Bauman, K. (2016). *Educational attainment in the United States: 2015, population characteristics*. (Current Population Reports March 2016). Washington, DC: U.S. Census Bureau. Retrieved from <http://www.census.gov/content/dam/Census/library/publications/2016/demo/p20-578.pdf>
- Saenz, K., & Combs, J. (2015). Experiences, perceived challenges, and support systems of early college high school students. *Administrative Issues Journal: Connecting Education, Practice, and Research*, 5(1), 105-117.
- Saldaña, J. (2011). *Fundamentals of qualitative research*. Oxford, NY: Oxford University Press.
- Schein, E. H. (1992). *Organizational culture and leadership* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Segre, S. (2014). A note on Max Weber's reception on the part of symbolic interactionism, and its theoretical consequences. *American Sociologist*, 45(4), 474-482.
- Silverman, D. (2000). *Doing qualitative research: A practical handbook*. Thousand Oaks, CA: Sage Publications.
- Smith, D. (2007). Why expand dual-credit programs? *Community College Journal of Research and Practice*, 31(5), 371-387.

- South Texas College. (n.d.). *Dual credit programs instructional and quality standards manual for college and school district personnel, 2016-2017*. Retrieved from [https://academicaffairs.southtexascollege.edu/highschool/pdf/Dual\\_Enrollment\\_Manual](https://academicaffairs.southtexascollege.edu/highschool/pdf/Dual_Enrollment_Manual)
- Stake, R. (1978). The case study method in social inquiry. *Educational Researcher*, 7(2), 5-8.
- Stark Education Partnership. (2015). *Do facilitated online dual credit courses result in deep learning?* Retrieved from <http://files.eric.ed.gov/fulltext/ED556125.pdf>
- Stephenson, L. (2013). Dual-credit in Kentucky. *Community College Journal of Research and Practice*, 37(11), 844-850.
- Stephenson, L. (2014). College to high school: Kentucky's dual enrollment alternative. *New Directions for Community Colleges*, 2014(165), 7-16.
- Stewart, C. (2014). Transforming professional development to professional learning. *Journal of Adult Education*, 43(1), 28.
- Stott, L. (n.d.). *Partnership case studies in context*. The Partnering Initiative: Case Study Project. Retrieved from <http://thepartneringinitiative.org/wp-content/uploads/2014/08/PartnershipCaseStudiesinContext.pdf>
- Szabo, S. (2007). The K-W-L strategy: Helping struggling readers build evidence of their learning. *Thinking Classroom*, 8(2), 32.
- Taczak K., & Thelin, W. (2009). (Re)Envisioning the divide: The impact of college courses on high school students. *Teaching English in the Two Year College*, 37(1), 7.
- Taylor, J., Borden, V., & Park, E. (2015). State dual credit policy: A national perspective. *New Directions for Community Colleges* 2015(169), 9-19.
- Tellis, W. (1997). *Introduction to case study*. The Qualitative Report, 3. Retrieved from <http://www.nova.edu/ssss/QR/QR3-2/tellis1.html>

- Tetnowski, J. (2015). Qualitative case study research design. *Perspectives on Fluency and Fluency Disorders*, 25(1), 39-45.
- Texas A&M University-Corpus Christi. (2016). *Student code of conduct*. Retrieved from <http://judicialaffairs.tamucc.edu/index.html>
- Texas Administrative Code TAC Ch. 4, Sub. D, §§ 4.81-4.85 (n.d.).
- Texas Education Agency. (n.d.) *AEIS glossary*. Retrieved from <https://rptsvr1.tea.texas.gov/perfreport/aeis/2012/glossary.html>
- Texas Education Agency. (n.d.) *PEIMS overview*. Retrieved from [http://tea.texas.gov/Reports\\_and\\_Data/Data\\_Submission/PEIMS/PEIMS\\_-\\_Overview](http://tea.texas.gov/Reports_and_Data/Data_Submission/PEIMS/PEIMS_-_Overview)
- Texas Education Agency. (n.d.) *Student attendance accounting handbook 2016-17*.
- Texas Education Agency. (n.d.) *Texas academic performance reports*. Retrieved from <http://tea.texas.gov/perfreport/tapr/index.html>
- Texas Education Agency. (n.d.) *Texas Education Agency dual credit frequently asked questions*. Retrieved from <http://tea.texas.gov>
- Texas Education Code. (2013). §25.083. *School day interruptions*. Amended by: Acts 2013, 83rd Leg., R.S., Ch. 211 (H.B. 5), §5(a), eff. June 10, 2013. Retrieved from <http://www.statutes.legis.state.tx.us/Docs>
- Texas Education Code. (2015a). §28.008. *Advancement of college readiness in curriculum*. Acts 2015, 84th Leg., R.S., Ch. 1036 (H.B. 1613), § 1, eff. June 19, 2015. Retrieved from <http://www.statutes.legis.state.tx.us/Docs>
- Texas Education Code. (2015b). *College credit program*. Acts 2015, 84<sup>th</sup> Leg., R. S. Ch. 90 (H.B. 505) § 1, eff. June 19, 2015.

- Texas Higher Education Coordinating Board. (2016). *Dual credit data*. Retrieved from <http://www.txhighereddata.org>
- Texas Higher Education Coordinating Board. (2012). *Glossary of terms*. Austin, TX: Texas Higher Education Coordinating Board, Educational Data Center. Retrieved from: <http://www.thecb.state.tx.us/reports/PDF/1316/PDF>
- Texas Higher Education Coordinating Board. (2015). *Dual credit—Frequently asked questions*. Retrieved from <http://www.thecb.state.tx.us/index>
- Texas Higher Education Data. (2016). Retrieved from <http://www.txhighereddata.org>
- Texas Legislature Online. (n.d.). HB 588. Retrieved from <http://www.legis.state.tx.us/billlookup/>
- Texas Poverty Rate Data. (n.d.). *City data information about poor and low income residents*. Retrieved from: <http://www.city-data.com/poverty/poverty-Corpus-Christi-Texas.html>
- Texas State Historical Association. (n.d.). *Del Mar College*. Retrieved from: <https://tshaonline.org/handbook/online/articles>
- Thomas, N., Marken, S., Gray, L., & Lewis, L. (2013). Dual credit and exam-based courses in U.S. public high schools: 2010-11. Retrieved from <http://nces.ed.gov/pubs2013/2013001>
- Thompson, C., & Kleine, M. (2015). An interdisciplinary dialog about teaching and learning dialogically. *Innovative Higher Education*, 40(2), 173-185.
- Tobolowsky, B. F., & Allen, T. O. (2016). *On the fast track: Understanding the opportunities and challenges of dual credit*. ASHE Higher Education Report, 3. Retrieved from <http://eds.a.ebscohost.com.manowar.tamucc.edu>
- Travers, M. (2001). *Qualitative research through case studies*. London, UK: Sage.
- Tyler, R. W. (1990). *Basic principles of curriculum and instruction*. Chicago, IL: University of Chicago Press.

- Uribe, P., & Garcia, M. (2012). Grade point averages: How students navigate the system. *Journal of Cases in Educational Leadership*, 15(2), 18-23.
- U.S. Census Bureau. (2007). *The American community-Hispanics: 2004* (Report No. ACS-03). Washington, DC: U.S. Department of Commerce. Retrieved from <https://www.census.gov/prod/2007pubs/acs-03.pdf>
- U.S. Census Bureau. (2015). Retrieved from <http://www.census.gov/content/dam/Census/library/publications/2016/demo/p20-578.pdf>
- U.S. Department of Education (2011). *Dual enrollment: Accelerating the transition to college*. U.S. Department of Education, The High School Leadership Summit. Retrieved from <https://www2.ed.gov/about/offices/list/ovae/pi/hsinit/papers/index.html?exp=3>
- U.S. Department of Education (n.d.) *Welcome! Office of Postsecondary Education – Home page*. Retrieved from <https://www2.ed.gov/about/offices/list/ope/index.html>
- Vela, J., Flamez, B., Sparrow, G., & Lerma, E. (2016). Understanding support from school counselors as predictors of Mexican American adolescents' college-going beliefs. *Journal of School Counseling*, 14(7), 1-28.
- Weber, M. (1922). *General economic history* (F. H. Knight, Trans.). Mineola, NY: Dover.
- Yates, J., & Leggett, T. (2016). Qualitative research: An introduction. *Radiologic Technology*, 88(2), 225-231.
- Yin, R. (2009). *Case study research*. Los Angeles, CA: Sage.
- Zarate, M. E., & Burciaga, R. (2010). Latinos and college access: Trends and future directions. *Journal of College Admission*, 209, 24-29.
- Zimmerman, S. (2012). Double-dipping for course credit. *The Phi Delta Kappan*, 93(6), 38-41.

Zinth, J. (2015). *Dual enrollment profiles*. Denver, CO: Education Commission of the States.

Retrieved from <http://ecs.force.com/mbdata/mbprofallRT?Rep=DE14A>

## APPENDIX A

### INITIAL INTERVIEW PROTOCOL

The following are the interview questions for the first one-on-one interview with researcher and participant.

1. Tell me a little bit about yourself and your background. For example, what is your teaching experience? How long have you taught? Have you always taught at the college level?
2. What are your expectations about teaching on a high school campus? What benefits and challenges do you expect?
3. Describe what professional development or growth opportunities you have had during the last 12 months.
4. Describe what, if any, specific preparation you have done to work with high school students? Have you made any modifications of curriculum, material, communication, etc?
5. Describe your interactions thus far with high school campus administrators or faculty. What information have you received about campus protocol and logistics? Are there expectations that were share with your from the campus administrators and staff about student dress, behavior, attendance?
6. What information have you received about your high school students?
7. What are your expectations for the high school students you are teaching this semester?
8. What questions or comments would you like to share?

*Ensure that a syllabus has been provided by the professor. Encourage sharing any other relevant artifacts. Schedule tentative dates for observations.*

## APPENDIX B

### INTERVIEW PROTOCOL – INTERVIEW #2, MID-SEMESTER

1. Describe your experience up to this point in the semester.
  - a. What has surprised you?
  - b. What types of connections do you have with the administrations, faculty staff, students, parents?
2. Tell me about a time you knew you were successful in teaching a high school student. How did you know? Describe the situation and what made it a positive experience for you.
3. How are your professional learning needs identified? How are they being met?
4. Tell me about a time you consider to be the biggest challenge of teaching in a high school. How did you overcome it?
5. Now that you have been here for a couple of months, do you find yourself attending any of the staff/faculty meetings? If no, can you explain? If yes, has it been beneficial? If so how?
6. Are you able to attend some of the extra-curricular events for students (e.g., sports, student council, theater)? If no, can you explain? If yes, has it been beneficial? If so how?
7. What are some of the traditions of the school that you find to be the most endearing? What are some of the traditions that seem foreign to you? In what ways do they or don't they relate to your experience teaching at the community college?
8. What aspects of your interactions with campus administrators, faculty, and staff helped you the most these past couple of months? What aspects of your interactions proved to be the most challenging?
9. What would you say is, from your perspective, the most commonly held misconception about the high school campus setting?
10. Can you describe how high school students communicate with you during class time? Can you describe how high school students communicate with you outside of the instructional setting?
11. What high school rituals and norms took you a while to get use to?
12. What comments would you like to add or what questions do you have?

## APPENDIX C

### OBSERVATION RECORD

*Professor:* \_\_\_\_\_ *Course:* \_\_\_\_\_

*Date:* \_\_\_\_\_ *Time:* \_\_\_\_\_

*Location of Observation:* \_\_\_\_\_

*# of students:* \_\_\_\_\_ *Student demographics* \_\_\_\_\_

	<i>Scripted notes</i>
<p><b><i>Related to School Culture:</i></b></p> <p><i>How are the accomplishments of students celebrated in the building? In the classroom?</i></p> <p><i>How is a sense of belonging fostered by the instructor?</i></p> <p><b><i>Related to Setting:</i></b></p> <p><i>What types of expectations for classroom rules and procedures are present?</i></p> <p><i>Describe communication and interactions.</i></p> <p><i>What organizational structures are in place?</i></p>	
<b><i>Observer Comments:</i></b>	

## APPENDIX D

### FOCUS GROUP INTERVIEW PROTOCOL

*Today, I would like to ask you to share what you have experienced during the spring semester while teaching dual credit at the high school. Please feel free to make whatever comments you wish to make. Comments will not be attributed to individual participants.*

1. Briefly describe your semester as a whole.
2. What did you gain from this experience?
3. What was the biggest challenge? Why?
4. In what ways do you feel that you are valued as a member of the school community?
5. Did the experience meet the expectations you set earlier in the semester?
6. Did the experience differ from the courses you taught at the college campus (if applicable)? In what way?
7. If given the opportunity, what would you like the college administration to know about your experience teaching on a high school campus?
8. If given the opportunity, what would you like the high school administration to know about your experience teaching on a high school campus?
9. If given the opportunity, what would you like a college professor to know if he/she is considering teaching on a high school campus?
10. What final thoughts do you have about your overall experience teaching on a high school campus?