The Georgia State University Early College Program: A Practice in Student Success Relevance

Tene Davis
Georgia State University, tdavis134@gsu.edu

Kalisha Woods
Georgia State University, kwoods9@student.gsu.edu

Cedrick Dortch
Georgia State University, cdortch1@student.gsu.edu

Chloe Jackson
Georgia State University, cjackson102@gsu.edu

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Early College at Georgia State University

Tene Davis, PhD., Associate Director
Kalisha Woods, EPY Doctoral Student, GRA
Cedrick Dortch, EPY Doctoral Student, GRA
Chloe Jackson, M.A., Lead Study Coach
Georgia State University
Outline of Presentation

• Introduction to GSU Early College
• Relevance to Conference Strand
• Evidence of Success
• Guiding Research
• Questions/Comments
Brief Description

• Bill & Melinda Gates Foundation’s Early College High School Initiative:
  – Carver Early College (2005)
  – Washington High School - Early College Program (2009)

• Program objective:
  – to offer first-generation, students of color, and students of low SES backgrounds the opportunity to earn considerable college credit while pursuing their high school diploma

• Practices utilized to promote college readiness and access:
  – Parent orientations/manual/emails
  – College Readiness Course
  – Summer Enrichment
  – Touch-Ins
  – Study sessions
  – Professional Luncheons
  – Supplemental programs
  – Grade reporting
Relevance

• Close the “achievement gap” for those traditionally underperforming populations
• ECHSI philosophy
  – when challenged, underrepresented populations in higher education will rise to the challenge of a rigorous and accelerated high school curriculum while beginning their college tenure in high school.
• ECHSI looks to address the issues of high school dropout, postsecondary readiness, and career readiness
• Georgia State Early College program has worked successfully to
  – reduce the “achievement gap”
  – introduce the option of college
  – introduce successful programs and strategies focused on high school graduation and college and career readiness.
Evidence

• National Data-
  – High School Graduation Rates
    • 78% of Traditional Students
    • 90% of Early College Students
  – Post-Enrollment Rates
    • 68% of Traditional Students Enrolled in Post-secondary Institutions
    • 71% of Early College Students Enrolled in Post-Secondary Institutions
Evidence

• National Data
  – Credits Earned
    • Average 38 college credits earned by Early College students across US
  – Degree attainment post-high school graduation
    • One year: 1% of Traditional students & 21% Early College students
    • Two years: 5% Traditional students & 25% Early College students
Evidence at GSU

• Numbers/accomplishments through programming at GSU
  – 90% Retention Rate at GSU
  – Average of 19.8 Credits earned by Early College students at GSU
  – 100% Accepted into 2- or 4 year colleges/universities
  – 92% of GSU Early College Students Enrolled in Post-Secondary Institutions in 2014
  – 83% of 2009 graduating class still pursuing post-secondary degrees, while 15% have graduated.
Evidence at GSU via Programming

- Program Evaluation Surveys (Please see handout)
  - Summer Enrichment
  - College Readiness
  - Touch-Ins
  - Study Sessions
  - Former Early College students
Guiding Research

Black Empowerment Theory
The process by which persons gain the ability to obtain & utilize resources to achieve individual or collective goals, & to manage emotions, knowledge, skills or material resources in a way that allows for effective performance of social roles. In addition, the ability to navigate ecological barriers.

– Tutor
  • Training
    – Mentorship

– Students
  • Cohorting
Guiding Research

Motivation

• Growth Mindset Theory
  The belief that intelligence can be developed whereby learning is the ultimate goal.

• Goal Setting
  • Academic & career goals
  • Accountability
Guiding Research

• Student Support
  – TRIO Services
  – Student Integration Models
Guiding Research

• Black Segregated School
  – Strong Leadership
  – Caring Teachers
  – Academic Curriculum/Extracurricular Activities
  – Community and Parent involvement
Contact Information

Associate Director- Tene Davis, Ph.D. tdavis134@gsu.edu
Early College Liaison- Kalisha Woods- kwoods9@student.gsu.edu
Early College Liaison- Cedrick Dortch- cdortch1@student.gsu.edu
Lead Study Coach- Chloe Jackson- cjackson102@gsu.edu
Office: 404-413-8074