Dual Enrollment Course Modularization Guidelines
Developed by Stark State College
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What are modularized courses?
Module courses are college courses that are divided into two parts and offered over two semesters. This provides students the opportunity to master the learning outcomes for a single course over the entire year. For all dual enrollment (DE) modularized courses, a comprehensive final exam is given at the conclusion of the second module which covers material learned in both modules A and B. The credit hours for a course are equally divided between the two modules and students receive final grades for both modules, with the comprehensive final exam calculated into the module B final grade. The modularized course approach began as a “pilot” program in 2009-2010, offered to dual enrollment schools partnered with Stark State College, and has now been approved by the math and science Ohio Transfer Module (OTM) Faculty Sub-committees effective for the 2011–2012 academic year.

What are the benefits of modularized courses?
In addition to students having the entire year to master learning outcomes, students participating in the modularized courses have access to online instructional materials, communication tools, and support services offered through the college for the entire year. Performance data of students that participated in the “pilot” program indicated a much higher success rate compared to non-dual enrollment students, which was a big factor for having the “pilot” status removed. Modularized courses open up college access to additional students because the course modules align with the year long curriculum format implemented by most school districts.

What are the risks to taking modularized courses?
The modularized courses are not a “typical” college level educational experience. The students will have 36 weeks to successfully complete two modules that normally would be completed in 16 weeks. If the students do not successfully complete both modules, they will not be able to transfer the course and will need to retake the entire course. Students will receive the statewide transferability guarantee if they pass both parts of an OTM modularized course. Some schools have been hesitant to offer the modularized courses due to the fact that this was a “pilot” project and they did not want their students to have difficulty transferring these courses. Now that the “pilot” designation has been removed on the math and science courses, these courses have been approved by the State, and the risk no longer exists.

How do the modularized courses compare to their equivalent, semester-based course at the college?
The only difference between the modularized version of a course and its semester-based equivalent is the amount of time available to cover the learning outcomes. Even though the students have an entire year to master the learning outcomes, the contact hour to contact hour classroom/laboratory delivery time is constant between the modularized and non-modularized courses.
Stark State requires all students, including dual enrollment students, to take the COMPASS placement testing and meet the required COMPASS scores and prerequisites for each course. Students use the same textbooks and syllabi and are expected to achieve the same learning outcomes. The comprehensive final exam, given at the end of the second module, is an exact replica of the comprehensive final exam that is given to Stark State students enrolled in the semester-based course.

**What are the credentials of the DE faculty and how do DE faculty interact with the college?**

Stark State College follows the same credentialing requirements for all faculty members regardless of course location or modality, such as modularized DE courses. Dual enrollment faculty members are assigned a college mentor to work with them on course content and delivery. The college mentors will conduct classroom observations one or two times a year and will follow-up with the DE faculty members to reinforce strengths or opportunities for improvement. The college will host discipline specific professional development workshops each semester for DE faculty members to network and discuss changes in the curriculum and provide the opportunity to discuss successes and challenges in the classroom. The mentoring and professional development workshops have been extremely valuable in helping faculty teaching courses in the high school understand the expectations at the college level. It has also been valuable for the college faculty to see different teaching methodologies or student success models that can be implemented at the college.

**What is the process to offer modularized courses?**

Before any OTM course modules can be offered, the modules must be submitted as a 2-for-1 match using the Course Equivalency Management System (CEMS) and approved by the appropriate Faculty Sub-committee. Stark State has committed to providing student performance data in July 2014 documenting the modularization initiative for the next three years.

**How has Stark State tracked the success of students enrolled in the modularized courses?**

Since the inception of offering modularized courses, Stark State has tracked student performance data and has presented this to the Ohio Board of Regents and the OTM Faculty Sub-committees on an annual basis. The report compares the final grades of three different groups of students who are taking the same course in different formats – students taking the non-modularized course, dual enrollment students taking the non-modularized course, and dual enrollment students enrolled in modularized courses. Within each group, a percentage of the total number of students is determined for each letter grade. Then each group is analyzed to ascertain the percentage of students that receive a C or greater. Students enrolled in the DE modularized and non-modularized courses have been more successful than their non-dual enrollment counterparts.

Further studies are conducted on the students taking the modularized version of the course, comparing performance on their comprehensive final exam to their final course grade. The layout of the report allows for quick comparisons between the three groups studied. Students that complete dual enrollment modules are tracked to see if they continue on to Stark State College. Approximately 10% of the students taking the modules persist to Stark State College. Their GPAs from the dual enrollment modules at the high school were compared to their GPAs after the first year at the college. The average GPA for the students matriculating to Stark State after leaving the DE system remains the same or slightly higher after their first year of an entire schedule of college level courses. Future studies will track these students, focusing on their performance in advanced
coursework directly related to their modularized DE course. Based on the findings, it appears that the dual enrollment modules adequately prepared students for courses taken at the college.

Stark State is able to track DE students who choose to continue at the college after graduation. In an effort to track the success of a greater number of students, assistance from state entities is needed to track the success of students at all colleges and universities in the University System of Ohio.

Lessons Learned
In addition to all of the activities focused on DE faculty, Stark State visits each school to meet with administrators and counselors to cover requirements that have changed and discuss student access and success in dual enrollment at each school. The college also hosts an annual breakfast meeting where administrators and counselors from each of the partner schools attend to share their successes and challenges. Each year, partners are asked to share a “best practice” so that all schools in the region can benefit. This meeting gathers 30 school districts together from five different counties.