

An Alternative Approach to Dual Credit


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Johnson County Overview

- suburban Kansas City
- population in 2010: 544,000
- high growth rate: 2-3% per year
- median household income: about \$75,000 per year




High Schools

- Six county public school districts
 - Shawnee Mission: 4 of 5 schools
 - Olathe: 4 schools
 - Blue Valley: 5 schools
 - Gardner-Edgerton: 1 school
 - De Soto: 2 schools
 - Spring Hill: 1 school
- Two out-of-county public schools
- Five private schools




In the Beginning (2000)

- Asynchronous courses assigned to a 12-month college math instructor
- One HS instructor wanted dual credit to curb dropouts
- The other dual credit approach had generated controversy




Alternative to What?

- Kansas Board of Regents
- Policy Manual
- Chapter IV, Part 8
- “Concurrent Enrollment of High School Students in Eligible Public Postsecondary Institutions”



Concurrent Enrollment

- HS teacher teaches college course to HS students at HS during regular HS day
- Not HS students at college campus
- Not college faculty at HS
- Not AP or similar programs



Concurrent Enrollment Partnership Requirements

- formal agreement
- same content, goals, prereqs
- comparable materials
- students must meet enrollment and placement standards, be authorized by HS principal
- max 24 credit hours

7



Concurrent Enrollment Partnership Requirements

- HS faculty must be provided with orientations, teaching evaluations, professional development
- HS must receive site visits
- Annual review by college faculty in discipline of content, grading standards, course management, instructional delivery


8



Concurrent Enrollment Partnership Requirements

- HS faculty eligibility:
 - Bachelors with 24 hours in discipline, plus use same final & scoring as college, or
 - Masters with 18 hours in discipline
- Implemented May 2005, effective fall 2006


9



Quick Step Plus Program Overview

- Dual credit for college algebra
- Two separate courses on parallel tracks
- College controls curriculum, testing, & grading
- High school provides instruction
- Classes may have both QSP and non-QSP students


10



Why would the college want it?

- Increases enrollment
- College maintains control of standards
- Improves standards at local high schools
- Kansas Board of Regents strongly encourages dual credit
- P-16 initiatives for seamless transitions


11



Why would the high school want it?

- Lends prestige to the school
- Decreases mid-year dropout rate
- Improves attendance (particularly on test day)
- Helps the average student


12



Why would the student want it?

- Earn college credit early
- Lower cost credit
- Slower paced – 2 semesters
- Sometimes it is their last math class


13



District Planning

- Need to meet with someone in control...
 - Principals
 - District math coordinators
 - Teachers
 - Counselors


14



District Planning Overview

- 2 separate courses (possibly different grades)
- HS does instruction, controls pace
- College controls curriculum, testing, grading
- QSP and non-QSP in same class

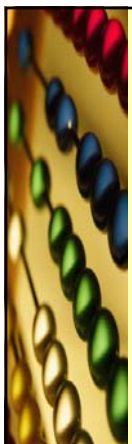
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District Planning Overview

- Exams given in H.S. class
- Makeup exams taken at college campus
- Exams retained by college
- Encourage average 10+ students per class section for program
- Placement testing required


16



New Instructor Planning

- Program overview
- Electronic Instructor Handbook
- Pacing your course
- Preparing for the placement test
- Our grading scale
- Reviews for the exams

17



Initial Classroom Meeting


- Highlight program
- Discuss the syllabus
- Sell advantages of dual credit
- Give steps for enrollment (on paper and on web)
- Discuss placement testing

18




Enrollment requirements

- State: HS sophomore level or higher, or gifted with IEP
- College: prerequisite course or placement test
- High School: prerequisite course




Other classroom meetings

- Administer each test (different test forms)
- Return to discuss first test: grading, makeups, retakes
- Administer final exam




Course content

- Functions
- Polynomial and Rational Functions
- Exponential and Logarithmic Functions
- Systems and Matrices
- Sequences and Series



Grading Scale

5. correct
4. only minor errors
3. at least one serious error
2. might have understood idea, but several serious errors
1. missed the main idea, but one step was correct
0. no evidence of main idea or a correct step

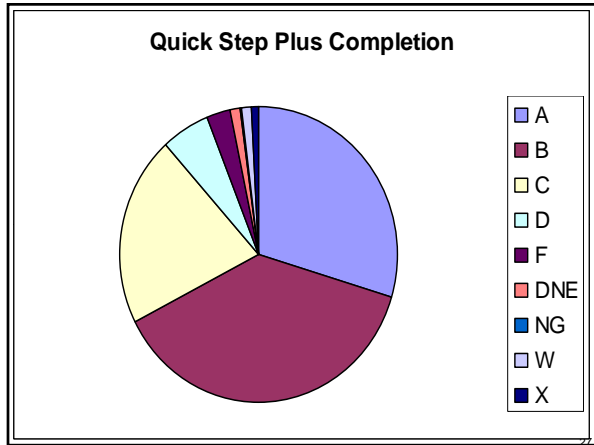
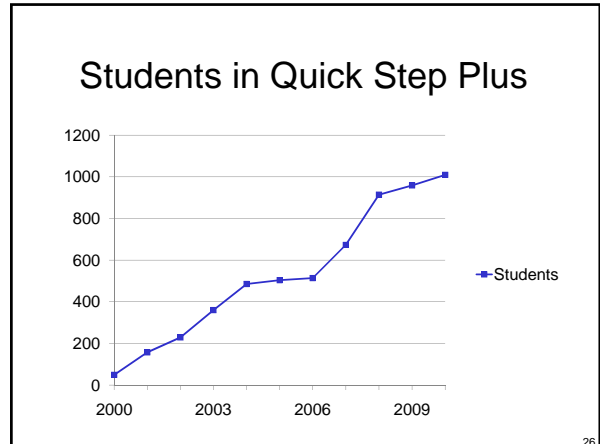
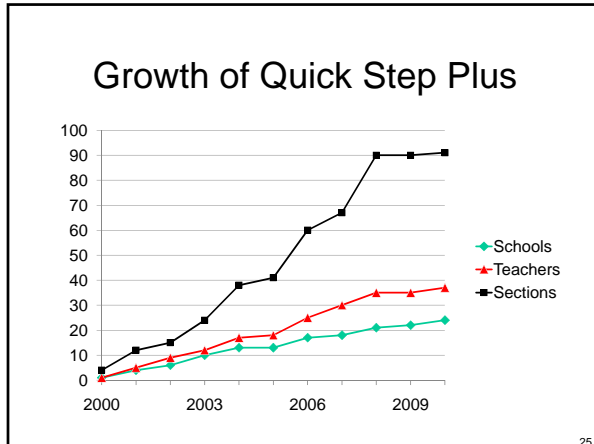


Student Assistance

- High school instructor
- College instructor
- Math Resource Center
- various electronic resources

A Typical Month





For More Information...

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