



Quality Dual Credit: What Choices Do You Have?

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Outline

A discussion:

1. Why have dual credit?
2. What choices need to be made?
3. Who determines those choices?

Our dual credit program:

1. Our choices
2. Success rates and growth
3. Mechanics of implementation
4. Some implications



Why have dual credit?

- What does each interested party want?
 - College
 - High School
 - Students
 - Parents
 - State Government



Why would the college (and state) want it?

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



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



Why would the student (and parents) want it?

- Earn college credit early
- Lower cost credit
- Slower paced – 2 semesters
- Sometimes it is the student's last math class



What choices need to be made?

1. Selecting course topics
2. Selecting textbook
3. Tests: source, timing, grading
4. Homework, etc?
5. Instruction

Who makes the choices?

If the high school does it all, why should the class earn college credit?



State guidelines for dual credit

- Concurrent Enrollment Partnerships
 - HS teacher teaches college course to HS students at HS during regular HS day
 - Formal agreement
 - Same content, goals, prerequisites
 - Similar materials
 - HS Instructors must be qualified
 - College must provide oversight
- High School does all but general oversight.



Our choices

- The college:
 - Determines course topics
 - Writes and grades the tests
 - Gives the college course grade
- The high school:
 - Selects the textbook
 - Determines timing of the tests
 - Provides the instruction
 - May require additional work
 - Gives the high school course grade



Why these choices?

- Some four-year institutions complained about quality at some high schools.
- Our college wanted to maintain a quality reputation.

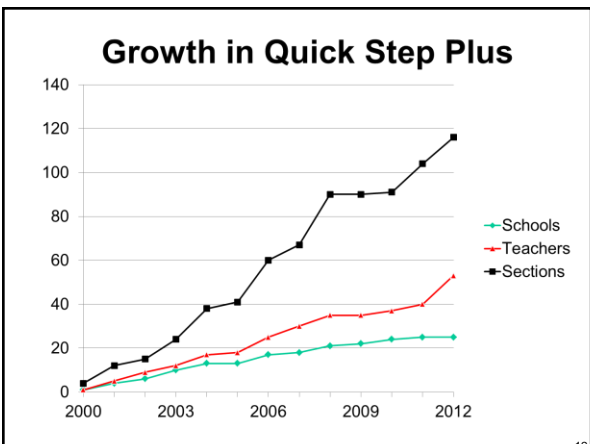
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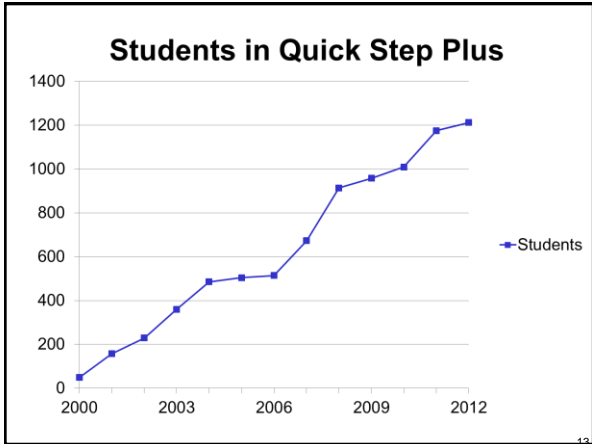
Quick Step Plus Program Overview

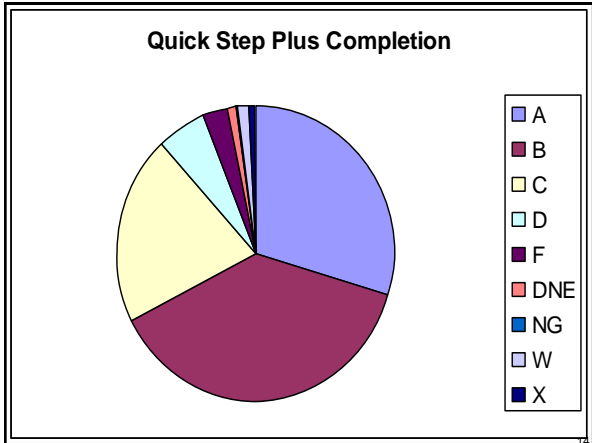
- Dual credit for college algebra
- Two separate courses on parallel tracks
- College controls curriculum, testing, & grading
- High school provides instruction
- Classes may have both QSP and non-QSP students


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Meet with district and/or school personnel

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



Meet with course instructors

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

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Meet with students

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

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Other classroom meetings

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

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A Typical Month



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

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Some Implications

- Stronger ties between HS and college
- Staffing with college instructors does cost money.

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