National Alliance of Concurrent Enrollment Partnerships
NACEP®

Creating an Authentic College Classroom

Co-Hosted by NEACEP

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advancing quality college courses for high school students

Presenters

Dr. Melinda Karp, Community College Research Center (CCRC)
Melinda is an Assistant Director at CCRC. She is an national expert on smoothing students' transitions into college and supporting them once there. She leads CCRC's work on advising, institution reform and rethinking how to support community college students. Dual Enrollment and College Credit Programs are just one of her many areas of expertise.

Jan Pikul, Bridgeport Regional Aquaculture Science and Technology Education Center
Jan has been in education for almost 20 years. He is currently a Chemistry Instructor for Bridgeport and is also an Adjunct professor for both the Southern Connecticut State University and the University of Connecticut. He has been teaching concurrent enrollment courses for the University of Connecticut for almost 10 years.

Paul Finch, Falcon School District 49
Paul serves as the Coordinator of Concurrent Enrollment & Instruction. In addition to his administrative work for D49, he has the privilege of teaching Freshman Composition and Introduction to Literature for Pikes Peak Community College on high school campuses. He also mentors college instructors teaching on D49 high school campuses.

Research finds positive impact to dual enrollment participation for a range of outcomes.
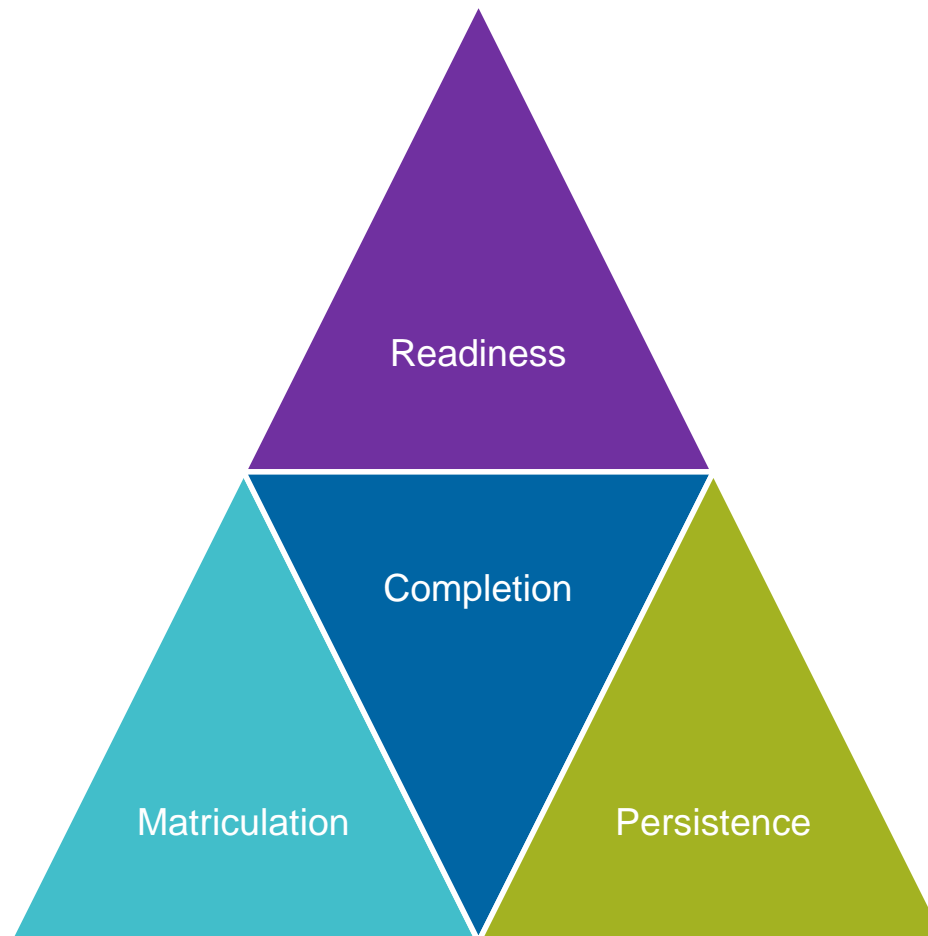
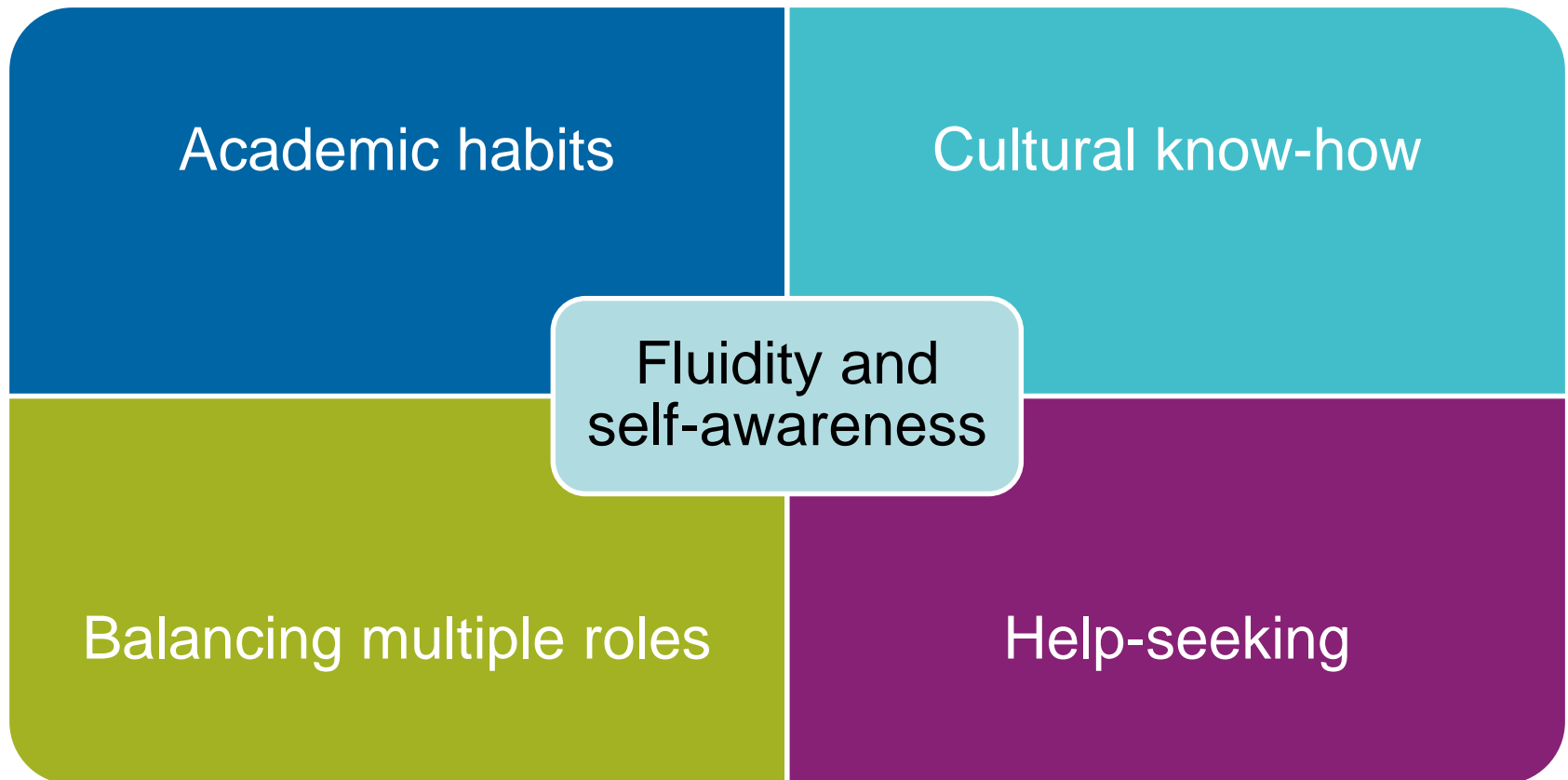# It also finds that design and implementation matter.
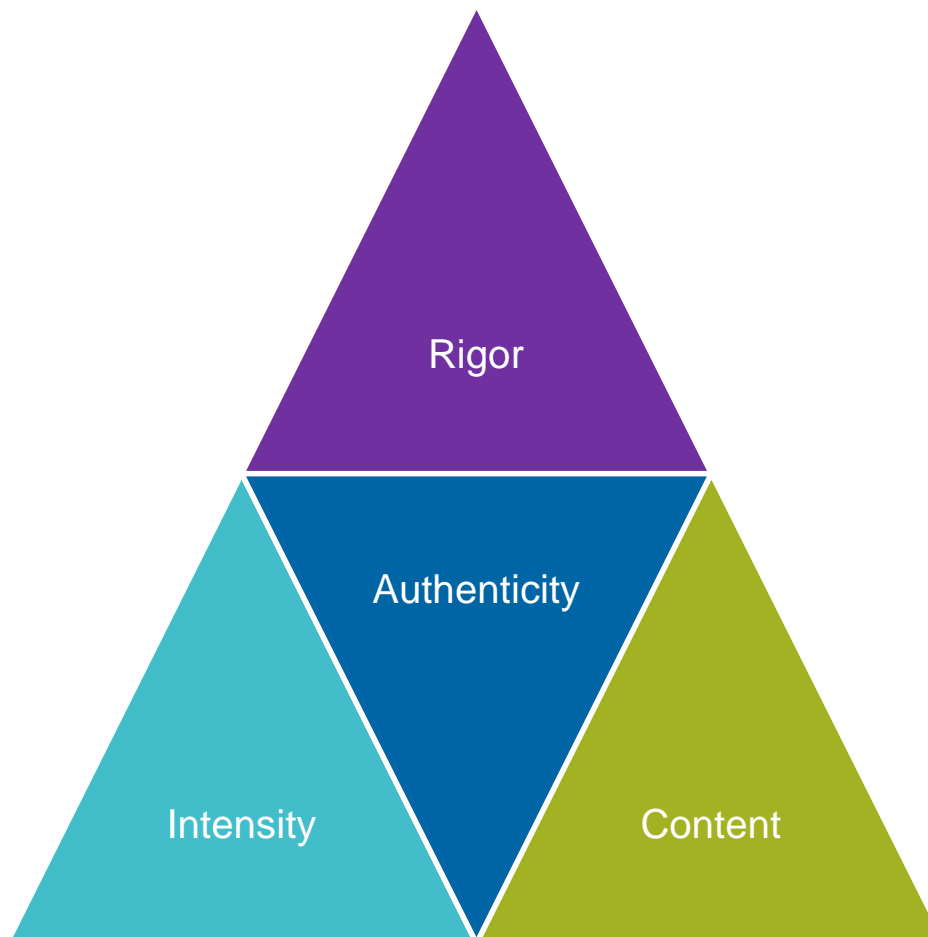
Why "authenticity"?

- College-ready behaviors are subtly, yet importantly, different than high school success behaviors and go beyond academic skills or knowledge.

- College readiness is encouraged by *anticipatory socialization* and *role rehearsal.*

- Authenticity: Ensuring that students can "try on" the part of a college student so that they can become capable of doing college work

- Students in authentic courses learn more about college and themselves as college students than students in non-authentic courses.

When you're coming straight out of high school, you have somebody telling you what to do and how to do it and when to do it. And then you get to college. … When I went the first time, they never told me anything to expect so I didn't know what to do.

What is the role of a college student?

Academic habits	Cultural know-how
Balancing multiple roles	Help-seeking

Fluidity and self-awareness

1. Academic habits: New approaches to school-related learning

- College students are expected to develop *independent* academic habits.
    - Manage workflow
    - Organize and manage time
    - Engage in independent and reflective note-taking
    - A syllabus rather than daily assignments

The freedom of time to just, you know, the freedom of assignments. Where it goes, you know, we need this three page paper by next Thursday. Boom! Done! Last time you heard about it was, you know, the Tuesday before…

2. Cultural know-how: Navigating the college culture

- Students need to understand and adhere to the unique institutional culture of higher education.
  - Academic discourse
  - Formal interaction with faculty
  - Demonstration of commitment
  - Acknowledgment that there are few exceptions to rules and expectations

> You need to take it seriously. … Make sure you get everything done because teachers are not going to give you all the extensions and benefits they would give you in high school.

3. Balancing multiple roles: College as only one obligation of many

- Students need to know how to make college a priority, even when there are other demands on their time.
    - Take advantage of the fluidity of the college role
    - Set schedules strategically
    - Plan in advance
    - Reflect on their own needs to act accordingly

I need to have a plan because I'm very spontaneous and I just, I go with the flow type thing. That's a good mentality but also you always need a plan. And I have realized throughout this year-and-a-half I needed a plan from the get-go because if you don't have a plan, if you're just like doing it or whatever, then you might go out of those two years with not much of what you really wanted.

4. Help-seeking: Proactively asking for assistance

- Help is available for those who ask.
    - Identify what help is needed, before it is too late
    - Reflect on weaknesses
    - Understand resources available
    - Figure out what type of help will be useful
    - Take initiative to seek out assistance

> It's college. They do everything; they have the Learning Center, the Tutoring Center, they've got the library, they've got all these computer labs. I mean they offer everything. … You have to figure it out on your own.

UCONN ECE at the Bridgeport Aquaculture School

Experience or Credits, what is the driving force?

University of Connecticut
Early College Experience

AQUA
CULTURE
SCHOOL
BRIDGEPORT, CT

Bridgeport Aquaculture School Background

- Multi-district regional Ag high school, serving 7 different school districts
  - Bridgeport, Fairfield and Stratford (morning classes)
  - Milford, Monroe, Trumbull, Shelton and Bridgeport (afternoon class)
- **Semester based** (students take 2 classes per year, 1 per semester)
- Classes meet for about an hour and 45 minutes per day (pm a little shorter)
- ~ 50% students come in morning (8:00-9:45) and ~50% in afternoon (12:00-1:30)
- Involved with UCONN ECE for ~10 years
  - Offer classes during school day
  - Offer classes as part of afterschool program

Courses Offered

Fall Semester

- NRE 1000 (during and after school)
- MARN 1003 (during school)
- BIO 1107 (during school)
- CHE 1127 (after school)

Spring semester

- MARN 1003 (during school)
- MARN 1002 (after school)
- BIO 1107 (during school)
- CHE 1128 (after school)
- BIO1108 (after school)

Setting up the college environment

- 2 Bulletin boards use to promote program and for announcements
- TV monitors throughout building used for announcements about ECE program
- A student assembly in the spring to discuss program and student expectations
- Parent assembly in spring to re-emphasize key points from student assembly
- UCONN logo used on all materials, handouts, announcements, presentations
- Minor adjustments to curriculum to better align with UCONN course curriculum.
- Constant encouragement from entire staff to have students "push" themselves at try ECE coursework
- Designed a senior level research program that incorporates 2 ECE courses
- School schedule is based on ½ year courses every semester (better aligned to college life)
- Offer courses in an after school program

What the students and parents "hear"

- ▶ College credits
- ▶ Save Money
- ▶ Help GPA

These should be treated as a bonus for performing well, *not* the goal.

What is the REAL value (most often overlooked)

- ▶ College Experience (learning how to study and perform at the college level)
  - ▶ Vast majority of students who try ECE course for the first time, approach the courses the same way as their high school courses……………………with minimal success
  - ▶ Students need to learn better time management and how to study for college level work
  - ▶ Just doing was is assigned is NOT enough, students need to take it upon themselves to do extra work to help in areas where they are weak and need support
- ▶ Should focus on bolstering high school transcript with course rigor
- ▶ Do not chase grades, chase the experience of college level work

AT AQUA, WE CONSTANTLY REMIND STUDENTS OF THE VALUE OF THE *COLLEGE EXPERIENCE* AND PERFORMING WELL DOING COLLEGE LEVEL WORK. (NOT CHASING GRADES)

Background

- College Instructor Expectations & Agreements

- Student-Parent Course Agreement

- CE Coordinator Position

Setting Instructor Expectations

- **Syllabus**
  - Use IHE syllabus templates
  - Review syllabus first day of class
    - Course objectives
    - Assignments
    - Grading policies
    - Expectations

Instructor Expectations

- **Assignments and Assessments**
  - Personal, timely feedback
  - Writing assignments, consult over paper drafts; do not give full-draft feedback
  - Teach students to ask questions about papers/tests
    - Email
    - Google Docs
    - Discussions

Instructor Expectations

- **Self-Advocating**
  - In and out of the classroom, with instructors
  - Support Services
    - Writing Center
    - Math Center
    - Tutoring services
    - Accommodative services

Instructor Expectations

- **Evaluations and Observations**
  - IHE is primary evaluator of instructors
  - Additional observations by CE and high school administration
  - Peer observations are very helpful best practices

Instructor Expectations

- **PD and Professionalism**
  - Required IHE workshops & district PD
  - Cooperate with counselors and administrators in vetting students
  - Plan for high school interruptions

Setting Parent Expectations

- **FERPA**: <u>Students</u> submit form to the IHE
- **Phone and Email:** Due to FERPA, instructors take calls and emails from students only
- **Access to Grades:** Student can share online
- **Transparency:** Grades, attendance, & overall comfort with CE.

Setting Student Expectations

- **Self-Advocacy:** Show (follow through) and tell (teach them to learn vicariously).

- **Institutional Policy Docs:** Students should know their rights, services, and procedures
  - Accommodative services
  - Academic concerns
  - Probation and suspension

Student Expectations

- **Course Syllabus:**
  - Understand grading criteria
  - Late work policies
  - HW load, procedures, & policies
- **Attendance**:
  - No excused & unexcused
  - Emphasize contact hours
  - Some instructors connect to grading

Classroom Practices

- Students owning best practices
- Google Docs (efficiency, immediate feedback)
- History instructor (scaffolding research paper)
- Managing classroom (all high school-aged students)—redirecting with formative grading, respect factor, emails, shared docs, and interventions

Transition Courses:
1st Course Experience

- Freshman Composition on HS Campus
- Soft skills development
- Balancing rigor
- Differences in subsequent classes to the first experience

Navigating HS Culture

- Testing interruptions

- Assemblies, lockdowns, fire drills, etc.

- School weather cancellations (D49 shifts block days to Fridays)

- Block (two days) versus 5-day classes

- Attendance and make-up work (inculcating syllabus as "letter of the law")
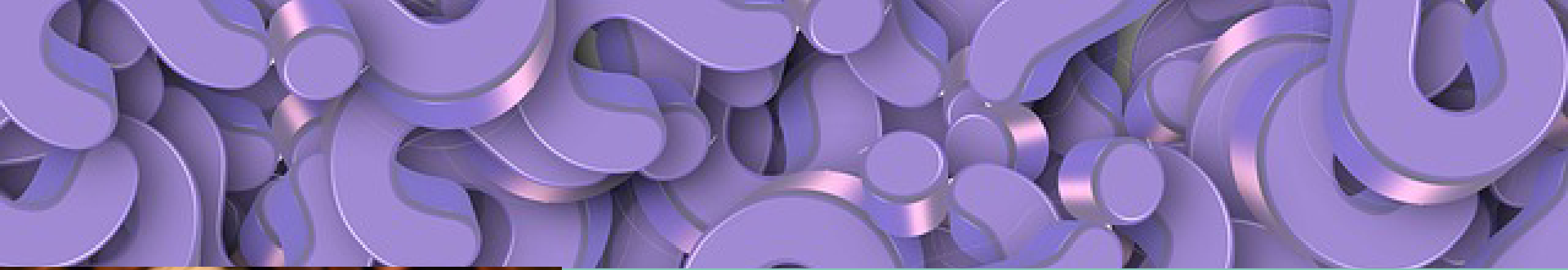
Future NACEP Events:

February 9: Identity Development and College Success (Webinar)

February 15: Strengthening College Transition in State ESSA Plans (Webinar)

February 22: Winter Accreditation Institute (Everett Community College, WA)

March 2: Insights into Federal Financial Aid: Understanding Satisfactory Academic Progress (Webinar)

March-July 2017- The Accreditation Webinar Mini-Series Returns

April 3-4th- Western Regional Conference (Missoula College, MT)