

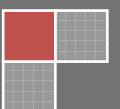


# Enhancing “High School-to-College” Success

## Enhancing High School and College Partnerships in San Mateo County

[This document addresses the need, rationale and benefits for enhancing concurrent enrollment as well as guiding principles and strategic approaches to dealing with program expansion. It emphasizes the importance of a student-centered and faculty-driven approach to concurrent enrollment. The document also addresses specific questions related to legal issues, student success and faculty and student services concerns.]

September, 2007





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## SMCCCD CONCURRENT ENROLLMENT White Paper

Former SMCCCD Academic Senate President Nick Kapp first suggested and participated in drafting the original version of the white paper with Jing Luan, Vice Chancellor for Educational Services & Planning in January 2007. The first draft was shared with AFT President Ernie Rodriguez in March 2007 and later versions of the draft were reviewed at the Chancellor's Council and shared with SMCCCD Academic Senate President Patty Dilko, CSM Faculty Senate President Jeremy Ball, Cañada Faculty Senate President Martin Partlan and Skyline Faculty Senate President Carla Campillo. Portions of the white paper were presented at the SMCCCD Concurrent Enrollment Roundtable in May 2007. One version of the white paper was shared with The William and Flora Hewlett Foundation. Vice Chancellor for Human Resources Harry Joel and Director of Community and Government Relations Barbara Christensen should be specially thanked for their time and energy in reviewing and editing the drafts. Counselor Steve Morehouse should be thanked for his critique and edits of the document. Thanks also go to Skyline President Vicki Morrow, Cañada President Tom Mohr, and CSM President Mike Claire for their valuable input. The white paper would not have been possible without the vision and support from Chancellor Ron Galatolo and many faculty and staff who have taught concurrent enrollment, managed concurrent enrollment, provided counseling, and researched the subject.

# Enhancing “High School-to-College” Success

## - Enhancing High School and College Partnerships in San Mateo County

For most Americans, the transition from high school to college today is as chancy and vexing as crossing a bridge over a river where builders on one bank have ignored what those on the other are doing. Only the fortunate will be able to make it across.

- CHESTER E. FINN JR.

### ***INTRODUCTION***

The State economy, taxpayers, community colleges, high schools and students in particular will benefit if concurrent enrollment programs are expanded. These programs help meet the educational needs of high school students; enhance partnerships between high school and college faculties; make the transition from high school to college seamless; and reduce the financial obligations of students and parents by potentially eliminating a semester or more University tuition. In addition, concurrent enrollment programs expose many non-college bound students to higher education.

Our research shows the following about concurrent enrollment student success rates:

Table 1: Success and retention rates of concurrent enrollment students

	<b>Success</b>	<b>Retention</b>
<b>College courses taught on high school campuses</b>	<b>82.6%</b>	<b>92.6%</b>
<b>Concurrent enrollment students on college campuses</b>	<b>73.4%</b>	<b>85.5%</b>
<b>All district students</b>	<b>66.7%</b>	<b>80.1%</b>

Success rate is defined by grades of A, B, C, and CR (credit).

Retention rate is defined by all grades except Ws

As early as 2001, 19 states had adopted statutes on concurrent enrollment and 14 more had state board policies in place encouraging concurrent enrollment (Boswell 2001). Research has shown substantial success in learning outcomes of concurrent enrollment beyond the economic benefits to parents and society. All types of concurrent enrollment are trending upward. Research and position papers have demonstrated that other states are steaming ahead in supporting concurrent enrollment (Kirst 2006, Boswell 2001, and Chapman 2001). Parents have come to embrace concurrent enrollment.

Yet, certain issues remain. Some of the issues expressed are concerns about faculty availability and qualifications, teaching minors vs. adults, as well as concerns about union issues and financing.

Some of these notions may gradually dissipate when concurrent enrollment continues to be refined and is proven to be a successful educational strategy. As concurrent enrollment is poised for more growth in our district, these issues must be addressed and resolved through a genuine belief in partnerships and trust.

This document will examine the concurrent enrollment practices in this county, identify opportunities and challenges, and provide guidelines and goals in enhancing the bridge between high schools and our community colleges: Cañada, College of San Mateo, and Skyline.

### **Three Types of Concurrent Enrollment**

When a high school student takes a college course, s/he is considered a concurrent enrollment student or dual enrollment student. There are three types of concurrent enrollment in our district: Students taking courses on a college campus, high school students taking college classes on a high school campus, and Middle College students who study primarily on a college campus for all their courses. For more information, please also consult the Q&A at the end of this document.

## ***THE NEED FOR BUILDING BRIDGES***

In 1983, the publication of a landmark article called *A Nation At Risk* touched off a national debate on how best to pull America out of complacency with mediocrity in education and how to increase Math and English completion rates in high schools. Since then, change in the policies, practices, and pedagogy of American high schools and colleges have escalated dramatically, but problems still exist. High school dropout rates remain high, large numbers of students leave high school unprepared for college, and various societal forces and subcultures compete for students' attention.

In 2007, an article commissioned by the Educational Testing Services called "Perfect Storm – Three Forces Change Our Nation's Future" effectively summarized the issues K-12 and postsecondary education professionals currently face. Our economy is going global, leaving the government less able to protect and support its own workforce and masses. America is the only developed nation that has a growing population and is becoming increasingly diverse. Students of color, particularly African American and Latino youths, are increasingly lagging behind Whites and Asians in academic readiness measured by various means. These three forces, not necessarily negative, jointly exert pressure on our educational system. The convergence of these three forces meant divergent skill distributions among U.S. population groups, a fast changing economy submitting to global influences and a nation in search of common grounds among diverse cultures and values.

Locally speaking, in San Mateo County, the shift in demographics and competitiveness is clear over time. While the overall population growth has stagnated at less than 1% a year, dramatic changes among ethnicities have occurred. At 47% in 2006, Whites are no longer the majority. Latinos are projected to become the majority in less than 20 years, which is just one generation from now. At the same time, high school age students attending our colleges are increasingly underprepared. At SMCCCD, more than 70% or 7 in 10 incoming high school graduates are placed in remedial math courses and over 60% in basic skill English classes and many are placed in both.

To search for a remedy, policy makers and scholars have increasingly begun to look at the disconnected education pipeline. Katherine Boswell, Executive Director of the Office of Community College Research and Leadership, stated succinctly: "America has the most disconnected education pipeline in the world" and we are now beginning to see the consequences. Again, directly quoting Boswell, "An oft-cited example of this disconnect is the high-stakes standards and tests that states have increasingly mandated for secondary students to demonstrate certain skills mastery before being allowed to graduate from high school. These standards and tests however, bear little or no relationship to college admittance tests (typically the SAT or ACT). And the college admittance tests in turn, have little or no relationship to tests that determine the placement of students in college-level general education courses." High school faculty and counselors teach and inform students in ways very different than the students will actually experience once they step on a college campus (Finn, 2006).

The disconnect between secondary and postsecondary systems causes many issues, including preventing students from using their senior year to fully prepare for college level work. Instead, many

high school seniors take easy classes, cut corners, or work long hours at after-school jobs. Tedrow called the high school senior year teenagers' wasteland (Tedrow, 2007), which was based on research conducted by McCarthy and Kuh in 2005. As a solution, Tedrow stated "At the very least, senior year should include dual-enrollment courses that result in community college credit."

The most significant disconnect is the lack of a meaningful relationship between what the high school curriculum emphasis is and what the college teachers will expect. The greatest manifestation of this disconnect is the unacceptable number of students who cannot take college level classes. Kirst in 2006 wrote in the Chronicle and called this disconnect a chasm and listed several strategies to immediately and effectively rectify the situation (Kirst, 2006):

1. Stimulate high schools and colleges to align their courses and assessments to improve college readiness
2. Provide incentives in state budgets for increasing the proportion of students who complete high school and enroll in college
3. Create data systems to track student progress across educational levels and institutions.
4. Publicly report on student progress and success from high school to postsecondary education.

In an op-ed piece for Palo Alto Weekly, Kirst opined that unless postsecondary education and high schools work more closely together, many of the high school students' college dreams will evaporate (Kirst, 2005).

San Mateo County high schools and the three community colleges have long recognized the need for building bridges between high schools and college. SMCCCD currently offers a number of college classes at selected local high schools. In the fall 2006 semester, there were 28 sections offered at the high schools. Even with a relatively small number of sections (28), the subject areas were broad (Table 4). No matter where the classes are offered and by which college faculty, the success rates are all higher than the overall success rates in our district (Table 3). Recently, the Sequoia, San Mateo, and Jefferson Union High School Districts have all expressed interest in expanding the effort to make the blending of high school and college academic life of students seamless and transition from high school to college easier.

As an additional impetus, in a 2005 San Mateo County Civil Grand Jury report SMCCCD was asked to increase the academic opportunities to high school students through vocational education and Middle College programs. The Grand Jury further recommended that SMCCCD colleges "offer college-level academic courses on a high school campus." As a result, the Board of Trustees' goals for 2007 Goals state that "In response to direction from the Board, Chancellor, the San Mateo County Grand Jury and growing national trends, the District will encourage the Colleges to form task forces with their feeder high schools to address high school-college curriculum articulation and devise strategies for offering college classes on high school sites."

## CONCURRENT ENROLLMENT LANDSCAPE

Figure 1 below shows that in SMCCCD in fall 2006, 50% (560 of 1,120<sup>1</sup>) of all concurrent enrollment students were high school students taking classes on high school campuses.

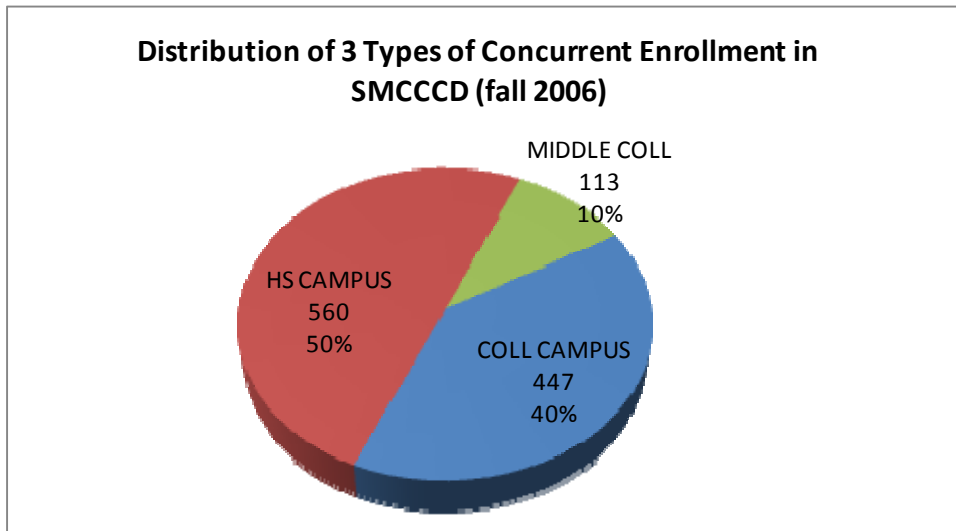
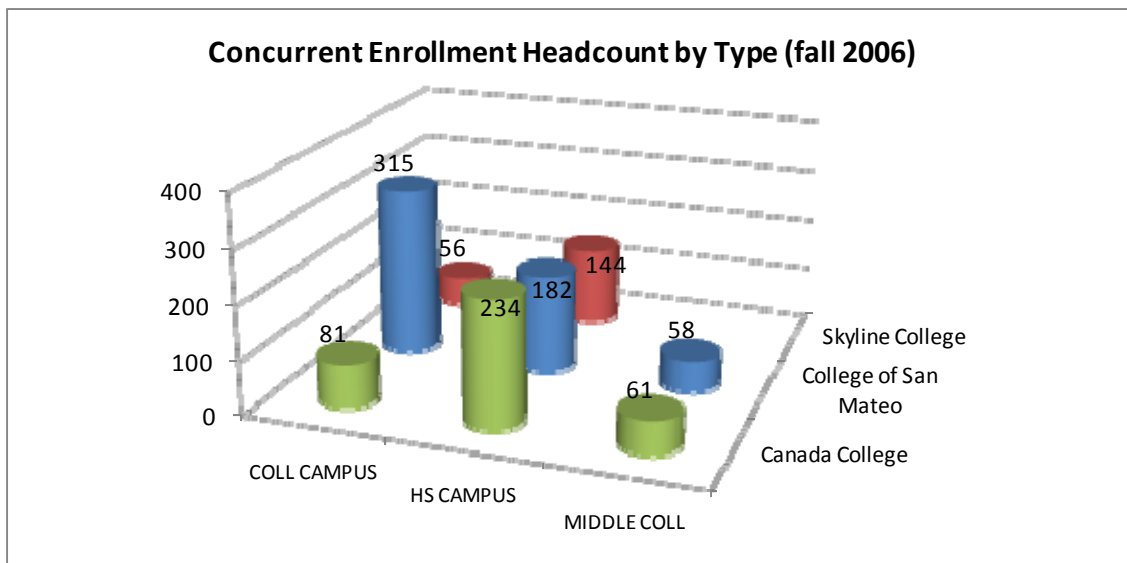


Figure 2 below shows that the distribution of college courses taught on high school campuses (HS Campus) varies by the 3 colleges in SMCCCD, with Cañada College leading in the total number of concurrent enrollment students at high schools.



<sup>1</sup> The count is from querying Banner tables in spring 2007. Banner tables are dynamic with changes happening, even after a semester has ended. This is due to the fact that concurrent enrollments involve multiple entities, parents, high school counselors, and applications sometimes are input manually. The official count of fall 2006 concurrent enrollment was 1,278 reported as of Jan 15, 2007.

Figure 3 below illustrates the five year trend in student headcount (fall semesters only) for all three types of concurrent enrollment. Due to the expansion of course offerings (sections) in fall 2006, the number of students rose by a large margin in fall 2006.

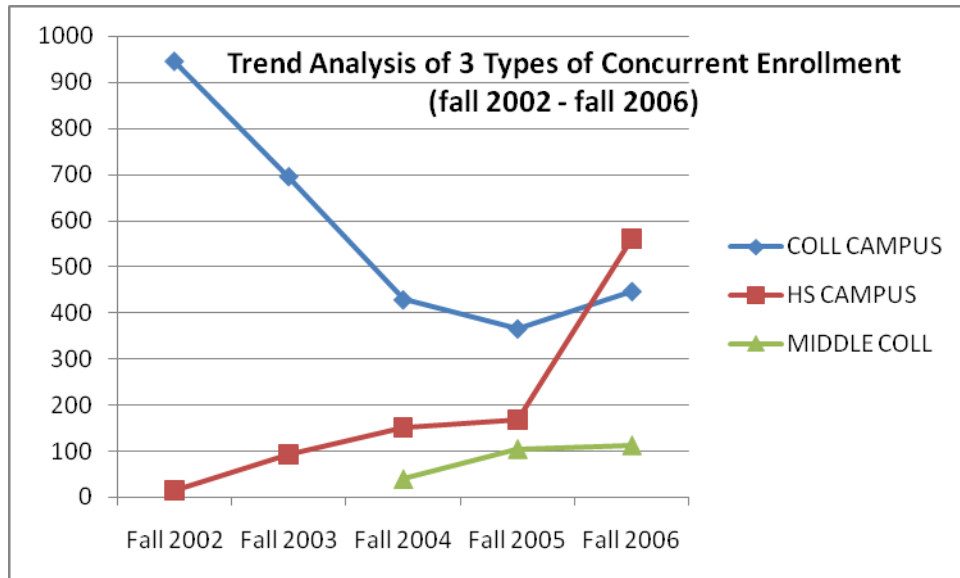


Table 2: Average units of all concurrent enrollment students

	HeadCnt	Units Taken	Avg Units
<b>College courses taught on high school campuses</b>	560	1,891.50	3.4
<b>Concurrent enrollment students on college campuses</b>	447	1,719.50	3.8

Table 3 below indicates the success rates of College Campus (high school concurrent enrollment students on college campuses) and HS Campus (concurrent enrollment students in college courses taught on high school campuses) courses using combined data from fall 2002 to fall 2006.

Table 3: Success and retention rates of concurrent enrollment students

	Success Rate	Retention Rate
<b>College courses taught on high school campuses</b>	73.4%	85.5%
<b>Concurrent enrollment students on college campuses</b>	82.6%	92.6%
<b>All district students</b>	66.7%	80.1%

Success rate is defined by grades of A, B, C, and CR (credit).

Retention rate is defined by all grades except Ws.

Table 4 below indicates the course enrollments in the college courses offered on high schools campuses in our county as of fall 2006.

		Enrollment*	Percent
ART	Ceramics	90	15%
MATH	Analytical Geometry/Calculus I	66	11%
CHIN	Elementary Chinese I	57	10%
CRER	College Success	56	9%
ANTH	Cultural Anthropology	29	5%
ART	Sculpture	26	4%
CRER	Life and Career Planning	26	4%
ESOL	English Comp-Nonnative Speaker	26	4%
GEOG	Cultural Geography	25	4%
MUS.	Advanced Chorus	23	4%
MUS.	Choir	24	4%
MUS.	Music of the Americas	27	4%
TAGA	Elementary Tagalog I	23	4%
CIT	PC Maint/Systems Upgrades, I	17	3%
ENGL	Basic Writing Skills	16	3%
CRER	Hermanos Seminar	13	2%
EDUC	Introduction to Education	14	2%
ENGL	ENGL Prep-HS Exit Exam	14	2%
GRA	Adobe Illustrator I	18	2%
GRA	Adobe Photoshop I	13	2%
ENGL	Writing Development	10	1%
PLSC	American Politics	10	1%

\*End of Term enrollment.

\*\* All data provided by ITS.

## ***GUIDING PRINCIPLES***

It is important as we expand our concurrent enrollment program that we clearly state our fundamental beliefs in the name of Guiding Principles. We believe that four guiding principles reflect our core values. They are Being Student-Centered, Deference to Curriculum and Faculty, Being Responsive to Community Needs, and Evidence-Based Decision Making. Each of them is described below.

### **Being Student-Centered**

Students are the reason educators choose the teaching profession. Nothing can replace the pride and joy of seeing students succeed. To be student-centered is to ask questions on every action we take, “Will this action serve the learning needs of the students we serve? “

### **Deference to Curriculum & Faculty**

Curriculum belongs to faculty in both systems. Faculty senates are consulted in all aspects of curriculum development. Curriculum and the teaching process is within the purview of the faculty.

### **Being Responsive to Community Needs**

A key element of our college and district mission statements is to respond to the needs of the communities we serve. Our communities expect a closer working relationship between the colleges and San Mateo County high schools, and an expansion of concurrent enrollment opportunities for high school students. As a community supported organization, we have an obligation to fulfill this need.

### **Evidence-Based Decision Making**

In developing concurrent enrollment with our feeder schools, we will use the best data and evidence to ensure that the partnership is student- centered and that the partnership provides measurable outcome benefits for both high schools and colleges. Assessment of the work of the partnership will be continuous using various means and research methods available.

## ***RECOMMENDED RESPONSIBILITIES***

Curriculum is the responsibility of the faculty. Resource development and allocation are the responsibility of the SMCCCD.

The three colleges will initiate contact with the high schools to form partnerships and plan for course delivery.

### **Recommended College Responsibilities**

- It is recommended that each of the three colleges form taskforces with their feeder high schools.
- It is recommended that the taskforce carryout the following duties:
  - o Identify a taskforce leader or concurrent enrollment coordinator/liaison for the purpose of fostering a collaborative partnerships of both systems, communicating concerns and decisions and coordinating concurrent enrollment processes
  - o Address high school-college curriculum articulation issues by developing course crosswalk and communicating to high schools the offering of college credit courses per Ed Code 48800(a) and Title 5 55002(a).
  - o Examine curriculum offerings in both systems and develop course offering proposals
  - o Work with the District Curriculum Committee and District Faculty Senate in new course approval (as needed), articulation proposals, and program review
  - o Comply with existing laws governing concurrent enrollment practices
  - o Ensure the quality of the courses offered
  - o Determine resource needs
  - o Work with college and high school authority in planning for meetings, reviewing marketing materials, and communicating with parents
  - o Encourage faculty to participate in teaching concurrent enrollment courses
  - o Draft operational and performance reports

## **Recommended District Responsibilities**

- It is recommended that the Vice Chancellor of Educational Services and Planning co-chair a taskforce with faculty formed by members from the district to provide the following:
  - o Work with the Educational Services Council to review and recommend plans for concurrent enrollment regarding resource allocations
  - o Review, provide legal counsel and recommend for approval any contracts and MOUs (Memorandum of Understandings) between the high schools and the district
  - o Work with the District Research Council, Cal-PASS, and the County Office of the Superintendent and high schools and districts in collecting, analyzing and reporting educational outcome data
  - o Recommend different names for the concurrent enrollment that takes place on a college campus and concurrent enrollment on a high school that is similar to a college extension.
  - o Report to the Chancellor's Cabinet and update the shared governance entities in the district on an ongoing basis

## Q & A

The following questions and answers are grouped by the types of questions. They are:

- Legal questions
- Faculty related questions
- Student services questions
- Student success questions

### Legal Questions

#### **What are the laws governing concurrent enrollment?**

Myers in 2002 provided a brief review of the legislative history of concurrent enrollment in California. Myers wrote “The formal work of the legislature was enumerated primarily in SB 292 signed into law in July, 1996, and subsequent changes to the State Educational Code Sections 76000-76002 and 48800-48802. The Senate bill and the Code changed the way community colleges handle high school students in the following ways:

- Permitted community colleges to obtain apportionment for special part-time students,
- Permitted students to count coursework for both college and high school credit,
- Permitted community colleges to waive enrollment fees for this special part-time population.

A key provision of the changes in the Code related to the determination that the student must have “the ability to benefit from the advanced standing work”. The Code also provided the appropriate definitions of terms and processes. The State Chancellor’s Office provided a written advisory (October 28, 1998, from Ralph Black, Vice Chancellor and General Counsel; Admission of Minors to Community Colleges; “Provisions to Admission & Attendance of K-12 Students”) to community colleges to both interpret legislative language and intent necessary to implement these regulatory changes.”

SB338, Scott (Chapter 786, Statutes of 2003) establishes that the ability of a pupil to benefit from “advanced scholastic or vocational work” as the only basis for concurrent enrollment. Title 5, 55002(a) establishes that college courses taken by high school students are for college credit and must be properly approved by high school principals. 48800(a) states the determination of whether a pupil is prepared to undertake degree-applicable credit coursework rests with the high school district. Minors are allowed to take noncredit courses and the determination of their eligibility rests with the college. SB338, Scott (Chapter 786, Statutes of 2003) further states that a class held at a high school is fully open

to the public, is so advertised and is held during hours in which the campus is not specifically closed to the public. SB338 also amends Ed Code 76002.

Title 5, 58056 clarifies the concept of authorized supervision of an academic employee for accounting purposes, which may serve as the notion of Teacher of Record under the section of Immediate Supervision and Control.

For further legal questions of SB338, please consult Questions & Answers Related to Implementation of Senate Bill 338 provided by the State Chancellor's Office in 2003.

**Does SB 338 prohibit holding a college course on a high school campus during the hours the high school operates classes? (Original Q&A in State Chancellor's Office Legal Advisory 05-01, Question 8.)**

No. The law has long provided that a course which is claimed for state apportionment by the community college district must be open to the general public. SB 338 merely emphasized this point by amending Education Code section 76002 so that it now provides that if a course is held on a high school campus, "the class may not be held during the time the campus is closed to the general public, as defined by the governing board of the school district." Thus, the issue is when the high school campus is specifically closed to the general public, rather than whether or not high school classes are offered during the same time period. However, it must be emphasized that this restriction only applies if state apportionment is to be claimed for the class. If the class is conducted as contract education and paid for by the K-12 school district, then it may be housed at the high school campus and be held at any time of day, regardless of whether or not the campus is open to the general public.

**Can pupils receive credit at both the K-12 and the college level? (Original Q&A in State Chancellor's Office Legal Advisory 05-01, Question 27.)**

Yes. The Chancellor's Office has issued several legal opinions holding that this is permissible (e.g., Legal Opinion M 98-17, available at <http://www.cccco.edu/divisions/legal/opinions/opinions.htm>). However, an outdated regulation adopted many years ago by the state Board of Education has never been changed to conform to current law. This may lead some K-12 districts to conclude that they cannot grant high school credit for coursework completed at a community college.

**Can a district restrict admission or enrollment based on high school GPA? (Original Q&A in State Chancellor's Office Legal Advisory 05-01, Question 14.)**

No. Section 76002(b) authorizes restricting admission or enrollment on three grounds. One of the bases is the use of assessment instruments, methods or procedures used in accordance with the regulations

implementing the Matriculation Act of 1986. California Code of Regulations, title 5, section 55521 prohibits placement based only on a single measure. Thus, a college could evaluate a pupil's high school GPA as part of its assessment, but some other assessment instrument, method or procedure would also have to be used. This might include an appropriate assessment test, which is on the list of instruments approved by the Chancellor's Office.

It is also important to note that once a K-12 pupil has been admitted, the ability to limit enrollment in particular courses or programs based on use of assessment procedures must be carried out consistent with the regulations adopted by the Board of Governors concerning the establishment of prerequisites. In other words, after admission, an assessment involving the use of multiple measures can only be used to restrict enrollment in a particular course or program if the assessment is tied to a properly established prerequisite.

**Are there any implications for our district related to the case a few years ago involving mismanagement of concurrent enrollment in southern California and caused the legislature to put a cap on concurrent enrollment?**

First, the cap only applies to summer courses and PE courses. The legislature through SB338 (Scott) tightened up the requirement of concurrent enrollment and only allows no more than 5% of a grade level at high school can be enrolled in summer sessions to be enrolled in college. It further restricted concurrent enrollment in college PE classes to be no more than 10% of the total enrollment of these classes. We have been and continue to be compliant with these provisions and we will continue to obey the law.

**Is this program part of an effort to increase the student enrollment in the SMCCCD?**

Yes, but it is not the primary reason for expanding concurrent enrollment. As stated earlier, concurrent enrollment may allow students to shave off time spent in college so that s/he can join the workforce sooner; it may reduce remedial work, so the state does not have to pay twice; it may give high school students an early exposure to college experience and the course rigor, so they may seriously think about going to college and not to dropout; it may help the parents by because they will pay less for their children's college tuition, in some cases in the tens of thousands of dollars; and it may allow much better articulation between faculty of the two systems. Taking all of the above into account, the state and taxpayers stand to gain by allowing the educational partners to earn their fair share because of these indirect savings to the state and society.

## Student Success Questions

### **What data do you have to show concurrent enrollment helps with student success?**

Please consult the figures and tables on page 5 in the Concurrent Enrollment Landscape section of this document.

### **I'm a high school teacher and I teach an AP class, and my students are going straight to four year colleges. Why should my class also be a community college class?**

Community college credit courses are an alternative to the AP courses with equally outstanding quality and rigor. Our records show that a number of former AP students indeed attended our three colleges. We have also developed degree audit policies that if an AP class is articulated with a community college course, we will directly credit the students with their college course without credit by exam. All this will also reduce cost to the students as well as stress and testing anxieties.

### **Some students may not be academically or emotionally ready for college level work. What happens to these students?**

Ed Code 48800 (a) contains specific requirements for high schools to determine if a pupil is ready for taking college courses. There are more specific requirements for summer sessions. The principal may only recommend a student if that pupil meets all of the following criteria, which are specific to summer session only:

1. The pupil demonstrates adequate preparation in the discipline to be studied.
2. The pupil exhausts all opportunities to enroll in an equivalent course, if any, at his or her school of attendance.

Further, a community college district may restrict admission based on the criteria of subsection (b) of Education Code section 76002 in some classes. Section 76002(b) clearly authorizes districts to restrict either "admission" or "enrollment" based on age, grade level, or results of an assessment. The law allows a district to admit pupils and then impose such limitations on a course by course basis. (Consult Q&A in State Chancellor's Office Legal Advisory 05-01, Question 13.)

In addition, should a pupil be deemed in need of academic remedial work, once admitted to college, the law allows the pupil to take non degree applicable courses in either summer or regular sessions. (Consult Q&A in State Chancellor's Office Legal Advisory 05-01, Question 18.)

There is no specific law addressing the emotional readiness of pupils, except that the pupils must obtain parental/guardian consent to attend college courses. There are various counseling services available for pupils provided by professional college counselors.

### **Why would students and their parents be interested in concurrent enrollment?**

Katherine Boswell in 2001 listed the following:

- Reducing college tuition costs for students and their families
- Accelerating student progress towards a degree in order to free up space on campus to meet the projected growth of new students coming to college
- Providing greater academic challenge to high school students to help overcome "senioritis"
- Removing the artificial barriers that get in the way of students moving seamlessly between systems by encouraging greater collaboration between high school and college faculty
- Increasing student aspirations to go to college
- Providing greater academic opportunities for students at small rural schools
- Building closer ties between colleges and their communities

In 2007, Brian Chapman stated the following:

“Concurrent enrollment programs enable students to earn college-level credit while enrolled in high school. These collaborations have served to make college less financially burdensome for the student participants and their parents. Students who otherwise might not have even begun a college education because of financial concerns or a variety of other factors have achieved this heretofore unreachable goal. Concurrent enrollment also brings substantial benefits to the participating educational institutions.”

## **Faculty Questions**

### **I am an adjunct faculty. Would I be eligible to teach college courses in high schools?**

The usual assignment practices will be followed. We will follow the provisions of the collective bargaining agreements with the high school and the colleges.

### **Will high school faculty be allowed to teach college courses?**

The determination of high school faculty qualifications to teach a college class must be in compliance with the regulations from the State Chancellor’s Office entitled “Minimum Qualifications for Faculty and Administrators in California Community Colleges”

( [http://www.cccco.edu/divisions/esed/aa\\_ir/psmq/min\\_qual/min%20quals%20revJan122006.pdf](http://www.cccco.edu/divisions/esed/aa_ir/psmq/min_qual/min%20quals%20revJan122006.pdf))

and other relevant district policies.

**Are there examples of contracting the teaching to high school faculty while allowing them to remain on high school payroll?**

There are examples where high school faculty have been reviewed and approved to teach college for credit courses on their high school campuses by the faculty senates. For example, in the Maricopa Community College District in Arizona, the law allows such an arrangement, provided that the high school teachers meet the qualifications. Feather River College also had a similar arrangement.

**Who will evaluate and supervise faculty?**

No matter which system a faculty member belongs to, if s/he is teaching a college course, the evaluation will be conducted by his or her peers from the community college and the first person in line to perform the evaluation and supervised by the appropriate dean.

## **Student Services Questions**

**How do you handle high school students' transcripts if they have taken college courses while in high school?**

In general, the high school transcripts of the student will show two lines. One line to indicate that it is a high school class with the appropriate grades and units and the other line will show it as a college course.

**Since the law requires concurrent enrollment classes on high school campuses to be open to the public, how do you advertise and deal with adults who may enroll in classes filled with minors?**

In instances when the decision for opening a course is made so late that it cannot even be listed in the last addendum to the schedule of classes, Title 5, 58104 still requires that the course be "reasonably well publicized" to the general public.

Adults who desire to come to a high school classroom will be first informed of the location of the course and then perhaps verbally by the admissions and registration professional. There has never been a case when an adult attempted to enroll into a high school class and adults typically do not enroll into a high school class. Should an adult attempt to enroll into a high school class, we will counsel them to locate an appropriate class offered elsewhere. Further, SB338 48800.5, in conjunction with Ed Code 76002(b) as interpreted by the state Chancellor's Office also allows a community college district to impose age or

grade level restrictions on pupils. Further clarification may be necessary for its application to adults and method of notifying the denial.

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Web resources:

[http://mercurynews.greatschools.net/cgi-bin/cs\\_compare/ca/?level=h&area=m&zip=94402&miles=20&lat=37.546272&lon=-122.329933&sortby=distance&tab=over&begin=0](http://mercurynews.greatschools.net/cgi-bin/cs_compare/ca/?level=h&area=m&zip=94402&miles=20&lat=37.546272&lon=-122.329933&sortby=distance&tab=over&begin=0)

County Data:

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