

Presentation 1-23-2008:

Overview of meetings - discussion etc.

Upon negotiation of the Concurrent Enrollment Pilot MOU that was a part of AFT negotiations June of 2007, the District Academic Senate Governing Council began research on the project. DASGC leaders read extensively on the topic, and searched for existing models that were similar to the proposed expansion of concurrent enrollment in the SMHSUSD through using qualified HS teachers to teach CSM classes on the HS campuses. A summary of this search will be included in report that will be submitted to district faculty, AFT Executive Committee and district administrators.

District Academic Senate Discussions Regarding the MOU: Over the course of four months, the District Senate Governing Council held three open forums on the topic. In addition, numerous discussions occurred at the CSM Senate Governing Council beginning early in the Spring 2007 semester. Some of the benefits that were articulated by participating faculty include:

- Collaboration with the high school teachers would provide the opportunity to develop a more seamless experience between HS and College.
- We could showcase the quality of District classes and therefore win the respect of teachers, administrators, and parents in the HS's.
- Students who are ready would have access to college transfer classes for free.
- We could generate FTES to assist in enrollment management.
- Increasing concurrent enrollment through our existing structures is a great idea.
- We could offer many more classes that the HS faculty don't have expertise in.

Some of the questions and challenges that were articulated by participating faculty include:

- Content misalignment between HS curriculum and college expectations. HS curriculum is designed to transfer knowledge while college curriculum is designed to teach students to create knowledge.
- Perhaps we don't really know enough about HS curriculum?

- The HS environment is too strong for HS teachers to be able to teach a class with a college culture.
- Faculty fear that CSM department will loose control over content and rigor.
- Age of students is a factor ... students could be as young as 13 would they be prepared for college level work?.
- Would we offer transfer, not-transfer or both?
- Maturity and behavior of students is an issue; when students come to the college campus as concurrent enrollees they are embedded in the college culture, not so with classes at the HS.
- This plan may degrade the value of college classes if they are seen as simply an extension of HS.
- Some of the college faculty who have taught classes at the HS's have had difficulty with facilities, misalignment of calendars and maintaining college-level rigor.
- HS teachers have a mandate to pass students ... college faculty need to be able to fail those who cannot perform adequately. Can students withdraw if they are failing? Where do they go if they drop the class?
- How would HS faculty be chosen to participate in the project?
- How would courses taught by HS faculty be evaluated initially and over time.
- District faculty are already overburdened with committee assignments and program requirements how does this additional responsibility fit in?
- Pedagogically, it does not benefit the HS student to take them out of a HS class to take a college class; it may take away the opportunity for multiple exposures and depth of understanding.
- Would these courses substitute for HS courses in the HS graduation requirements as the concurrent enrollment ones do now?
- How do the HS faculty feel about this idea and the MOU? Have they been consulted?
- What are the results from the summer concurrent enrollment initiative? Do we know how those students did? Did they persist? Complete?
- There is tremendous pressure from parents in the HS's and HS teachers are vulnerable to that when college faculty should not be. What about student confidentiality rights?
- How can we better support the part-time faculty who are teaching there now?
- Students who take courses and get a C will not be able to re-take for a better grade so it may affect their ability to get into the school of their choice.
- Offering classes in this way may affect our transfer agreements with our four-year partners negatively.
- Are there any other institutions that have implemented a model such as this, and what are the results from their program?

During and after these discussions, several departments at CSM expressed the unqualified opinion that they would not be interested in participating in further

discussions regarding the implementation of the concurrent enrollment model outlined in the MOU or further described as the AP model. These departments included English, Chemistry, Math, Speech, and Foreign Languages. Notably however, these lengthy and animated discussions provoked great enthusiasm from all faculty for the idea of working more closely with the high school teachers in related disciplines in order to develop a greater understanding of the relevant K-12 Content Standards, and how the high school experience could be more closely aligned with expectations for success at the college level.

Discussions at Cañada and Skyline paralleled those held at CSM, though they lacked the depth and specificity due to the understanding that the proposal delineated implementation within the CSM service area with the San Mateo Union High School District.

Meanwhile, District Senate President Dilko and Vice-Chancellor Luan met with the SMUHSD administration and CTA President to test the viability of the proposal in the MOU. Specifically the use of qualified SMUHSD teachers to teach CSM classes during their regular work-day. This opportunity to discuss the details of the proposal with a small group of leaders revealed a great level of difficulty with implementing such a plan, and ambivalence from all parties as to the effectiveness of the plan to help either system achieve the larger goal of helping students bridge the gap between HS and college by exposing them to college-level classes. There was again enthusiasm for creating the connections between HS and college faculty in related disciplines as a method for enhancing articulation between the two systems.

DASGC Recommendations:

As a result of these extensive discussions, it has emerged that the “AP Plan” presents more disadvantages than benefits. However, most faculty feel that a broader discussion about how to strengthen the relationship between the systems would be extremely valuable.

After consultation with local Senates, the AFT Executive Council, and District Administrators, the District Academic Senate Governing Council makes the following recommendations:

1. That District faculty, staff and administrators work together with their San Mateo County high school district peers in developing comprehensive partnerships that address the needs of high school students in order to make a more seamless transition between high school and college.
2. That the partnerships be predicated on faculty to faculty discussions that are supported by academic and student support administrators.
3. That concurrent enrollment of well prepared high school students in college level classes be one integral part of the plan that helps students bridge the gap between the high school and college experience.
4. That the “AP” model that is proposed in the 2007 MOU be set aside to allow more comprehensive conversations to flourish.

This next section of our report will include a concurrent enrollment update from all three campuses, and will conclude with Jeremy and Susan as they model an important partnership of faculty and administration as they discuss the emergent program at CSM.

In conclusion, we would like to emphasize that while concurrent enrollment serves many purposes here in San Mateo, we are committed to building a structure that facilitates faculty to faculty discussions that nurture new and current partnerships within and between the two systems: HS and college, and that expand opportunities for HS students and provide increasing possibility of successful transition between HS and college.