Welcome to
Session 6: May 6, 2011 – 1 p.m. EDT

The State of Dual-Credit/Concurrent Enrollment Writing Courses
Dual-Credit/Concurrent Enrollment
Composition Courses

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Spring 2010 Survey

- CCCC Members
- TYCA Members
- NCTE Secondary Section
Common Configurations

• 53%: College course on college campus with mix of high school and college students

• 37%: College course designed by college but taught by high school teacher in a high school
Common Configurations

• 21%: College course designed by and taught by college instructor in high school

• 19%: College-level course designed and taught by high school teacher
Age/Grade Requirements

- Restricted to high school seniors: 23%
- Juniors may enroll: 43%
- Sophomores may enroll: 6%
- No class standing restrictions: 9%
Rate of Participation

- Fewer than 10% of students: 53%
- 10-24% participate: 25%
- 25-39% participate: 5%
- 40-59% participate: 4%
- 60% or more participate: 2%
Subsequent Matriculation at College Offering DC/DE

- 0-9%: 57%
- 10-24%: 18%
- 25-39%: 13%
- 60% or more: 7%
- 5% or less: 5%
Transferability

- Credits are not transferable: 5%
- Credits are transferable to a limited number of colleges: 16%
- Credits are transferable to many colleges: 79%
Placement into DC/DE

- Student self-placement: 46%
- College placement exam: 36%
- Teacher recommendation: 35%
- GPA: 32%
- Class rank: 15%
Selection Process

- High school selects students: 24%
- Both high school and college select student: 11%
- College selects students: 3%

Series 1
DC/DE Teacher Qualifications

• 46%: Master’s degree in English

• 23%: Master’s degree in education or other area
Teacher Selection

- 28%: Recommended by high school administrators
- 13%: Recommended by college administrators
- 16%: Teachers apply; high school administrators approve them
- 46%: Teachers apply; college administrators approve them
Professional Development for Teachers

• 30%: Ongoing professional development offered by college composition faculty

• 5%: Ongoing professional development offered by high school teachers with previous experience
Professional Development for Teachers

- 12%: One-time professional development offered by college
- 2%: One-time professional development offered by high school teachers with previous experience
- 41%: No specific preparation
Support for Teachers

- Stipend from college: 16%
- College faculty status: 29%
- Training/mentoring: 33%
- Book/materials budget: 17%
- Class visits by college: 37%
- Other: 41%
Courses Offered

- First semester of FYC: 28%
- Full year of FYC: 46%
- American literature survey: 13%
- British literature survey: 15%
- Introduction to literature: 21%
- Introduction to Humanities: 9%
- Other: 22%
Effects of DC/DE Courses

43% decidedly negative and mentioned few or no benefits of DC/CE
33% decidedly positive and mentioned few or no weaknesses to DC/CE
22% equally balanced in the number of weaknesses and benefits of DC/CE listed
Urgency of Issues Related to DC/DE

- 32%: Little or no urgency
- 68%: Some or much urgency
Course Assessment

- 10: No assessment
- 17: Unsure
- 17: Same as those in other college courses
- 19: Student evaluations of the course
- 57: Supervisor/administrator assessments
- 8: Instructor assessments
- 5: Outside assessments such as high-stakes tests
Assessing Students

• 35: Activity, assignment, or rubric as primary agent of assessment
• 29: HS Instructor as primary agent of assessment
• 19: HS Faculty as agent of assessment, in consultation with college criteria
• 13: College instructor or college as agent of assessment
Assessing Teachers

- 36: Assessment by university
- 27: Assessment via student evaluations
- 16: Assessment by high school
- 12: Assessment via review of course materials or teacher credentials
- 11: Assessment via student performance
Curricular Impetus for DC/CE

• To offer a more rigorous and challenging English/writing curriculum

• To build bridge to college

• To offer FYC in supportive environment
Political Impetus for DC/CE

- Students: 12
- Parents: 29
- Community: 2
- Faculty: 4
- High Schools: 15
- Board of education/district: 11
- State legislative: 12
- College administrators: 21
Policies for Awarding Credit

- Uncertain/unaware of policy: 69
- Policy set by state: 16
- Policy set by board of...: 2
- Policy set by university or...: 7
- Policy set by Board of...: 4
- Policy set by department: 1
College Credit
for Writing in High School

The "Taking Care of" Business

Edited by Kristine Hansen and Christine R. Farris
Foreword by David A. Jolliffe Afterword by Douglas Hesse
Preliminary Best Practices and Policies on DC/CE

- The DC/CE Composition Course
- Preparation and Support of Teachers
- Students
The DC/CE Composition Course

• Consistent with course in partnering post-secondary institution
  --goals and outcomes
  --syllabi, readings, and writing assignments
  --evaluation

• Class size, student-teacher ratio, & number of teacher preps necessary for teaching writing process (multiple drafts, conferencing, and peer review)
Preparation and Support of Teachers

• Master’s degree in English and/or substantial graduate coursework in English and Composition

• At least five years experience teaching junior and senior English
Application and Selection

• CV, Teaching Statement, and sample materials that includes post-secondary faculty/WPA
Training

• equivalent to on-campus new instructor preparation
  --funding for compensation
  --led by Composition faculty/WPA
High School faculty support

• regular classroom site visits and student portfolio review
• norming sessions to assure grading consistency
• all-day refresher workshops
• funds for materials and graduate course tuition
Post-secondary faculty support

- part of regular workload
- appropriate course release and supplemental salary
Students

• Criteria for acceptance
• Decision includes secondary and postsecondary teachers, administrators and advisors
• Clear policies regarding who would/would not benefit from DC/CE and consequences of unsuccessful completion of DC/CE course
Discussion
End of Presentation
Extra slides follow.
Spring 2010 Survey

- 113 CCCC Members
- 45 TYCA Members
- 81 NCTE Secondary Section Members
Age/Grade Requirements

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• 43%: Juniors may enroll
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Rate of Participation

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Transferability

• 5%: Credits are not transferable.

• 16%: Credits are transferable to limited number of colleges.

• 79%: Credit are transferable to many colleges.
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Political Impetus for DC/CE

- 12: Students
- 29: Parents
- 2: Community
- 4: Faculty
- 15: High Schools
- 11: Board of education/district administration
- 12: State legislative action/state mandate
- 21: College administrators
Policies for Awarding Credit

- 131 responses
- 69: Uncertain/unaware of policy
- 16: Policy set by state
- 2: Policy set board of education and state
- 7: Policy set by university or college
- 4: Policy set by Board of Education
- 1: Policy set by department
Thank you for participating in the 2011 CCCC Virtual Conference!