

# INSTITUTIONAL ASSESSMENT REPORT

## *DUAL CREDIT/2011*

### **Department's Relationship to the College Mission and Strategic Plan** (completed Spring semester or on accreditation cycle)

*In a paragraph or two, discuss how the department's work carries out the Mission and Strategic Plan.*

The dual credit program supports the College Mission by providing “an accessible, college experience” to help high achieving students transition from high school to college and earn college credit while in high school. This program meets the needs of college-bound high school students in the community who want to earn college credit.

The Jefferson College Dual Credit Program will make possible the completion of up to one semester of collegiate level coursework while the high school student completes his/her 11<sup>th</sup>/12<sup>th</sup> grade year. The familiar surroundings of the school and the well-established routine of the student's home life will contribute to the successful completion of the student's initial college experience. The program is guided by the following principles:

1. To deliver high-quality college-level experiences to high-performing high school students at an affordable price in a convenient location.
2. To challenge students who have mastered or nearly mastered the complete high school curriculum and who require college-level coursework that is more rigorous than the high school curriculum.
3. To enrich and extend the high school curriculum.
4. To provide introductory college coursework.
5. To avoid unnecessary duplication in coursework as students move from high school to college.
6. To extend the services of the College beyond the walls of the institution and make the resources of the institution available throughout the County.

The dual credit program supports the *Strategic Long-Range Plan* as follows:

- I. Student Learning: Jefferson College, as a learner-focused college, will support positive learning outcomes by delivering quality, current, and relevant curriculum to all students and maintaining and developing excellent instructors and academic support.
  - (a) Deliver a high quality, consistent, rigorous education to all of our students.
  - (f) Target and address the needs of high-achieving students.

- II. Community Collaboration: Jefferson College will collaborate with the community to grow the educational attainment and economic conditions of its residents, increase program enrollments, improve financial support, and grow the College's image as an educational leader in the diverse community.
- (b) Utilize the expertise of our personnel to provide leadership in the community ensuring that Jefferson College is responsive to community needs through outreach, community partnerships, and accessibility.

**Summary of Departmental Activities, Assessment and Use of Results**

*(completed Spring semester or on accreditation cycle)*

*(may include process flowchart)*

*Provide a brief overview of major accomplishments since the last review and how assessment results have been used to improve services/learning outcomes.*

During this review period the College has offered dual courses at the following high schools: Crystal City, DeSoto, Festus, Fox, Grandview, Herculaneum, Hillsboro, Northwest and Windsor.

***Courses and Curricula***

The College has offered the following dual credit courses by approximately 28 dual credit instructors:

BIO101	General Biology
CHM111	General Chemistry
ENG101	Composition I
ENG102	Composition II
FRN101	Beginning French
FRN102	Intermediate French
HST103	United States History I
HST104	United States History II
MTH134	College Algebra
MTH141	Pre-Calculus
MTH180	Calculus I

A current official course syllabus for each course is posted on the College website.

***Professional Development***

The dual credit liaisons have visited dual credit classes, reviewed course materials and course assessments, conducted student evaluations, and provided ongoing feedback to dual credit instructors.

The Dean of Arts and Sciences has presented Dual Credit Workshops in collaboration with the faculty at the Principal and Counselors Workshops and at Adjunct Faculty Orientations.

In addition, on the College website [www.jeffco.edu](http://www.jeffco.edu) under the Faculty CTL channel there has been posted considerable support for all faculty through the Center for Teaching and Learning.

### ***Assessment***

During class visits, dual credit liaisons reviewed assessments and graded student work to promote rigor and consistency in their content areas and to provide feedback to faculty teaching in the dual credit program.

All adjunct faculty, including dual credit instructors, are required to submit assessment documentation. This documentation is posted on STARS under the Faculty *tab Class Course Assessment Submission* and under *Browse the Class Course Assessment* channel in STARS (the College's intranet). These online submissions of adjunct faculty members' assessment initiatives made the assessment initiatives and use of results available for faculty to browse. This is an opportunity for adjunct faculty to share their assessment work and also benefit from the assessment work of their colleagues. The Assessment Tab on the CTL website provided additional information including the College's Assessment Plan and assessment best practices: [http://www.jeffco.edu/ctl/index.php?option=com\\_content&task=view&id=21&Itemid=39](http://www.jeffco.edu/ctl/index.php?option=com_content&task=view&id=21&Itemid=39)

### ***Compliance with Missouri Department of Higher Education***

The Dean of Arts and Sciences has administered the program in compliance with *the Missouri Department of Higher Education 1999 Dual Credit Guidelines* <http://www.dhe.mo.gov/files/policies/dualcreditpolicy.pdf>. Annually, high school administrators and counselors have signed the Dual Credit Memorandum of Understanding which delineates the MDHE requirements. Annual reports were required by MDHE in which the Dean documented the College's compliance and provided requisite data.

## Internal and External Data Collection and Analysis

(completed by Fall semester or on accreditation cycle)

*Gather and analyze relevant internal and external data (link to data).*

### **External Requirements: MDHE Policy**

Jefferson College is responsible for upholding the Missouri Department of Higher Education *Dual Credit Policies* adopted October 7, 1999.

MDHE Policy	Jefferson's Status for the Review Period
Each high school will identify a dual credit coordinator. Responsibilities include communicating with college faculty and staff on issues related to dual credit offerings and providing necessary documentation to assure compliance with CBHE policy guidelines.	Coordinators were designated annually in the MOU.
Only those students of junior or senior standing who have achieved an overall G.P.A. of 3.0 (out of a possible 4.0) or higher and have the recommendation of their high school principal will be accepted in the Dual Credit Program.	These requirements were monitored and enforced by the College's Admissions and Student Records staff in collaboration with high school counselors.
ACT sub-scores will be used for the purpose of course placement as proper placement is essential to the ultimate success of the student and is required of all Jefferson College students. Each student will be assessed for outcomes at the conclusion of the course. Students must take the COMPASS placement exam through Jefferson College if no ACT score is available.	Course placement scores were verified by the Admissions and Student Records staff.
Classes will be offered during the regular classroom hours and scheduled to complement the existing high school curriculum.	Courses were offered to meet high school scheduling demands.
Academic advising will be available to dual credit students to ensure the likelihood of an appropriate schedule of courses for each student. Students should contact the Dean of Arts and Science Education for help with academic advising.	While academic advising is available to dual credit students, most of them are advised by their high school counselors and high school faculty members.

MDHE Policy and Jefferson Instructional Guidelines	Jefferson's Status for the Review Period
<p>The teacher of record will be mutually agreeable to the School District and Jefferson College and will be prepared to teach with a minimum qualification of a master's degree in discipline or a master's degree with at least 18 graduate hours in the discipline taught. The teacher will be evaluated annually by the Dean of Arts and Science Education or designee in accordance with Jefferson College policy.</p>	<p>All dual credit faculty members meet the minimum qualifications as designated. Dual credit faculty are evaluated annually by dual credit liaisons or a designee. These evaluations were reviewed by the Division Chairs and Dean and serve to inform staffing decisions and professional development needs.</p>
<p>If ACT scores are not available, the students must take the COMPASS exam given at Jefferson College. COMPASS scores will be made known to each student and the principal or principal's designee.</p>	<p>Testing efforts were supported by Admissions and Student Records staff in collaboration with the high school counselors. Compass scores were shared with the high school counselors.</p>
<p>Enrollment will be limited to those students who: a) have achieved an overall G.P.A. of 3.0 or better; b) have met all prerequisites; c) register at the beginning of the class; d) receive the recommendation of the principal; e) remit tuition and fees to Jefferson College in a timely fashion.</p>	<p>It has been a challenge to register some of the students in a timely manner. Jefferson's staff must rely on high school students to test, communicate with parents, complete and return forms, etc. according to schedule. Jefferson has revised the remittance schedule to allow payments until mid-semester for dual students. Some payments were still delinquent.</p>
<p>Course content will encompass the course objectives of the Jefferson College course(s). Textbooks for each course will be as specified by the Dean of Arts and Science Education.</p>	<p>Liaisons reviewed course content of dual credit courses for alignment with Jefferson's official course syllabi. While some courses are closely aligned, English courses have presented some challenges as high school English IV curricula must be taught concurrent with Composition I curricula. While textbooks are approved by the liaisons and Dean, they are generally older editions since high schools do not have the budget to buy new editions every two years.</p>
<p>CBHE Guideline: "All high school students enrolled in a dual credit course must meet the same course requirements, whether or not the student registers for college credit." It is preferable that dual credit classes allow only students seeking dual credit to take the classes. If the classes have both <u>dual credit</u> and <u>high school credit only</u>, students and Jefferson College provides the instructor; any student attending for <u>high school credit only</u> will be required to pay the customary audit fee.</p>	<p>We have several mixed classes as a result of high school scheduling and tuition costs. We have continued to insist that all students sitting in the dual class should have met the prerequisites, but not all classes are in compliance.</p>
<p>At the beginning of the semester, each instructor will submit a course syllabus. Instructors will be required to administer no fewer than four exams each semester, one of which must be a final examination. Copies of all exams and essay assignments must be filed with the Dean of Arts and Science Education.</p>	<p>Liaisons have reviewed course syllabi and exams. However, copies of exams and essays assignments are not on file in the Deans office.</p>

MDHE Policy and Jefferson Instructional Guidelines	Jefferson's Status for the Review Period
Assessment of student outcomes consistent with measures used on campus must be administered in each class.	Liaisons reviewed assessments and graded student work for consistency. When rigor and methods have been inconsistent, liaisons have called this to the attention of their Division Chair who has collaborated with the Dean to intervene as necessary. Liaisons have also provided professional development of faculty and support as needed.
The duration of the course(s) will be no longer than one academic year (August to June) and include a minimum of 750 minutes of instruction per semester hour of credit awarded for each course.	Courses have been in compliance with the minimum number of minutes per credit hour.
The teacher of record will attend a training session on STARS, Jefferson's campus pipeline, to learn how to access rosters, submit grades on line, etc.	The requirements of dual credit faculty members have been the same as requirements for all other adjunct faculty members.

***External Guidelines: MDHE Principles of Good Practice***

Jefferson College Institutional Assessment Responses to MDHE **Principles of Good Practice for Dual Credit Courses** <http://www.dhe.mo.gov/files/policies/dualcreditpolicy.pdf> .

“It is desirable that institutions in compliance with the statewide dual credit policy follow these agreed-upon principles of good practice. Although the structure and delivery of dual credit programs will vary among institutions, those variations should consistently reflect current policy. Institutional approaches to the delivery of dual credit courses should be consistent with an institution's mission while remaining aligned with state-level policy guidelines.”

These Principles of Good Practice are provided to facilitate the implementation of the *CBHE's 1999 Dual Credit Policy* and are based on the following assumptions”:

Principles of Good Practice	Responses
The primary purpose of offering dual credit courses is to deliver high-quality introductory college-level courses to high-performing high school students.	While the College has strived to deliver high-quality college-level courses, there have been challenges to maintaining quality in programs offered off campus mostly by high school faculty members. Students are earning high school credit as well as college credit; this results in a need to merge the required high school curricula with the approved college curricula. Inherently, there are challenges to accomplishing both curricula simultaneously. This was more of a challenge in English than the math, history, and sciences.
All faculty, whether full time or adjunct (i.e., including high school faculty assigned to teach dual credit courses), will meet North Central Association of Colleges and Schools, Commission on Institutions of Higher Education standards.	All dual credit faculty members teaching dual credit met the HLC Faculty Qualifications.

Principles of Good Practice	Responses
Dual credit programs are established through an arrangement between a high school with an established need and a Missouri institution of higher education.	All dual credit offerings have been collaborations to meet the needs of area high schools and the students they serve.
Each institution's full time on-campus faculty will be actively involved in approving courses offered for dual credit in their discipline and in providing orientation and evaluation of dual credit instructors.	There have been three full-time faculty members serving as Dual Credit Liaisons in the following content areas: English, math, and history. These liaisons provided orientation, evaluation, and mentoring for dual credit faculty members. They also took part in the hiring of dual credit faculty. The College offered only an occasional science class, but when this was the case, a full-time science faculty member assisted.
Regular consultation and review on dual credit issues will occur with representatives of secondary school organizations participating in dual credit programs.	A Memorandum of Understanding was sent to the high school administrators and counselors annually. This document served to clarify expectations and standards for dual credit. Ongoing consultation and communication occurred among the high schools counselors, the Dean of Arts and Science Education, the Dual Credit Liaisons, the Division Chairs, and the Jefferson's Admissions representative assigned to each school.
All public institutions and each independent/proprietary institution that is a signatory to the 1998 Credit Transfer Policy agree to abide by the CBHE's dual credit policy.	Reporting by the Dean of Arts and Science Education to the MDHE/CBHE as requested verified Jefferson's ongoing compliance.
Dual credit programs should reflect a commitment to high quality and integrity. Each dual credit course should involve the same academic rigor and evaluation criteria as that of its campus-based equivalent.	Jefferson's faculty have worked to enforce the College's goal that the Official Course Syllabus serves as the curriculum for each course. This syllabus establishes the Student Learning Outcomes, the Assessment Measures, and the instructional materials for each course.
Institutions should establish procedures for the selection, training, evaluation, and mentoring of dual credit instructors.	The Dual Credit Liaisons, in collaborations with the Dean of Arts and Sciences Education, assumed these responsibilities with support from the Division Chairs.
Institutions should establish dual credit relationships only with high schools that are within a reasonable commuting distance.	All of the high schools participating in the dual credit program for this review period are in Jefferson County.
Institutions of higher education should facilitate frequent, consistent, and timely communication with the high schools in which they provide dual credit courses. That communication should address the scheduling of courses, compliance with statewide dual credit policy, identification and resolution of problems that occur, and evaluation of each dual credit course.	As stated above, a Memorandum of Understanding was sent to the high school administrators and counselors annually. This document served to clarify expectations and standards for dual credit. Ongoing consultation and communication occurred among the high schools counselors, the Dean of Arts and Science Education, the Dual Credit Liaisons, the Division Chairs, and the Jefferson's Admission representative assigned to each school.



Principles of Good Practice	Responses
Institutions providing dual credit courses should assume responsibility to ensure and document the quality of dual credit practices by demonstrating compliance with the statewide dual credit policy.	Annual reporting and survey responses verified to MDHE/CBHE compliance with statewide dual credit policy.
High schools and institutions providing dual credit courses should work cooperatively to ensure that students enrolled in those courses meet minimum qualifications as outlined in the statewide dual credit policy. A listing of students eligible to enroll in dual credit courses, as determined by GPA, test scores, and criteria described in the statewide dual credit policy, should be updated each semester.	The admissions office verified with the high school counselors that all students met the criteria and the prerequisites to participate in the dual credit program. Their ongoing communication with high school counselors kept high school counselors and students updated.
Institutions, in partnership with high school personnel, should ensure that instructors teaching dual credit courses meet the minimum qualifications as established by the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education guidelines. Each institutions' list of eligible dual credit teachers who meet the academic preparation requirements of the dual credit policy shall be updated each semester.”	All dual credit faculty members teaching dual credit met the HLC Faculty Qualifications. Admissions provided an updated list of instructors, courses, and enrollment each semester.
Transfer and articulation officers should be familiar with their institution's dual credit policy and any agreements between their institutions and high schools in order to provide information to interested individuals.	The Registrar, the College’s designated Transfer and Articulation Office, is well-informed about the dual credit policies, transcribing dual credit, and dual credit issues. The Assistant to the Registrar played an active role in providing information and worked with the Dean of Arts and Science Education to solve dual credit issues as they arose.
High school advisors should be familiar with the statewide dual credit policy as well as specific school/college agreements so as to provide accurate and sound advice to high school students.	High school advisers and college advising staff assigned to work in the dual credit program have been familiarized with the dual credit policies. Annually, each high school was assigned a counselor to be responsible for the dual credit program. This is designated by the high school administrator and signed by the high school counselor in the Memorandum of Understanding which is returned to the College.



### ***Internal Data:***

#### **Faculty Indicators for Dual Credit Instructional Assessment School Years 2006-2011 School Terms 200701 through 201103 (Summer 2006 through Spring 2011)**

Number of Course Sections Taught	Total Course Hours	Total Students	Attrition Number ("W" Grades)	Attrition Percent	Student Credit Hours (A to F Grades)	Average Students	Average GPA
229	785	4,789	8	0.2%	15,475	20.9	3.415

Notes: Attrition % represents the number of "W" grades conferred as a percentage of ALL students.  
Annualized Program FTE is the number of graded credit hours divided by 150 (30 hours/yr for 5 years).  
Graded Credit Hours are "A to F" only, not "W, I H, P/F, or Other".

### ***Summary of Internal Data***

- Northwest High School, Festus High School, and Hillsboro High School enroll the largest number of dual credit students, respectively.
- Fox High School and Windsor High School have low enrollments due to four-year transfer institutions offering dual credit classes at a discounted rate and also offer AP credit.
- Obviously, the small schools in the area have low enrollment, but it has been Jefferson's philosophy to work with them to offer students in small schools similar opportunities.
- GPA's are higher in dual credit course, most over 3.0 and the average being 3.145. These students must have earned a cumulative "B" average to enroll in the program, so their high school achievement is reflected in their college classes as would be expected.
- There is almost no attrition in high school dual credit classes. Once in the class, high school students do not have other options if they want to drop.
- Overall, during this five-year review period, the dual credit program served 4,789 students (duplicated), in 229 sections, totaling 15,475 credit hours.

### **Annual Cost per FTE and Trend Analyses**

*(completed by Fall semester)*

*Provide cost per FTE and analyze for the period being evaluated.*

### ***Cost per FTE***

Per August 25, 2011 email from Kathy Kuhlman, Director of Financial Records, there is no organization number associated with dual credit. Dual credit costs are integrated into the content area organization numbers:

"Regarding the dual credit programs --- Banner is not a cost accounting system where we can identify revenues or costs associated with specific courses or sections. Unless there is an ORGANIZATION (Banner's term for department) the costs are not tracked in such a manner."

The tuition for dual credit courses was \$85.00 per credit hour until January 2010 at which point it was lowered to \$65.00 per credit ours. The 15,475 credit hours were taught by adjunct faculty earning \$600 per credit hour of load. Dual credit liaisons were paid approximately \$6500.00 per year based on a per section formula. The high school counselor coordinators were paid \$6.00 per student (unduplicated), approximately \$2,500.00 annually.

Enrollment in the dual credit program for this review period has been flat; however, there has been a 7.6% decline Fall 2011. The newly implemented stricter MCCA cut-off scores have made fewer students eligible for math and English courses. As we implement the Reading placement requirement we can anticipate another drop. In addition, the A+ Program and leveling high school enrollments are also impacting enrollment (both identified as threats later in the report). We can also anticipate a decline in dual credit enrollment next year at Crystal City High School since the enrollments there are declining considerably with the opening of the R VII school district; we are currently working with R VII to offer dual credit to their first class of seniors Fall 2012.

**Total credit hours for Dual Credit by high school and by term:**

HIGHSCHOOL	Credit Hours	200702	200703	200802	200803	200902	200903	201002	201003	201102	201103
Crystal City 47 High School	1284	90	147	105	135	78	87	114	156	159	213
DeSoto 73 Senior High	2290	287	282	322	333	265	216	185	99	190	111
Festus R-VI Senior High	3387	493	138	445	84	455	219	524	252	507	270
Fox C-6 Senior High School	180				60		45	45	20		10
Grandview High School	555	39	33	36	36	57	54	51	27	141	81
Herculaneum High School	675	114	111	99	54	66	69	48	84	15	15
Hillsboro R-III Senior High	2508	237	183	291	300	237	258	228	216	294	264
Northwest H.S. - Cedar Hill	3986	648	186	354	530	263	485	215	471	279	555
Windsor C-1 Senior High	583	117		48	120		116		85		97
Total Credit Hours=	15448		3105		3352	2970		2820		3201	
								Total Credit Hours by each academic year			

## SWOT Analysis

(completed by Fall semester)

Using the data collected and analyzed, complete a SWOT analysis. Reference and link data for each.

<b>Internal Strengths</b> <ul style="list-style-type: none"><li>➤ Strong and personal support for the program by the Admissions representatives</li><li>➤ Ability to offer dual credit online</li><li>➤ Ability to pay faculty at the high schools provides a competitive edge over other schools</li><li>➤ Having college faculty liaison support</li><li>➤ Transferability of courses</li></ul>	<b>Internal Weaknesses</b> <ul style="list-style-type: none"><li>➤ Reliance on high school faculty make quality control a challenge; even though liaisons work with high school faculty, more constant oversight is needed.</li><li>➤ When faculty are needed, hiring faculty who are willing to teach in a high school is difficulty</li><li>➤ Offering classes with low enrollment is not cost effective, but necessary to provide access for students at smaller schools and to maintain positive relationship with area high schools</li></ul>
<b>External Opportunities</b> <ul style="list-style-type: none"><li>➤ New R-VII high school</li><li>➤ Increase course offering as appropriate, including foreign language</li></ul>	<b>External Threats</b> <ul style="list-style-type: none"><li>➤ A+ Program</li><li>➤ Leveling high school enrollments</li><li>➤ Low enrollment at small high schools</li><li>➤ High school budgets for textbooks</li><li>➤ High school scheduling results in mixed classes (students in the class not taking it for college credit and not meeting the pre-requisites)</li><li>➤ MCCA stricter placement scores</li><li>➤ Consistent and rigorous curriculum provided by high school teachers in a high school environment</li><li>➤ Parental apprehensions about online dual credit as an option</li><li>➤ Timely registration submission and payment</li><li>➤ Several four-year schools in the area and beyond the area offer dual credit and offer lower tuition</li><li>➤ Advance Placement is a competing option</li></ul>

### ACTION PLAN for Dual Credit/2011

Org	Date	Strategic Aim	Objective	Action Plans	Metric	Benchmark	Target	KPI		Timeframe	Responsible Party(s)	Status
551		3	17	Market and offer online dual credit courses		0	3 Courses	11	0	2013-14	Mindy Selsor	
551		3	17	Offer dual credit at the new R VII		0	4 Courses	11	0	2012-13	Mindy Selsor	
551		3	17	Try again to offer more dual credit a Fox and dual credit at Seckman		0	4 Courses	11	0	2013-14	Mindy Selsor	
55205		1	1	Improve alignment of English curriculum		0	All English Courses	2	0	2012-13	Mindy Selsor/Dual Credit Liaisons	
55206		3	17	Offer Dual Credit and Foreign Languages		2	4 Courses	11	0	2013-14	Mindy Selsor	

## Evaluation

☒ Meets Expectations  
*Comments:*

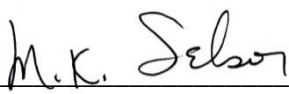
☐ Requires Immediate Attention  
*Comments:*

Follow-up report required by: \_\_\_\_\_  
*Comments:* (date)

## Approvals

\_\_\_\_\_  
Division Chair/Director  
*Comments:*

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Dean  
*Comments:*

November 1, 2011  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Vice President/President  
*Comments:*

\_\_\_\_\_  
Date