Early College Network Meeting
April 19, 2012

Welcome and Introductions

Dr. Janet Boyle
We are focusing on a number of topics today with our Early College Initiative.

• Dual Credit v. Early College
• College and Career Readiness
• Core to College Alignment
• Endorsement Process

What do universities think of Early College and the admissions process for these students. We welcome our panel of university representatives.

Panel on College Admissions and Financial Aid

• Dual credit course offerings have increased significantly in the last few years due to graduation requirements for high schools and the realization that qualified high school students can succeed in entry-level college courses. Here are several questions about dual credit issues.

• Q: Are you seeing an increase in dual credit admissions at your institution? If so, are you finding the majority of these students are well prepared?

  o A: The idea of dual credit has been around for quite a while. Given the emphasis on affordability and the time to earn a degree we are going to see a greater focus on dual credit.

  o A: Identifying the students coming from a dual credit environment can be difficult to track. The students that we can identify are great because we like to see students be thinking about college well before they make it to campus.

  o A: We have an academic core that students have to complete. In many cases dual credit courses go in to ‘a different bin’ than our core curriculum coursework. Elective credit still helps the student graduate at Butler, but it won’t fit in with the core curriculum.

  o A: This is very difficult to track whether dual credit students are more successful, less successful, than non-dual credit students. Transfer credit is transfer credit. We should start to formulate and get to common definitions and look at different slices of students differently. This movement is gaining momentum across Indiana and the country.
• **Q:** From an admissions standpoint, what can high schools do to improve communication with universities about students’ dual credit achievements?

  - A: While A’s and B’s are great, it’s very important for students to understand that rigor plays a huge role.
  - A: A high school transcript does not follow a student for the rest of their life; a college transcript is very permanent. Communication between students and parents is vital.
  - A: Students should be taking courses based on interests and skill level, not what would look good on a transcript. This helps them out in the long run.

• **Q:** How can Early College students make their applications stand out?

  - A: Making sure that the student understands what they’re actually doing in the Early College program and that they understand why they are invested in the program will help them shine in the process.
  - A: The student can explain anything about them with additional information about how their learning was different to make them a more competitive student at the institution they are applying for.
  - A: Early College helps students see themselves as college material. If those students can articulate that in the application process, they will be seen as a valuable asset.

• **Q:** In terms of financial aid, is there a possibility that high school students who earn a significant number of dual credits will “run out” of financial aid during their college years? There is a lot of confusion about this topic.

  - A: Indiana has it set up where this means a very rare possibility.

**Preparation for College: Description of an Elective Course**

Wendy McNarney, Lawrence North High School

College Entrance Prep Course Overview

• 18 Week Elective for Juniors
• 13 Weeks spent on SAT/ACT Test Prep
• 5 Weeks spent on 4 critical areas

Results:
First semester, 81% improved their SAT scores from the beginning of semester SAT to the actual one they took in December.

Text for Course: ‘Victory for the ACT and SAT Tests’

Cambridge Educational, Link to sample:

http://www.cambridgeed.com/samples/combo

College Selection
- Creating a list that best suits you, constantly refining
- Class introduction/neopolitan ice cream approach-refine every three weeks (dream school, comfort school, back-up school)
- Discovering the "feel of a school: private vs. public, in-state vs. out-of-state, college vs. university"
- Encourage attendance and discussion of college rep. visits
- LN faculty visits to share teacher’s reasons for attending a particular school
- Two class fieldtrips to college campuses (sm. private, lg. public)
- Attendance at one college fair

Financial Aid and Scholarships
- Student Naviance acct. and access to scholarship opportunities
- Computer lab to establish Fastweb and Cappex accounts
- Constant encouragement to fill out scholarship applications now and announcements about current scholarship opportunities (Kohl’s cares scholarship).
- Online resources on all different aspects of how to pay for college and how to find scholarships
- ISM educational loans presentation by Bill Wozniak and Matt Krieg

Majors/Minor Connection to Careers
- Computer Lab-Google Careers and schools with correlating programs
- Cappex.com
- Different types of majors (liberal arts major v. a specific skill major)
- “Major” assignment
- Learning style inventory and personality type assessment (41 questions activity)
- Career counselor presentation with handout activity
- Read and highlight resources from web and newspaper

Miscellaneous
- College terminology
- Community service opportunities
- Completing a college application
- Vision essay assignment
- LN grads visit class while in college
- Junior tr. Timeline/checklist
- Time management skills
- How colleges and universities are organized
• Teacher recommendation approaches  
• Sharing of mail  
• Final exam assignment

**Early College Endorsement Process & Criteria**

Endorsement Process  
• Revised process to be conducted by CELL during the 2012-13 school year  
• 7-10 schools as potential endorsement candidates  
• 6 steps

Steps in Endorsement Process

1. **Initial Application includes**  
   a. Letter of intent to pursue EC endorsement  
   b. Completion of demographic data form

2. **Full Application – The schools provides a complete portfolio that includes:**  
   a. Requested data on students, staff, course sequences  
   b. Responses to questions about implementation of EC Core Principles and endorsement criteria  
   c. Copy of the MOU with higher ed. partner  
   d. Description of future plans to sustain and grow the EC program

3. **Application Review**-CELL provides feedback on the application and notes any areas needing additional information or clarification.

4. **School Visit**- A team from CELL visits the school to observe classes in session, interview staff & students, & ask additional questions regarding the EC implementation.

5. **Endorsement Decision**-CELL provides feedback from the school regarding its application and the findings from the school visit. Schools will be notified of one of three options:  
   a. Endorsement granted  
   b. Provisional endorsement granted  
   c. “Emerging” status granted

6. **Endorsement Sustained**-Every 2-3 years a CELL team will visit endorsed EC schools to determine that the school is sustaining the EC CORE Principles and continuing to meet the endorsement criteria. The school will complete an abbreviated data form prior to the visit. One of three outcomes may result:  
   a. Endorsement is renewed  
   b. Probationary endorsement is granted  
   c. Endorsement is withdrawn

**Criteria for Endorsement**

1. **Data, Collection, Analysis and Use**  
2. **Curriculum & Plan of Study**  
3. **Supports for Student Success**  
4. **College-Going Culture**  
5. **Targeted Student Population**
6. Collaboration and Partnerships
7. Leadership and Staffing
8. Rigorous Instruction

Updates

1. Early College JAMs
2. New Schools Workshop
3. Fast 5 Feedback
4. Network Meetings next year—first one in Sept. or Oct. or wait until Nov. 14 at CELL Conference?
5. Questions?