



**Community College Presidents' Report
on
College Placement Educational Opportunities
for High School Students**

Submitted to
Director
Iowa Department of Education

February 2006

Committee Members

Michael Morrison, President
North Iowa Area Community College
Chair

Kathy Brock
Northwest Community College

Marlene A. McComas
Iowa Central Community College

Dave Bunting
Kirkwood Community College

Randy Mead
Des Moines Area Community College

Chris Duree
Southwestern Community College

Val Newhouse
Iowa Lakes Community College

Robert J. Exley
Iowa Western Community College

Jean Ostrander
North Iowa Area Community College

David Felland
Northeast Iowa Community College

Marlene Sprouse
Indian Hills Community College

Monica Hinkle
Southeastern Community College

Suresh Tiwari
Hawkeye Community College

Robin Lilienthal
Iowa Valley Community College

Karen Vickers
Eastern Iowa Community College

Cindy Zortman
Western Iowa Technical Community College

Approved: October 20, 2005 by PSEO/28E Quality Committee

Approved: November 2, 2005 by Iowa Association of Chief Academic Officers

Approved: December 8, 2005 by Iowa Association of Community College Presidents

Table of Contents

Executive Summary	4
Principles of Best Practice	8
28E – Contracted College Credit Courses for High School Students	
College Placement Educational Opportunities for High School Students	10
Introduction: Iowa Code and College Opportunities for High School Students	11
National Overview and Iowa Status	12
Current Work and Practices	16
Processes	16
Outcomes	17
Principles of Best Practice	19
Students	19
Teaching college credit courses for high school students	19
Curriculum	20
Assessment	20
Evaluation/Research	20
Future Directions	21
Appendix – Examples of Best Practices from Community Colleges	23

Executive Summary

Iowa and the nation are at a pivotal point in time. Over the decades, we have experienced major changes in our economy; we have moved from an agricultural to an industrial economy, then to a post-industrial service economy, and now one based on information age technology. This continual evolution of our state, national and global economy demands adaptation to meet the challenges today and tomorrow.

What then has enabled us to adapt to and even profit from those changes? Education has been one key to our competitive advantage and long-term survival as the leader in the world economy. Education has enabled us to invent, to innovate and to increase productivity through major shifts in the structure of our economy. It's the old social-Darwinists adage – adapt or die, and to move beyond survival and thrive, we have had to become even smarter and more productive than ever before. Education stands as the necessary pre-requisite for 1) invention, 2) innovation and 3) an adaptable and flexible workforce.

Iowa's Community Colleges understand this paradigm and are working in collaboration with high schools and four-year colleges to improve our quality of life and prospects for a brighter future. Community Colleges are proudly responding to the calls for quality educational opportunities from ABI, the Farm Bureau, community school districts, parents and their students!

This report summarizes the strong partnership initiatives between community colleges and K-12 school districts to offer college courses and programs while students are still in high school. This initiative is an essential means for assuring that Iowa's high school graduates enter into the workforce and higher education as fully prepared as possible.

Key findings include:

- Iowa's Community Colleges endorse and embrace "principles of best practice" in offering college courses and programs of study for students while enrolled in high school. (See page 8.)
- It is clear that the Iowa Legislature, identified in Code, expects all high school students to have access to high quality, academically rigorous postsecondary options of all types: vocational and technical training and arts and sciences courses designed to transfer toward an undergraduate degree. These courses and programs are to enhance the local school district's curriculum. Partnerships with local community colleges facilitate opportunities for students in rural Iowa that would not be available with out such partnerships. (See page 10.)
- A review of national trends indicates substantial involvement of high school students in college courses. (See page 12.)
- The fifteen Community Colleges of Iowa provide extensive opportunities for high school students to enroll in and successfully complete college courses while in high school. Data gathered for the Legislative Services Bureau for the FY2005 academic year reveals that all fifteen colleges partner with their local schools in a variety of effective ways for the betterment of our students and State. (See page 13)
- The data shows that during the 2005 academic year more than **27,331** (unduplicated) high school students enrolled in college courses – both Career and Technical and Arts and Sciences areas of study. These same students completed more than **142,140** credit hours of study last year taught by more than **2,830** highly qualified and appropriately credentialed instructors. Many of these instructors teach full-time for the K-12 system and also teach as adjuncts for their local community college in the evenings and during summer terms. All

combined, the fifteen community colleges provided **1,856** unduplicated courses for students. (See page 13.)

- National associations and important national studies stress the importance of endeavors that bring together higher education and K-12 professionals to develop and implement a seamless educational system. (See page 13.)
- The U.S. Department of Education’s report *State Dual Enrollment Policies: Addressing Access and Quality, 2004* provides a template for comparison of the current work in Iowa to practices found elsewhere in the nation. (See page 14.) The USDOE report concludes by listing six recommendations which this report has utilized to provide commentary on Iowa’s status. (See page 14.)
- A major section of the report is devoted to “Current Work and Practices” addressing the ‘processes’ or pro-active steps each college takes to assure rigor and integrity of their courses and/or programs. Processes, outcomes and principles of best practice are summarized in this section. (See page 16.)
- The final section of the report provides observations and a few recommendations for consideration of policy makers. It is the general consensus of the authors that Iowa presently stands out as a model for others to emulate regarding its commitment to the future of our youth through fostering partnerships between community colleges and K-12 education. The existing state policies provide a balance of local control and state oversight that works effectively to assure academic rigor and integrity. (See page 21)

Found in the partnerships between Iowa Community Colleges and their local high schools is a remarkable commitment to student learning and student success. The policies and practices of the state and of the local college and schools provide rich learning environments that portend well for

Iowa's future. It is vital that these policies remain supported and that local control combined with adequate oversight be maintained.

Someone once asked Winston Churchill, "*Mr. Churchill, why are we fighting this terrible war?*" Churchill responded, "*If we don't, you'll understand why later.*" The same analogy holds true for the reasons why Community Colleges are partnering with their regional school districts to develop the workforce and provide enhanced educational opportunities for all.

Principles of Best Practice

28E – Contracted College Credit Courses for High School Students

In order to provide the highest level of quality, Iowa Community Colleges subscribe to the following Principles of Best Practice:

1. Students

- ◆ Eligibility is determined by participating high school and college officials, including the meeting of course prerequisites or demonstrating the ability to achieve success and taking required academic assessments.
- ◆ Are admitted and registered with approval of the local high school and the college.
- ◆ Receive appropriate course orientation, including; college policies and procedures, the establishment of a permanent transcript, course dropping, and may include a college student handbook.
- ◆ Receive information clearly describing student responsibilities and institutional procedures for academic credit transfer.
- ◆ Are allowed access to student support services (tutoring, counseling, advising, library, writing and math labs, computer labs, etc.) and student activities (athletics, performing arts, etc.).
- ◆ In a contracted college credit course, all students participating in the class are registered for college credit.
- ◆ Parents/guardians receive appropriate information regarding college policies, procedures, and the establishment of a permanent transcript, course dropping, and procedures for academic credit transfer.

2. Faculty teaching college credit courses for high school students

- ◆ Meet the same standards/requirements as other college faculty teaching within an academic department and are approved by appropriate college personnel.
- ◆ Receive appropriate orientation and training (e.g. curriculum, learning outcomes, assessment, college and department policies and procedures) to teach in the college department
- ◆ Collaborate with other college faculty within the academic department and are encouraged to participate in faculty development activities related to curriculum, pedagogy, assessment, college policies, technology, and discipline specific issues.
- ◆ Receive on-going communication, have access to instructional resources, are invited to participate in department initiatives and receive department support.

3. Curriculum

- ◆ Courses reflect the highest quality and are intended to challenge eligible students.
- ◆ Courses provide college rigor and learning experiences.
- ◆ Courses achieve the same learning outcomes by using; an approved course syllabus, the same instructional materials, resources, and equipment. Textbooks are of the same quality and approved by the college.

- ◆ Course syllabi (including a description of the content, teaching strategies, performance measures, and resource materials) meet college standards.
- ◆ Course delivery is evaluated through strategies such as classroom observations and student evaluations.
- ◆ Courses are aligned to Career Pathways where possible.

4. Assessment

- ◆ Assessment policies, procedures and instruments are consistent with college practice.
- ◆ Valid student and faculty assessment measures are used to assure academic course rigor for which college credit will be awarded.

5. Evaluation/Research

- ◆ The college reviews the course/program on an annual basis for continuous improvement.
- ◆ Colleges are encouraged to conduct research regarding the performance of high school students in comparison to traditional college students and report findings.
- ◆ Colleges are encouraged to follow-up on students and their continued success at the college after high school graduation and report findings.
- ◆ Data sharing with participating high schools is consistent with the policies of the college.

College Placement Educational Opportunities for High School Students

Introduction: Iowa Code and College Opportunities for High School Students

Iowa has a long-standing and pro-active history of providing exceptional education for its citizens at every level including postsecondary. One truly outstanding aspect of the community college work is the extent and quality of service in providing qualified high school students opportunities to enhance their education prior to graduation from high school. Evidence of this commitment may be found in both educational practice and in legislation. Chapter 260C of Iowa legislation regarding community colleges reads:

It is hereby declared to be the policy of the state of Iowa and the purposes of this chapter to provide for the establishment of not more than fifteen areas which shall include all of the area of the state and which may operate community colleges **offering to the greatest extent possible, educational opportunities and services in each of the following, when applicable, but not necessarily limited to:**

1. The first two years of college work including preprofessional education.
2. Vocational and technical training.
3. Programs for in-service training and retraining of workers.
4. Programs for high school completion for students of post-high school age.
5. **Programs for all students of high school age who may best serve themselves by enrolling for vocational and technical training while also enrolled in a local high school, public or private.**
6. **Programs for students of high school age to provide advanced college placement courses not taught at a student's high school while the student is also enrolled in the high school.**
7. Student personnel services.
8. Community services.
9. Vocational education for persons who have academic, socioeconomic, or other disabilities which prevent succeeding in regular vocational education programs.

10. Training, retraining, and all necessary preparation for productive employment of all citizens.
11. Vocational and technical training for persons who are not enrolled in a high school and who have not completed high school.
12. Developmental education for persons who are academically or personally underprepared to succeed in their program of study.

(Iowa Code 206C.1, Emphasis added.)

Another section of Iowa Code addresses “Postsecondary Enrollment Options” and it states:

It is the policy of this state to **promote rigorous academic or vocational-technical pursuits and to provide a wider variety of options to high school pupils** by enabling ninth and tenth grade pupils who have been identified as gifted and talented, and eleventh and twelfth grade pupils, to enroll part-time in nonsectarian courses in eligible postsecondary institutions of higher learning in this state.

Iowa Code 281-22.4(261C) {Emphasis added.}

Thus, it is clear that the Iowa legislature expects its high school students to have access to high quality, academically rigorous postsecondary options of all types: vocational and technical training and arts & sciences courses designed to transfer toward an undergraduate degree. These courses are to enhance the local school district’s curriculum. It is also clear that numerous local education agencies partner with community colleges to fulfill this legislative expectation. There is no doubt that the quality of the educational experience is of paramount importance.

Two fundamental means are utilized to assure academic quality and rigor. The first is to have in place appropriate processes one uses to establish the academic courses to be offered including proper credentials for instructors, a college curriculum, academic readiness assessments (ACT, COMPASS or ASSET), professional development for instructors, and adequate instructional equipment and facilities, to name a few of the key variables. The second means relates to the measurement of learning outcomes and student success in the courses they take as well as subsequent college courses and/or the students’ success in their careers.

It is the intent of this report to provide the reader(s) with an understanding of both the scope of academic opportunities provided to high school students and of the actions taken to assure quality and academic rigor of such work completed via these partnerships. In addition, the report provides a brief overview of similar activity throughout the nation. Finally, the report closes with a discussion of implications of this work for our future.

National Overview and Iowa Status

This section of the report addresses current policies and practices found throughout the fifty states regarding the provision of college educational opportunities for students still enrolled in high school. These activities are known by different names including concurrent enrollment, dual enrollment, dual credit and others. The most commonly used term is dual enrollment. In Iowa, the term dual credit has routinely been used. In any case, the practice is the same and for the purpose of this section of the report the term dual enrollment will be used.

According to the National Center for Educational Statistics, about five percent of all high school students (approximately 813,000) took college courses in the 2002-03 year – the most recent for which data is available. Approximately 680,000 students took these courses via dual enrollment programs. According to this study “84 percent of high school students who took courses for college credit through postsecondary institutions did so as part of a dual enrollment program.” (Dual Enrollment of High School Students at Postsecondary Institutions: 2002-2003, U.S. Department of Education, E.D. Tab, April, 2005, pg. 7) Furthermore, 77 percent of them took these courses via public 2-year institutions. (pg. 8)

The authors of this U.S. Department of Education study define ‘dual enrollment’ in the following manner. **“Dual enrollment programs allow high school students to enroll in college courses and earn college and high school credit simultaneously, thereby exposing them to the academic and social demands of postsecondary education”** (pg. 1). In fact, the local school authority retains the right to assign or not assign high school credits to the college courses their students enroll in throughout the state.

This does not mean that Iowa fails to provide college education for students in high school. As a matter of fact, the fifteen Iowa community colleges do indeed provide extensive opportunities for high school students to enroll in and successfully complete college courses while in high school. The next section of the report provides more detail of the current activities, but data gathered for the Iowa Legislative Services Agency regarding the FY2005 academic year reveals that all fifteen

colleges partner with their local schools in a variety of effective ways for the betterment of our students.

The data shows that during the 2005 academic year more than **27,331** (unduplicated) high school students enrolled in college courses – both Career and Technical and Arts and Sciences areas of study. These same students completed more than **142,140** credit hours of study last year taught by more than **2,830** highly qualified and appropriately credentialed instructors. Many of these instructors teach full-time for the K-12 system and also teach as adjuncts for their local community college in the evenings and during summer terms. All combined, the fifteen community colleges provided **1,856** unduplicated courses for students.

The Association of American Colleges and Universities *Greater Expectations* report (2002) provides more information regarding the importance of endeavors that bring together higher education and K-12 professionals. The membership of this national panel included K-12 educators, community college and university educators, and business leaders. The goal of the report is to foster collaboration and teamwork to solve pressing issues for education's future. The executive summary of their report points out that "There is a disturbing misalignment between high school exit requirements and college entry expectations." (pg. ix) Later on the report reads, "Most colleges do not share with secondary schools what they expect incoming first-year students to know and be able to do to succeed in college" (pg. 13).

They ask both K-12 and higher education to look carefully at this disconnect and determine ways to overcome it. The summary goes on to state: "The senior year of high school, which ideally should emphasize the intellectual skills expected in college, is wasted for many students." (pg. x) Although these are harsh words, the intent is not to criticize K-12 education but to impress upon each of us the absolute serious nature of colleges and universities working more closely together with K-12 education. These same concerns have been echoed in numerous educational settings throughout Iowa. This report is a rich source of ideas and inspiration for shaping education for the students of the 21st century – today's students, and may provide much helpful direction for Iowa's current work on its educational infrastructure.

The U.S. Department of Education: Office of Vocational and Adult Education conducted an extensive analysis of state policies related to "dual enrollment" of high school students in college courses (*State Dual Enrollment Policies: Addressing Access and Quality, 2004*). The results provide a template for comparison of the current work in Iowa to practices found elsewhere in the nation.

The authors identify 10 features of dual enrollment programs that may vary from state to state: target population, admissions requirements, location, student mix, the background characteristics of the instructors, course content, method of credit-earning, program intensity, funding, and state mandates. (See Figure 1.0: Ten Program Criteria.) Their analysis reveals that none of the fifty states have policies that address all ten features. Most states have a mix of policy that addresses issues of primary concern to them. In fact, twelve states have no policies related to dual enrollment. (pg. 1)

Figure 1.0: Ten Program Criteria

Criteria	Definition
Target Population	Does state policy mandate or encourage programs to target a specific type of student, and, if so, which type?
Admissions Requirements	Does state policy regulate how students are admitted into dual enrollment programs or outline criteria they must meet to be eligible for participation? If so, what are these criteria?
Location	Do state policies specify whether dual enrollment may be offered at the high school, or the college or both locations?
Student Mix	Are there policies addressing whether high school students may, may not, or must be in dual enrollment courses with regularly matriculated college students?
Instructor	Do policies specify the credentials that dual enrollment teachers must hold?
Course Content	How do states ensure that dual enrollment courses are college-level? Are there any regulations governing the content and student evaluation methods of dual enrollment courses?
Method of Credit-earning	How do dual enrollment students earn credit? Is this regulated by the state, and, if so, what do such policies say?
Program Intensity	Does state policy encourage or mandate singleton, comprehensive or enhanced comprehensive programs?
Funding	How are dual enrollment programs funded? Does state policy address the responsibility for payment of student tuition and fees? What happens to Full Time Enrollment (FTE) and Average Daily Attendance (ADA) funding for dual enrollment students?
Mandatory Nature of the Policy	Are dual enrollment programs required by state policy, or simply permitted at an individual institution's discretion?

The report says, “Other attempts to help students enter and succeed in college are based on a body of research demonstrating that postsecondary success is predicated on both rigorous academic

preparation and a clear understanding of the expectations in college (cf. Venezia, Kirst, and Antonio, 2003). This approach suggests that high schools and college should work together and that blurring the distinction between the two education sectors may help students to be more successful. As such, policymakers should seek to promote programs and policies that help link secondary and postsecondary education.” (pg. 9) It appears as if the policymakers in Iowa have done just that and by doing so remain at the forefront regarding quality educational opportunities for students.

The authors conclude the report by listing six recommendations. Figure 2.0: *Addressing Access and Quality Recommendations* provides these recommendations with a commentary on Iowa’s status regarding them.

Figure 2.0: *Addressing Access and Quality Recommendations*

Recommendation	Iowa’s Status
<p>Clarify program goals</p> <p>This deals with what the state aims for with these programs. Some states limit the program to include only gifted or advanced students or only college transfer courses, etc.</p>	<p>Iowa Code, as cited in the introduction section of this report, indicates that partnership efforts should increase to enhance educational opportunities for high school students without compromising educational rigor.</p>
<p>Identify funding mechanisms</p> <p>This deals with finding the most effective way to meet the needs of all stakeholders including the students, the high schools and the colleges.</p>	<p>Funding mechanisms presently exist via 28E contracts and the PSEO stipulations. The local flexibility of such contracts appears to be a strength verses policies found in other states that earmark funds.</p>
<p>Think through the implications of both minimal and detailed dual enrollment policies</p> <p>This refers to the extent of formal regulation for dual enrollment programs. It is critical that there be a balance between local control and state oversight.</p>	<p>At this point one would classify Iowa as having ‘minimal’ enrollment policies, and it appears that this is working effectively. The current policy allows local control over the educational programming without compromising accountability. Iowa seems to have found an excellent blend of local control and policy oversight for accountability.</p>
<p>Develop ways to ensure the rigor of dual enrollment courses</p> <p>This is a critical aspect of excellent programs and state regulations, per se, may not be the entire solution.</p>	<p>Iowa’s current legislation does an excellent job in defining key issues relating to rigor. This remains a high priority throughout the state as evidenced by this report. Presently, processes for assuring academic rigor are judiciously practiced at each college. When comparing Iowa practices to the information found in the national report, Iowa is again at the forefront of awareness and action.</p>

<p>Consider the needs of students beyond academic course taking</p> <p>This refers to the importance of providing a complete collegiate experience whereby students have access to academic success and planning resources at the college.</p>	<p>This is a definite strength throughout Iowa as each community college includes a variety of services beyond the classes themselves. It is common for the community colleges to provide academic skills assessment, student orientation, career planning, and academic advising when needed as core components of their work.</p>
<p>Meet the needs of students invested in technical courses as well as academic course</p> <p>This refers to providing higher education opportunities beyond the liberal arts, transfer courses to include career and technical education.</p>	<p>Again this is a definite strength of the practices throughout Iowa as evidenced by the plethora of college transfer, general education courses and career and technical programs and courses.</p>

Current Work and Practices

Processes:

This sub-section of the report addresses the ‘processes’ or pro-active steps each college takes to assure the rigor and integrity of their courses. The use of appropriate planning, screening and training is the important first step to assuring appropriate learning outcomes. A thorough review of the current work of the fifteen community colleges shows that each college carefully follows the guidelines found in Iowa Code when providing educational opportunities for high school students. In addition, a comparative discussion with academic administrators responsible for day-to-day operations of the activities revealed many common practices.

The following is a sample listing of a few of these ‘process’ practices:

- ◆ The College requires instructors of these courses to meet the appropriate state and Higher Learning Commission accreditation guidelines.
- ◆ The College provides orientation and support for instructors including encouragement of their involvement in discipline specific meetings and in-service training, etc.
- ◆ The faculty members teaching the courses use the same course syllabus and learning outcomes as other sections of the same college course.

- ◆ All students (including high school enrollees) complete the same admissions procedures regarding completion of academic skills proficiency testing – COMPASS, ASSET, or ACT.
- ◆ Students enrolled in course sections are provided the opportunity to complete instructional satisfaction instruments.
- ◆ Students receive an orientation to college learning – this is conducted in various ways from college to college and many times include the parents of the students.
- ◆ Students receive access to all college resources and activities the same as college students. For example, utilization of college library and learning resources, access to college tutoring services, and access to athletics and physical education facilities as well as access to fine arts performances.

These practices may vary somewhat from college to college, but on the whole each community college is very careful to follow state regulations as well as its practices and procedures for assuring the highest level of academic experience. Within this report, both at its beginning and later on, one finds an agreed upon statement of Principles of Best Practice. These principles emerged from dialogue among the fifteen colleges and they serve as the guiding tenets of our work in this most important area.

Outcomes:

This sub-section addresses the importance of analyzing the results of our work to assure that students are indeed achieving the learning outcomes within the courses. And, to assure that students are adequately prepared for the next level of academic work within their course of study. A review of current practices throughout the state indicates that colleges and high schools are committed to assuring academic rigor and subsequent success of students. A variety of practices are in place with more in the development and implementation stages. These activities are embedded in existing assessment practices and program evaluation practices as required by accreditation bodies like the Iowa Department of Education and the Higher Learning Commission as well as discipline-specific accreditation groups (E.g., Nursing or Dental Hygiene).

Examples of current activities found are as follows: (Note: activities and practices vary from college to college.)

- Mathematics department developed a post-test process in College Algebra and Calculus I. The Calculus post-test will be administered this fall to all sections of Calculus I. A

post-test for College Algebra has been in use for a number of years. Similar post-tests are being developed for General Psychology and Western Civilization.

- Student evaluation data of the learning experience is collected and analyzed each term just as with other courses.
- Students have verbally reported back to their high school counselors that their course credits were accepted by four-year universities and they are succeeding in their college coursework.
- Mathematics faculty members have developed a series of final exam questions related to core learning objectives to include in all final exams for comparison. This allows individual faculty members to have some variation of the final exam while including common test items for measuring student achievement.
- Outcomes assessment studies are conducted with specific courses (Communications Skills, General Psychology, Criminal Law, Business Statistics and Introduction to Statistics) to assess and analyze student performance.
- Student retention studies have been completed to assess the persistence of career and technical students regarding completion of postsecondary education in fields of study begun via Tech-Prep agreements.
- Evaluation of grade distribution in dual enrollment courses indicates very similar patterns to those found in 'regular' college sections.
- Analysis of transfer of college credits to four-year institutions indicates a high percentage of dual enrollment credits do successfully apply to a student's university experience – many times this transfer of credit occurs as the student enrolls immediately in the 4-year institution upon exiting high school.

A number of initiatives are in the development process that will provide more enhanced data in subsequent years. For example, a pilot study currently underway at one community college involves the gathering of data on graduates (associate degrees and diplomas). The study is assessing the transcript of every graduate from FY2005 to determine how many of the graduates benefited from completing college courses while still enrolled in high school. In other words, how many graduates had at least one course count toward the completion of his/her degree?

Principles of Best Practice

In order to provide the highest level of quality, Iowa Community Colleges subscribe to the following Principles of Best Practice:

1. Students

- a. Eligibility is determined by participating high school and college officials, including the meeting of course prerequisites or demonstrating the ability to achieve success and taking required academic assessments.
- b. Are admitted and registered with approval of the local high school and the college.
- c. Receive appropriate course orientation, including: college policies and procedures, the establishment of a permanent transcript, course dropping, and may include a college student handbook.
- d. Receive information clearly describing student responsibilities and institutional procedures for academic credit transfer.
- e. Are allowed access to student support services (tutoring, counseling, advising, library, writing and math labs, computer labs, etc.) and student activities (athletics, performing arts, etc.).
- f. In a contracted college credit course, all students participating in the class are registered for college credit.
- g. Parents/guardians receive appropriate information regarding college policies, procedures, and the establishment of a permanent transcript, course dropping, and procedures for academic credit transfer.

2. Faculty teaching college credit courses for high school students

- a. Meet the same standards/requirements as other college faculty teaching within an academic department and are approved by appropriate college personnel.
- b. Receive appropriate orientation and training (e.g. curriculum, learning outcomes, assessment, college and department policies and procedures) to teach in the college department
- c. Collaborate with other college faculty within the academic department and are encouraged to participate in faculty development activities related to curriculum, pedagogy, assessment, college policies, technology, and discipline specific issues.

- d. Receive on-going communication, have access to instructional resources, are invited to participate in department initiatives and receive department support.

3. Curriculum

- a. Courses reflect the highest quality and are intended to challenge eligible students.
- b. Courses provide college rigor and learning experiences.
- c. Courses achieve the same learning outcomes by using; an approved course syllabus, the same instructional materials, resources, and equipment. Textbooks are of the same quality and approved by the college.
- d. Course syllabi (including a description of the content, teaching strategies, performance measures, and resource materials) meet college standards.
- e. Course delivery is evaluated through strategies such as classroom observations and student evaluations.
- f. Courses are aligned to Career Pathways where possible.

4. Assessment

- a. Assessment policies, procedures and instruments are consistent with college practice.
- b. Valid student and faculty assessment measures are used to assure academic course rigor for which college credit will be awarded.

5. Evaluation/Research

- a. The college reviews the course/program on an annual basis for continuous improvement.
- b. Colleges are encouraged to conduct research regarding the performance of high school students in comparison to traditional college students and report findings.
- c. Colleges are encouraged to follow-up on students and their continued success at the college after high school graduation and report findings.
- d. Data sharing with participating high schools is consistent with the policies of the college

Future Directions

This final section of the report provides observations and a few recommendations for consideration of policy makers. It is the general consensus of the authors that Iowa presently stands out as a model for others to emulate regarding its commitment to the future of our youth through fostering partnerships between community colleges and K-12 education. The existing state policies provide a balance of local control and state oversight that works effectively to assure academic rigor and integrity. The present level of activity found within the state is addressing the core questions found within the national studies such as the *Greater Expectations* report.

This report speaks of 21st century college students becoming “...INTENTIONAL LEARNERS who can adapt to new environments, integrate knowledge from different sources, and continue learning throughout their lives.” (pg. xi) When the report states this, it articulates quite clearly the ideals, dreams, and vision of many Iowa educators. Common agreement exists that we must prepare our young people well for the world of work found in the coming years – a world characterized by high skills, high knowledge, and continuous curiosity. This preparation can best be accomplished through the expansion of partnerships between higher education (community colleges in particular) and K-12 education. Many high school graduates will continue on to achieve a college degree – associate, bachelor, and graduate. Others will enter directly into the workforce. In either case, they must be well prepared as 21st century learners during and beyond high school.

With this as context, the following recommendations are offered.

1. Continue to provide the support necessary to expand partnerships for college educational experiences for high school students. The present state policy that allows the use of Supplemental Weighted Funding provides an effective way to achieve the goal in that it allows necessary flexibility for true partnerships and should be continued.
2. Education is workforce and economic development for Iowa and as such one might also consider the critical importance of the Grow Iowa Values fund – it is recommended that support for it be expanded.
3. Invite the community college voice into the high school reform efforts in a more visible and expanded manner. Many experienced and dedicated community college professionals work daily to assure that community college students receive a high quality education. One aspect of their work is devoted to providing remedial

education to build skills necessary for success in college. It is vital that we connect these same community college voices to the high school reform work to clearly articulate the expectations the college has for incoming college students. By working together, we can enhance the probability that high school graduates exit high school with the skills necessary for succeeding in college.

4. Engage best practices teams from partnering community colleges and local schools as key players in the annual High School Summit. These teams can draw upon existing experiences to inform the debate on how one best prepares students for success in college via dual-enrollment learning opportunities.
5. Continue to explore avenues for collaboration through the work of Iowa Learns. Numerous community college educators engage in online and distance education throughout the state of Iowa. These practitioners can provide exceptional insight regarding the multiple facets of this work.
6. Provide direction via policy and resource allocation for the development and implementation of College and Career Academies. These collaborative efforts touch on all aspects necessary for successful learning outcomes and it is imperative that resources be allocated for the collaborative planning necessary for success.

Found in the partnerships between Iowa Community Colleges and their local high schools is a remarkable commitment to student learning and student success. The policies and practices of the state and of the local college and schools provide rich learning environments that portend well for Iowa's future. It is vital that these policies remain supported and that local control combined with adequate oversight be maintained.

Appendix

Examples of Best Practices from Community Colleges

Northeast Iowa Community College Meeting the Education Demands of a High School Student

Much has been said about the high school senior year being a waste, not because the student does not want to learn, but because the student does not have the challenge of higher education. NICC expanded the knowledge base of 2,184 area high school students last year through various courses and delivery systems. This has expanded opportunities for Iowa youth to continue their education in the various colleges and universities in the State as well as to open their minds to other occupations and high demand jobs.

Northeast Iowa Community College accepts as one of its many charges the opportunity to assist the youth of Area I become well educated citizens that are productive and able to enjoy a higher quality of life. Through partnerships and agreements, Northeast Iowa Community College offered 123 different courses, using 159 instructors, to 2,184 different high school students in FY 05. The joint effort of the K-12s and NICC is making a positive difference in the educational opportunities available to the youth in Area I.

Northeast Iowa Community College supported educational opportunities for high school students in Area I last year with a commitment of \$1,465,691 for personnel, operations, facilities and capital expenditures. NICC holds joint workshop days with adjuncts (this includes high school faculty teaching college curriculum) and full time faculty every semester to discuss each course's objectives and evaluation process. High school students are not permitted into college courses unless they meet the same entrance requirements all NICC college students must meet. NICC follows the Principles of Best Practices.

The Northeast Iowa Charter School Advisory Council is responsible for directing the latest adventure into developing and delivering quality education to area high school students. This is the first year of operation for the Charter School and the consensus was favorable with a Fall 2005 enrollment of 64 students taking 20 different college courses for a count of five fulltime students (12-15 hrs) and 33 halftime (6-11 hrs) the remainder taking less than 6 credit hours. The present spring enrollment consists of 59 students signed up for 36 different courses with six students fulltime and 21 halftime or more.

Early this fall, Superintendent Abrahamson, Principal Johnson from the West Central School District and Dean Kim Bosworth from NICC attended the Statewide Charter School meeting held at the AEA in Mason City. The results of this meeting are shown above in the successful approach to starting a quality Charter School. Area I continues to search for ways of making high school students successful.

North Iowa Area Community College Quality Assessments

NIACC has a rich, long tradition for providing students an opportunity to “make the senior year count.” Beginning in the early 1990s, NIACC has offered high school students from every school district in the region multiple ways to achieve college credit. The hallmark of our efforts has been and is to provide quality college courses with the same quality reputation that the College enjoys in the region and state. Quality outcomes are assured through the development and implementation of several initiatives:

- Beginning in the early 1990s, NIACC has tracked student ability levels (ACT, ITED, Compass, and high school grade point average scores.)
- More importantly, the College has tracked student outcomes. Ten “quality control” or “assessment studies” have been completed:

Course	School District
1. Communications Skills	Clear Lake
2. General Psychology	Garner
3. Criminal Law I	Mason City
4. General Psychology	Garner
5. General Psychology	Garner
6. Business Statistics	Garner
7. Introduction to Statistics	North Central and Northwood-Kensett
8. Communications Skills	Mason City, Forest City, Charles City, Hampton, Belmond, and CAL
9. Developmental Psychology	Hampton-Dumont
10. Business Statistics	CAL

In each statistical analysis, high school student outcomes were equal to or outperformed the NIACC on-campus control group. Five additional studies are being conducted this year.

- In addition, NIACC is one of the few colleges in the nation to track Tech Prep graduate outcomes five years after graduation from the College. The graduating classes of 1997, 1998, 1999, and 2000 have been followed, revealing excellent employment, wages and salaries; and employment in Iowa is very high for the majority of our graduates!

NIACC and the people of our region recognize the significant advantages of these programs:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Leverage resources with partners • Workforce development • Economic development • Personal development | <ul style="list-style-type: none"> • Strengthen high school preparation • Keep Iowans in Iowa • Cost savings – state and parents • Development of a more seamless system |
|---|--|

The “*World is Flat*” (Friedman, 2005) and education needs to respond appropriately! NIACC and our K-12 partners are responding in a progressive and quality-oriented manner.

Iowa Lakes Community College

Iowa Lakes Community College and local school districts have partnered to offer educational opportunities. Some of the benefits for students participating in these programs are:

- Savings on college tuition and book costs
- Receiving college and high school credit for completed course work
- Ease of transition from high school to college
- Developing career focus and achieving academic and personal goals
- Advanced enrollment standing when entering college
- No cost to the successful completer

Jenson: Postsecondary Enrollment Option Participation Provides ‘Sneak Peek’ Into College Life

High school students who are concerned about college or looking to start college with some previous experience and credits can profit from the example set by Emily Jenson of Estherville.

Jenson first enrolled in classes at the Estherville Campus of Iowa Lakes Community College when she was a junior at Estherville-Lincoln Central High School.

“I enrolled in college credit classes while in high school because my high school didn’t offer the advanced and varied courses that I could take at the community college,” stated Jenson.

The Postsecondary Enrollment Option (PSEO) program allowed her to enroll in college courses while a high school student. Under PSEO, high school junior and senior students are allowed to enroll in college level courses provided the high school does not offer a comparable course. Students attend classes at the college campus. As an added benefit, high school and college credit may be earned concurrently.

Jenson earned an Associate in Science degree from Iowa Lakes Community College while finishing high school. She then earned a Bachelor of Science degree in Agro Ecology from the University of Wyoming and a Master’s of Agriculture in Agricultural Education from Oklahoma State University. Jenson is presently a graduate student in Entomology at Kansas State University. She plans to teach entomology/agriculture in either the classroom or extension.

“PSEO participation provided me with a ‘sneak peek’ at college life and coursework that I would not have had,” said Jenson. *“When I enrolled at the university for my first semester, there were no surprises.”*

Her advice to high school students is,

“Go and see your guidance counselor first. They can help you figure out which courses you qualify for and tell you about your school’s policies for enrollment, transportation, etc. Then, pick classes that interest you as well as basic courses that will transfer to other colleges.”

Northwest Iowa Community College

Northwest Iowa Community College and local school districts in northwest Iowa have worked to establish a quality program that provides opportunities for over 400 students annually to complete college courses while still in high school. This program embraces the concepts of cooperation, comprehensiveness, and local need.

The dual enrollment agreements which have been established between Northwest Iowa Community College and local districts in northwest Iowa embrace a cooperatives spirit among education entities, as well as the local community, for the delivery of diverse educational opportunities. The College and local districts share facilities, staff time, and equipment. Support for these efforts by the communities has been fantastic. A hospital in one district which has donated staff time to teach a single course, making sure educational opportunities in the health area are available to students, will be expanding their commitment beginning in the Fall of 2006. They will be donating funding for the equivalent of a ½ time instructor. In two communities, a local bank, contractors, and lumber yard all pooled resources and expertise to work with NCC and their local district to make a construction program a reality.

The needs and career opportunities in a global economy are extremely varied, yet require an ever increasing base of skills and knowledge. Considering this, as well as the unique interests of students the College has worked with high schools to develop expanded educational opportunities that are comprehensive in nature. Courses which are offered include both college transfer and technical. College courses that have actually been completed by high school students this past year include an array of content areas that included the following: welding, calculus, computerized manufacturing, micro biology, drafting, anatomy and physiology, college composition, and construction. A total of 457 students enrolled in one or more of 79 different courses which were offered for dual credit during 2004-2005. These students were enrolled in 31 different technical courses and 48 different college transfer courses for dual credit. This illustrates a commitment in the area to delivering the most diverse quality educational opportunities to rural students as possible. At a time when many local districts are being faced with declining enrolments and decreased funding it has allowed districts to actually increase opportunities.

Reviewing the delivery format of courses offered by NCC which included high school students, you find classes on campus, in the high schools, at hospitals and constructions sites. Classes are held in the classroom, over the internet, over the ICN as well as delivery methods which combine multiple delivery systems. The arrangements which have been developed recognized the unique needs of the local districts.

Iowa Central Community College Best Practices

- Mandatory assessment of all students. Mandatory placement for all Math and or English courses is based on ASSET, COMPASS, ACT scores and ITED scores.
- Assessment of the course and instructor are conducted on an annual basis. A college designee observes classroom instruction and completes a written evaluation of the instructor and administers student evaluations.
- The Health Sciences, Business, and Industrial Technology departments require all contracted college students to attend Competition Days. The events are used to assess student skills and knowledge level.
- Contracted College Credit Course Instructors attend orientation sessions and designated staff development workshops.
- Faculty teaching contracted college credit courses are in compliance with the Higher Learning Commission (NCA) requirements.
- Contracted College Credit Course Instructors sign an instructor agreement form for each school year.
- The outcome of the contracted college credit program has been the development of two charter schools for our area.
- Personal visits to each school site to conduct conferences with the Superintendent, High School Principal, Counselor(s), and Instructor(s).
- Provide itemized billing to each school district so they are completely aware of all charges. This helps to build trust.

Iowa Valley Community College District High School, High Priority

“I chose to take the PSEO classes during high school to get a preview of what college was going to be like. It turned out to be one of the best things I could have done! Not only did I get high school credit, I gained college credit as well. I felt like I had an advantage over other college freshmen.”

*Jocelyn Coppock, MCC freshman
East Marshall graduate*

Iowa Valley Community College District (IVCCD) through its campuses at Ellsworth Community College, Marshalltown Community College, and Iowa Valley Community College Grinnell believes partnerships with local school districts are central to its purpose to prepare individuals and the community for the future. Thirteen local school districts (AGWSR, Alden/Iowa Falls, BCLUW, BGM, East Marshall, Eldora-New Providence, GMG, Grinnell-Newburg, Hubbard-Radcliff, Marshalltown, Montezuma, South Tama, and West Marshall) participate in offering college credit to high school students through Post-Secondary Enrollment Options, Career Academies, Contracted Courses, and Articulation Agreements.

FY05 By the Numbers:

Types of Courses	Total Number of Different Courses	Total Number of Instructors	Unduplicated Headcount Enrollment	Total Credit Hours
Arts & Sciences	102	86	685	4488
Career & Technical	35	24	126	1039.5
TOTAL	137	110	811	5527.5

Planning for Career Pathways:

IVCCD plans our course offerings to high school students by collaborative planning within smaller regional consortiums throughout the district. Centrally located planning groups whose membership includes both high school and college administrators and faculty provides opportunities for creating Career Academies that are personalized to the local educational and workforce development needs of the area. Career Academies are available in the following career pathways: Agricultural Business, Agriculture/Swine Management, Automotive, Biotechnology, Broadcast Technology, Business, Carpentry, Computer Networking Management, Early Childhood Education, Health Occupations, Industrial Maintenance, Machine Trades, Mechanical Design, and Sustainable Agriculture. IVCCD partnerships with local high schools is also leading toward purposeful Career Pathways that involve designing a series of sequential, rigorous academic and career/technical courses for secondary students that lead to higher education degrees and rewarding careers.

“I’m so glad I made the choice to take college classes my senior year of high school. Attending classes allowed me to open my eyes to the college world and helped me know what to expect in college. And not only was I getting college credit, but I was also receiving high school credit as well. It was a very beneficial experience.”

*Celsey Hobson
BCLUW High School graduate*

Hawkeye Community College EMC² Career Academy

EMC²

Exploring Manufacturing Careers Consortium (EMC²) is a career academy involving Hawkeye Community College, 25 area high schools and 13 local businesses. It was designed to give area high school students the chance to explore a manufacturing career while earning college credit, money, and hands-on experience.

About EMC²

- Before entering the program, students must be recommended by their high school and have completed classes such as Algebra I and Industrial Technology.
- Students participate in a summer internship following their junior year of high school, a 180-hour internship during their senior year, and a summer internship after their senior year.
- Students receive college credit for the skills they learn and apply in the internships
- EMC² students have the chance to begin their college education in high school, finish their degree at Hawkeye, and to transfer on to the University of Northern Iowa if they choose.

Skills Learned

- Technical skills include algebra, geometry, trigonometry, computer-based tools, blueprint reading, manufacturing processes, machining, metal casting, and mechanical reasoning.
- Business skills include workplace safety, quality processes and tools, continuous improvement processes and tools, and project management.
- Collaboration and communication skills learned include ability to work in teams, oral and written communication, presentation, and technical writing.

After High School

- Students enter Hawkeye Community College in the CNC Machining Program.
- After graduating from Hawkeye, students may continue their education at the University of Northern Iowa in Industrial Engineering or enter the workforce.

Currently in Program

- 36 students are in their senior year in the program.
- 14 are finishing the CNC Machining program at Hawkeye Community College.
- 36 juniors will begin the program with their summer internship this year.

Other Participants in EMC²

- 13 partnering manufacturers
- 25 high schools

Examples of Applied Knowledge

- During a summer internship, Iowa Metal Spinners asked a group of EMC² students to help the company solve a safety issue. One of their machines was deemed unsafe by OSHA, because the machine had an extended arm which came down from the ceiling. As part of the Quality, Cost, and Delivery Workshop, the students worked as group to develop and machine a foot pedal to replace the arm solving the company's safety issue.
- To practice communication skills, EMC² students are required to submit a journal about their experiences in the program, prepare PowerPoint presentations and make presentations to partnering companies and at Parent Night.

Eastern Iowa Community College District

Eastern Iowa Community College District has had a long history of working with high schools in Area IX to provide additional options, opportunities, and challenges for high school students. These offerings have assisted high school students to experience a college setting so they are aware of the rigor and expectations of college level courses. Additionally, the experiences offered to the students have assisted them in earning college credit while in high school, gain skills that will serve them well as they look for employment, and to provide a better transition into a college setting. There has been strong support from the high schools in the area and high school students have indeed benefited from that support.

The West Liberty Student Built Home project is now in its third year and has been a great success. The project is a partnership between a local entrepreneur and home builder, the local bank, the school district, and Muscatine Community College. Students spend their mornings at the job site working on different aspects of home building. Similar programs are offered for students in the Davenport area through Scott Community College.

A variety of vocational programs are offered to students to assist them in earning credits for programs offered at EICCD as well as gain skills that will help them in the labor market. The Safety and Sanitation course offered as a part of the Culinary Arts program at Scott Community College provides students entry level credit for the program as well as much needed skills for the workplace. Programs in CISCO, Allied Health, and Welding also help students gain much needed skills for either continued training or the workplace.

Courses that introduce students to Arts and Science offerings are also made available for high school students. Clinton Community College has offered a variety of courses via the ICN for area high school students. An early morning Psychology course enrolls students from five area high schools in the fall. The spring semester offers a Human Growth and Development course during the same time period. Calculus I and Calculus II have also been offered over the ICN to five area schools. These offerings have allowed students in smaller schools, which are not located close to the college, to participate in college level offerings. The courses have been taught by college instructors and students at the campus have also been able to enroll in the classes.

Courses have also been offered in many of the high schools throughout Area IX for high school students. In many cases there is a qualified high school instructor available to teach the college level course. Students are able to experience the college course, earn college credit while not needing to leave their home school. Other students travel to one of the sites in EICCD to take the college level offerings. Students are able to enroll in classes on the campuses and participate in the courses with other college students.

Through the partnership with the area high schools, students are offered great opportunities.

Kirkwood Community College

Best Practice for 28E – Contracted Courses for High School Students

1. Students

- h. Eligibility is determined by high school and college officials and may include high school course pre-requisites. A selection rubric is used for some Career Edge Academies.
- i. Meet college course pre-requisites and are required to take the ACT or COMPASS assessment for math and writing course placement.
- j. Apply on-line for admission and are then registered with the signed approval of the local high school.
- k. Attend a student/parent orientation session that previews the Career Edge Academy program and shares essential college policies, procedures, the establishment of a permanent transcript, dropping a college course, and receive a student handbook.
- l. Access student support services at no cost (tutoring, counseling, library, writing and math labs, computer labs,) and free admission to activities (athletics, performing arts, etc.).
- m. Access grades on-line.
- n. Attendance and academic progress are reported back to the sending high school.

2. Faculty

- e. Meet the hiring qualifications as other adjunct faculty, have academic credentials on file in the Department, and are approved by the Department Chair.
- f. Receive appropriate department orientation (e.g. curriculum, learning outcomes, assessment, instructional resources, and policies/procedures).
- g. Collaborate with other faculty within the department and attend required training related to; curriculum, assessment, college policies, technology, and discipline specific issues.
- h. Are supported with on-going training, student assessment strategies, and research models through a Center of Excellence.

3. Curriculum

- g. Provides college-level rigor and achieves the same learning outcomes as on-campus courses.
- h. Campus-based faculty and Department Coordinators support Career Edge faculty regarding the use of a department approved course syllabus, access to instructional materials, software, and equipment. Textbooks are approved by the academic department.
- i. Course syllabi (including a description of the content, teaching strategies, performance measures, and resource materials) meet college standards.
- j. Career Pathways Plans identify recommended high school/college courses and lead to multiple postsecondary options at both 2-year and 4-year institutions.

4. Assessment

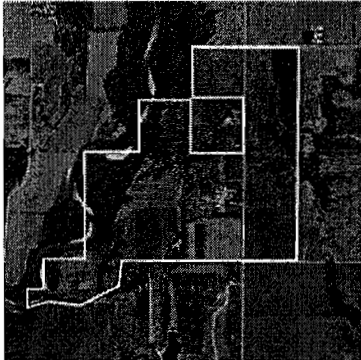
- c. Assessment polices, procedures, and instruments are consistent with departmental practice.
- d. Faculties are encouraged to use department assessments, project rubrics and exams.

5. Evaluation/Research

- e. The Career Edge Coordinating Council meets monthly regarding program development, program improvement, and program support.
- f. Academic departments and the office of Secondary Programs collect and share data regarding student performance and on-going student success at the college.

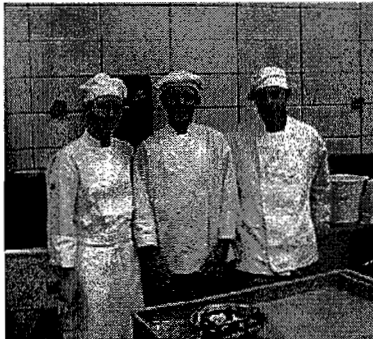
Des Moines Area Community College CAREER ADVANTAGE

The Career Advantage program at Des Moines Area Community College (DMACC) is a partnership that was formed to offer high school students opportunities to earn college credit while still in high school. This program has had much growth since it started, and continues to grow as more and more high schools meet the demand of offering more college opportunities. Currently, this program serves approximately 50 area high schools in the areas of academics and career/technical. Depending on the class or program, credits can be earned on a DMACC campus or in the home high school.



An aerial view of the Dallas County farm

In Fall 2005, DMACC opened its Agriculture Career Academy, located at the Dallas County Farm, north of Adel. This career academy is the first of its kind in Iowa. The Dallas County Farm has a 50 head cow-calf operation; 227 acres of corn, soybeans and hay; a trumpeter swan restoration project with the Department of Natural Resources; and a prairie grass plot with the Dallas County Roadside Department. High school students in this academy will gain experience in animal science, soils, crop management, and commercial horticulture.



High school students in the DMACC Culinary Academy

Another new addition to the Career Advantage program is the Story County Career Academy Hunziker Center. Construction is currently underway at this new facility located at the intersection of Interstate 35 and US Highway 30 in Ames. The Career Academy will provide career and technical programs to Story County high school students at Ames, Ballard, Collins-Maxwell, Colo-Nesco, Gilbert, Nevada and Roland-Story high schools. Educational programs including Construction Trades, Information Technology, Culinary Arts, Health Careers, Automotive Technology, and Production Engineering as well as some general education courses that help students enter the workforce or continue their education at DMACC or another institution.

There are many opportunities also available to high school students at the DMACC Ankeny and Carroll campuses. These campuses have career academies that include: Automotive Technology, Auto Collision, Building Trades, Caterpillar/ Diesel technology, Criminal Forensics, Culinary Arts, Health Occupations, Industrial Manufacturing, Information Technology, and Production Engineering. These academies give students a great advantage in that students gain experiences that lead directly into degrees, diplomas and certificates at DMACC or help students enter the workforce with marketable skills.

Thanks to the great partnerships that Career Advantage has with area high schools, this program continues to offer students with numerous experiences, college credit, and a head start on a successful career or academic path.

Western Iowa Tech Community College

Western Iowa Tech Community College (WITCC) values and nurtures the relationships which have been established with Area 12 high schools. Partnerships began to evolve in the fall of 1992 to expand educational opportunities to high school students. Since that time, five consortia of high schools have collaborated with WITCC to offer vocational and liberal arts college credit courses/programs for their students. Included in the consortia are; Cherokee League of Schools, Denison League of Schools, Plymouth League of Schools, Sac Ida League of Schools, and Siouland League of Schools. In all, thirty-two high schools participate in WITCC's 28E program called College Now, formerly known as Area League of Schools. This is a formal collaborative effort organized through 28E Agreements. The goal of the program is to provide ease of transfer for the high school students to college programs.

WITCC's department chairs and College Now staff ensures the academic rigor and integrity of all college classes by implementing numerous best practices. Each semester academic leaders approve faculty and textbooks, visit classes, monitor course syllabi, address student issues, process equipment requests, and maintain lines of communication between discipline faculty and area schools through regional meetings. Academic leaders also make sure that college approved textbooks are utilized in all 28E college classes.

Additional practices are utilized in the implementation of college courses. The credentialing standard for instructors teaching college courses in the high school is consistent with the Higher Learning Commission's recommendation of a master's degree with a minimum of 18 graduate hours in the discipline. Discipline specific pre and post tests are being developed and utilized to evaluate learning outcomes. Faculty orientations are offered each semester to address college policies, utilization and incorporation of technology, curriculum, pedagogy, and discipline-specific issues. Faculty also participates in Critical Issues Seminars sponsored by various college departments to discuss issues centering on the teaching and learning processes.

The WITCC Board of Directors and college administration are committed to maintaining and enhancing the partnerships that exist with area high schools. As a result of these relationships, the level of trust between agencies has increased thus creating an environment that enables the stakeholders to work together to design ways of enhancing K-14 education.

Dr. Todd Wendt, Superintendent of LeMars Community School supports this endeavor. *When our involvement with Western Iowa Tech Community College and the League of Schools (College Now) program began some five years ago, it would have been impossible to predict how wonderful the program and our relationship with Western Iowa Tech have become. The opportunities for Le Mars Community High School students to take rigorous college transfer classes and high quality vocational classes for community college credit without having to drive at least 25 miles would not be possible without the jointly administered League of Schools program. We very much look forward to expanding on these excellent opportunities for our students in the future through our partnership with Western Iowa Tech Community College.*

Mr. Dave Hickman, Principal of Aurelia High School reflects his value of this collaborative effort. *The League of Schools (28E Agreement) classes have been a God-send to many of my students over the years, especially for the students who are not able to sit still for an entire "academic" class. These students have been able to demonstrate new skills, have been actively engaged for an extended period of time, and in several cases, have stayed in school and graduated because of the LOS classes. As one student told me during his graduation open house, "I learned more from Mr. Galvin, the carpentry teacher than I did from all my other teachers combined."*

Ms. Cynthia Goetz, Counselor of Lawton-Bronson Community Jr. and Sr. High School for approximately 15 years, also values the partnership. *Lawton-Bronson has been able to expand curriculum to enhance the educational opportunities through this partnership. Students are acclimated to the expectations of college/vocational training course work. It gives students a head start on their college degree and often shortens the length of time by one semester to as much as a full year. Other less visible benefits include the feelings students get and the knowledge they gain from the college course work. One of our students graduated with a WIT diploma in Auto Body before graduating from high school. The relationships have continued to grow and have been an asset to the success of the program.*

Iowa Western Community College Best Practice

Through the use of what we term College Academies, Iowa Western partners with local school districts to provide Junior and Senior high school students the opportunity to increase their confidence with college coursework. Each Academy offers at least 12 different arts and science courses that will transfer to most institutions, fulfilling general education requirements. Iowa Western's College Academy model is a semi-structured yet supportive environment that fosters continued academic success by giving students a transition period from high school into college. It is our goal that, through participation in the College Academies, students will greatly increase their likelihood of finishing a post-secondary degree.

Each College Academy is designed to make classes available to students through joint planning and resource sharing amongst local schools. The locations of the Academies are chosen to minimize student travel. Two Academies are held at each of IWCC's campuses, two are held at local school districts and two are held at IWCC county centers. Academies Enrollment has grown significantly over the past two years with an unduplicated headcount of 337 students for fall 2005.

Classes meet primarily from 12:00 – 3:00 pm, Monday through Thursday, with most classes being on a Monday-Wednesday and Tuesday-Thursday schedule. Academy students are generally in their high school for the morning and at the Academy in the afternoon. Students have the option to return to their high school after their afternoon Academy classes to participate in sports or other extracurricular activities or to study. IWCC and the local school districts strongly encourage the students to use the time to study, but ultimately, it is at the students' discretion how to use their time. We believe that giving students this self-directed period of time provides opportunities for them to develop the academic management skills necessary for success in college.

Academy instructors are employed by either Iowa Western or the local partnering school district. All instructors meet the college's credentialing requirements to teach the arts and science courses and meet the same expectations as other adjuncts – syllabus requirements, learning outcomes and textbook selections. Data collected on grades awarded in the College Academies are consistent with the grades awarded in non-Academy sections at IWCC. Academy locations may include adjunct and full-time instructors from IWCC as well as instructors employed through the partner school districts.

IWCC provides a variety of services for Academy students to enhance their probability for success. Students that wish to participate in the Academy must submit standardized test scores when applying or take the Asset/Compass assessment. Each applicant's scores are reviewed to determine proper placement and whether or not academic advising is needed. Mandatory orientation sessions are held for each Academy before the start of the fall term – it is common for the students' parents to participate also. College policies, study habit recommendations, avenues for help, and other related College Academy subjects are discussed during these orientations. Other related sessions are offered to Academy students during the year. These include: Improving Study Skills, How to Choose a College, Understanding Financial Aid, How to Choose a Career and How to Survive College. Finally, students are provided the opportunity to complete instructor evaluations and the results are shared and discussed with instructors.

We believe that the College Academy model, made possible only through partnership and joint planning between IWCC and the local school districts, actively addresses the issue of post-secondary selection, retention, and degree completion. The College Academies allow students to save considerable time and money and accumulate credits toward a degree. College Academies also give students the opportunity to further develop good study habits, time management skills and the discipline needed to continue their education after graduation.

Southwestern Community College Partnerships with Area Districts Keep Students in School

Southwestern Community College utilizes the main campus in Creston and college centers in Red Oak and Osceola to serve as educational hubs for sixteen area high schools. College-level career and technical education programming and arts and sciences transfer courses are offered at these locations for over four hundred high school students.

The Business Systems Networking, Automotive Technology, and Carpentry and Building Trades programs feature curriculum that is certified by the Computer Technology Industry Association (CompTIA), National Automotive Technicians Education Foundation (NATEF), and the National Center for Construction Education and Research (NCCER). Southwestern was the first institution in Iowa to have Tech Prep Carpentry programs endorsed by the Associated Builders and Contractors of Iowa and NCCER as an Accredited Training Educational Facility (ATEF). Like the career and technical programs made available to students, the college transfer courses offered have the same rigor and expectations and are taught by the same instructors who teach the traditional, full-time college students.

As indicated by the following comments received by area high school educators, the educational opportunities provided to area students have been not only well-received but attributed to keeping students in school.

“The partnership that exists between Clarke Community High School and Southwestern Community College is very important and very positive for our high school students. Carpentry, Business Systems Networking, and Medical Terminology offer career and technical education not otherwise available to our students. The Carpentry program, in particular, is probably the reason some of our students have not dropped out of school, are passing their required high school courses, and are succeeding in general. We are meeting student needs that we could not have met with the regular high school agenda.

On the other end of the spectrum, our very motivated students have taken advantage of the Postsecondary Enrollment Options Act to get a “jump start” on college. After reading The Des Moines Register’s article about Iowa’s student loans being higher than the national average, it is all the more reason for our students to be able to take PSEO classes.

We are grateful for the opportunities afforded our students by the working arrangement we have with Southwestern Community College.”

-Sandye Kelso, Clarke High School Guidance Counselor

“I cannot begin to tell people how beneficial the classes are to us that we are able to offer our students because of the partnerships we have with Southwestern. I do not have an exact count, but we would have lost a number of students if it were not for our Carpentry class. We have been able to give our students a head start on their careers because of the computer and health occupation courses and we are able to help our students get a jump on their college careers because of the PSEO classes we offer through SWCC. We need these opportunities so that we continue to provide a quality education for all of our students.”

-Terry Weber, Red Oak High School Principal

Indian Hill Community College and Albia High School Tailor Programs to Meet Student Needs

Student needs, changes in technology, and a consistent, cooperative, and flexible relationship have influenced a long and successful partnership between Albia Community High School and Indian Hills Community College. For over 15 years, this partnership has offered college courses in a variety of formats to a variety of student populations. These formats have often stood as models for other schools in Area 15.

At the beginning of the relationship, college courses (at that time, Arts and Sciences transfer courses) were offered in the Albia High School building during the regular school day and were taught by high school teachers who were appropriately credentialed to be Indian Hills Community College adjunct instructors.

A few years after the original offerings to Albia High School students, IHCC and ACHS partnered to offer a technical program in Auto Body. Students enrolled in this program were bussed 25 miles to the IHCC Ottumwa Campus for classes and labs during the afternoon portions of their school day. Regular IHCC instructors in the Auto Body program taught the courses to Albia High students who were able to take advantage of industry standard technology and labs on the IHCC campus.

In 1995, Indian Hills Community College was working toward a goal to locate a center in each of the county seats served by the college. The site chosen for the Monroe County Center was a piece of property owned by Albia Community Schools and sitting between the Albia High School and middle school. The IHCC county service centers each contain two ICN rooms and a computer lab. With the completion of the Indian Hills Community College Monroe Center, students had access to the community college on the same campus as their high school classes.

The addition of the ICN rooms at the Monroe Center once again changed the course and delivery options for IHCC courses to Albia High School students. A walk out the back door and across the parking lot of their high school allowed them to take college courses over the ICN directly from the IHCC main campuses. Auto Body students were able to reduce their travel time to twice a week. Classroom work was delivered over the ICN two days a week and lab work was done at the IHCC Ottumwa Campus two days a week.

The Arts and Sciences course offerings to Albia students also evolved when the Monroe Center was opened. Courses could now be delivered by IHCC full time instructors and student could interact with other college students. Since the opening of the Monroe Center, IHCC and Albia High School work together each year in selecting the course to be offered at the center. High Achieving students may earn as many as 18 credit hours during a year, during their regular school day. The high school schedule, the college schedule, and the courses offered are tailored to fit the needs of these students at ACHS.

Southeastern Community College

At Southeastern Community College, opportunities for students have increased significantly through the years under PSEO, Post-Secondary Accelerated Credit Experience (PACE), Career Academies and Dual Credit Arts and Sciences Courses. It is very important that this region involve stakeholders in the planning, implementation and evaluation process of these experiences.

In Area 16, the Regional School-to-Career Executive Council oversees Tech Prep funds which are used for Career Academies. To further insure quality and communication, that body oversees a Regional Career Academy Steering Committee. The committee consists of Superintendents, High School Principals and Guidance Counselors, Deans and Faculty from SCC and the Director of High School Relations at SCC. The role of this team is as follows:

- Review Iowa Code on Career Academies on an annual basis to check for alignment between criteria in the code and actual practice in our region.
- Provide input on policies and procedures as they relate to Career Academies and Dual Credit Arts and Sciences courses.
- Provide guidance on the development of tools to help districts better market post-secondary opportunities to students and parents.
- Provide input on gaps in curriculum which could be met through the development of new career academy programs or delivery of dual credit courses.
- Address the critical need for business and industry involvement.

Action taken between September, 2004 to December, 2005 includes:

1. Approval of Guidelines for Career Academy/Dual Credit Arts and Sciences Courses at SCC. A sample of these guidelines include:
 - All students in a program/course are enrolled for both high school and college credit.
 - Faculty teaching the courses must have the same credentials as SCC full time faculty.
 - Course quality standards/curriculum/textbooks must be identical to that taught on the SCC campus and an SCC Faculty Liaison will be assigned to assure that through ongoing communication.
 - Facilities must adequately support the programs/courses.
2. Adaptation of a Faculty Alert Form which is currently being used by Career Academy/Dual Credit Arts and Sciences faculty to alert counselors, students and parents to any student performance concerns.
3. Decision to create a “Frequently Asked Questions” (FAQ) piece about transfer of SCC courses taken by high school students. Counselors will be asked to provide questions in an effort to help them address student and parent questions about course transfer as the opportunities continue to expand.
4. Revision of a career pathways guidance tool outlining recommended high school courses/career academies for students interested in SCC Career and Technical programs. A section was added outlining student transfer options from SCC Career programs to twelve 4-year institutions.

References

Friedman, Thomas L. (2005). *The World is Flat: A Brief History of the 21st Century*. New York: Farrar, Strauss and Giroux.

Greater Expectations: A New Vision for Learning as a Nation Goes to College, (2002). National Panel Report. Association of American Colleges and Universities. Washington, D.C.

Iowa Legislative Services Agency. *Issues Review: Enrollment of High School Students at Community Colleges. February 2006*.

Kleiner, B., and Lewis, L. (2005). *Dual Enrollment of High School Students at Postsecondary Institutions: 2002-03* (NCES 2005-008). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

U.S. Department of Education, (Office of Vocational and Adult Education). *State Dual Enrollment Policies: Addressing Access and Quality*, Washington, D.C., 2004.