
BUILDING/NURTURING STRONG COLLABORATIVE PARTNERSHIPS

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A LITTLE ABOUT WASHINGTON STATE COMMUNITY COLLEGE (WSCC)

- Small community college in Southeast Ohio (Marietta)
- Enrollment
 - Fall Semester 2019 – 1,905 students
 - 1009 traditional college students
 - 896 CCP students
 - First increase in headcount since Fall 2012
 - First increase in credit hours since Fall 2014
 - CCP is 47% of total enrollment

CCP DATA POINTS

- Number of dual enrollment partners (as of fall semester 2019)
 - 18 partners (an increase of 10 partners from previous year)
 - 6 of these partners are strictly dual enrollment partners; no CCP on-campus or online
- Number of on-campus/online partners (as of fall semester 2019)
 - 27 partners (an increase of 4 partners from previous year)
 - 8 of these partners are strictly on-campus or online; no CCP dual enrollment
- In May 2019, we had 44 CCP students graduate with a degree or certificate
 - Liberal Arts Transfer Degree and General Science Transfer Degree are best fit for CCP students

CCP DATA POINTS

- Number of CCP students enrolled in fall semester
 - 2016
 - On campus/online – 204
 - Dual enrollment – 461
 - 2017
 - On campus/online – 264 (29% increase)
 - Dual enrollment – 537 (16% increase)
 - 2018
 - On campus/online – 278 (5% increase)
 - Dual enrollment – 492 (8% decrease)
 - 2019
 - On campus/online – 288 (4% increase)
 - Dual enrollment – 677 (38% increase)

CCP STAFF

- Team of three
 - Myself and two full-time CCP Advisors
 - Utilize part-time support staff in Student Services for data entry
 - We are each assigned schools to work with. This helps with getting to know the students and the high school staff, which provides consistency. But, we can step in and help any student if needed.
 - I don't advise as many students as the other two advisors, because I work on tasks that are related to managing the programs

MY RESPONSIBILITIES

- Manage high school programs
- Meet with potential new high school partners
- Build/maintain relationships with our high school partners
- CCP reporting
- Testing administrator for the college
- Start credentialing process for our dual enrollment instructors
- Track dual enrollment classroom observation visits by our faculty liaisons
- Work on pathways
- Plan/coordinate CCP events on our campus

NEW INITIATIVES

- This year, we applied for and received an Innovative Program Waiver focusing on economically disadvantaged students
 - Class2Career
- Our CCP students can choose a major
- Developed Career Communities
 - Core courses within programs in Career Communities
- Now using Student Planning for scheduling/registering on-campus/online CCP students

NEW HIGH SCHOOL PARTNER REQUESTS

- Request comes in to me
 - Gather information needed (contact information for person making the request, course(s) the high school wants to teach, name of high school teacher that will be teaching the course, or if the high school will need to have one of our faculty teach the course in the high school or by PolyCom).
 - Request that appropriate transcripts/resumes for the high school instructor be sent to me, or to have ready when we meet.
 - Ask the contact person to send a few tentative dates/times for a meeting with the high school staff and appropriate WSCC staff. (This should be done within a couple of weeks after the request, if at all possible.)

NEW HIGH SCHOOL PARTNER REQUESTS

- I coordinate the meeting
 - Once I check on WSCC staff schedules, I set up the meeting, either on WSCC campus or at the high school.
 - Put together information folders for the meeting. This information could include a sample of courses we are currently offering with other high school partners, a list of our online courses, course syllabus for specific courses the high school may be interested in, a list of the degrees and certificates that we offer, etc.
 - Put together “goody bags” to give to each high school representative. This usually includes candy, WSCC swag, and WSCC pens and sticky notes.

NEW HIGH SCHOOL PARTNER REQUESTS

- Take notes at the meeting, including action items.
 - Type notes from the meeting and send to high school staff and WSCC staff. (This should be done within a couple of days after the meeting).
 - Follow-up on action items. (This should be done within a couple of days after the meeting).
- When I receive transcripts:
- Forward transcripts to Human Resources for potential new dual enrollment teachers. Once transcripts are uploaded into our system, I start the process by completing a Credentials Checklist.

NEW HIGH SCHOOL PARTNER REQUESTS

- If request is for WSCC faculty to teach a course in the high school or by PolyCom:
 - Check with the appropriate Dean of the division that the course would fall under for availability of faculty.
 - If request is for PolyCom, gather information for an IT contact person at the high school to give to our IT department. Contact is made with the high school to get information on their PolyCom system. A “test” could also be done to make sure our system is compatible with theirs.
 - Once Dean makes a determination on the availability of WSCC faculty, communicate with the high school whether or not we can accommodate their request.

MASTER LIST OF DUAL ENROLLMENT COURSES AT HIGH SCHOOLS

Course	Credits	Days/Times	Term	Instructor
BIOL 2110 Environmental Biology w/BIOL 211L*	4	M-F, 11:03 am - 12:08 pm	Fall	
ENGL 1510 English Composition I*	3	M-F, 9:30 am - 10:17 am	Fall	
ENGL 1510 English Composition I*	3	M-F, 10:17 am - 11:04 am	Fall	
HIST 2110 American History to 1865*	3	M-F, 8:00 am - 8:43 am	Fall	
LITR 2620 Adolescent Literature*	3	M-F, 8:00 am - 8:43 am	Fall	
BUSM 1600 PC Applications*	3	M-F, 8:00 am - 8:43 am	Spring	
ENGL 1520 English Composition II*	3	M-F, 8:00 am - 8:43 am	Spring	
HIST 2120 American History 1865 to Present*	3	M-F, 8:00 am - 8:43 am	Spring	
LITR 2050 Introduction to World Literature II*	3	M-F, 9:30 am - 10:17 am	Spring	
LITR 2050 Introduction to World Literature II*	3	M-F, 10:17 am - 11:04 am	Spring	
POLS 1020 American National Government*	3	M-F, 12:40 pm - 1:27 pm	Spring	

WHAT WE'RE DOING TO BUILD/NURTURE RELATIONSHIPS

- Dual Enrollment
 - We go to the high schools and test the students, if requested
 - We do preliminary work of looking up test scores, transcripts, ACT scores, etc., to see if students can be placed into courses; we then share with the school counselors
 - We go to the high schools to have students sign registration forms and FERPA releases
 - We go to the high schools and do a Dual Enrollment Orientation with students
- We visit our high schools once a month to meet with current CCP on-campus/online and dual enrollment students, and potential new CCP students

WHAT WE'RE DOING TO BUILD/NURTURE RELATIONSHIPS

- CCP visits with school leaders
 - Annual visits in January/February to meet with counselors and principals of our current partner schools (myself and Vice President of Academic Affairs)
 - Conversations include what's working and what's not, feedback for improvement and CCP updates
- In addition, I try to make visits at least once a year to touch base with school counselors
- We pride ourselves on “the personal touch” and our customer service

WHAT WE'RE DOING TO BUILD/NURTURE RELATIONSHIPS

- Provide CCP Hallway Partnership Banner at school's request
 - Also provide classroom signs to hang in classrooms at the high school for all dual enrollment courses
- Design partnership candy bar wrappers for Hershey's candy bars to give to school staff
- Send monthly appreciation items to school counselors
 - Treat bags with trail mix in December
 - Snowman Soup mix for January
 - Valentine bookmarks for February
 - Good Luck pocket cards for March

WHAT WE'RE DOING TO BUILD/NURTURE RELATIONSHIPS

- Send holiday cards with personalized messages from both CCP staff and admissions staff
- Send cards to school counselors during National School Counseling Week
- Administrative Professionals Day
 - Send cards to schools that have an assistant in the guidance office
- National Teacher Appreciation Day
 - Send handwritten notes of appreciation to our dual enrollment teachers

WHAT WE'RE DOING TO BUILD/NURTURE RELATIONSHIPS

- Host school counselor breakfast/lunch meetings once a year
- Host teams from school partners for tours/presentation/meeting
 - We provide snacks/desserts
- Communicate by email with superintendents, principals, school counselors and dual enrollment teachers regarding CCP updates, college updates, etc.
- Provide CCP information binder to each school counselor
 - Includes CCP Professionals' Resource Guide, CCP Law, CCP ODHE forms and documents, our forms and documents

WHAT WE'RE DOING TO BUILD/NURTURE RELATIONSHIPS

- Maintain lists of superintendents, principals/assistant principals, and school counselors
- Check twice a year to see if there are any changes in positions
 - Send handwritten congratulations notes to new staff
 - Include my business card
 - Offer to schedule a meeting to introduce myself, or send folder of CCP information

BUILDING PATHWAYS WITH NEWEST SCHOOL PARTNER

- Started off communicating with new high school principal and scheduling a meeting with the two of us
 - This led to a second meeting with four staff members from the school district (including the Superintendent) and three WSCC staff (including our President)
 - We had worked with this high school with on-campus CCP students, but not dual enrollment
- This particular school partner asked to collaborate to build pathways for students
 - Business Management/Industrial Technology Degrees
 - Includes CCP credit and articulated credit
 - Pathways are built to have students earn 24-30 college credits while in high school, then can complete an Associates Degree at WSCC one year after graduation

BUILDING PATHWAYS WITH NEWEST SCHOOL PARTNER

- Monthly meetings with myself, VPAA, high school principal
- Bring in other staff, if necessary, depending on topic of discussion
- Hosted team of Middle School staff for tours and a meeting
- Attend beginning of year Professional Development day at the high school
- In February, we will be hosting all high school teachers for tours and a meeting

NEXT STEPS WITH PATHWAYS

- Build more integrated CCP/articulated credit career pathways by working closely with Tech Prep and Workforce Development
 - Specific to each individual school's wants/needs
- In a year or two, look at data
 - Track students in a pathway to see if they are finishing within one year after high school graduation
 - Track matriculation rates
- Look at pathways that will offer industry credentials for students

QUESTIONS? SHARE YOUR BEST PRACTICES

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