

# Dual Credit, Dual Identity: Making the Most of the High School / College Partnership



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# What does CCP with CSCC look like in Hilliard City Schools?

- **Students come to Innovative Learning Center (ILC) for two periods of their day (total 90 minutes). They take classes as a cohort.**
- **First Year Sample Schedule—mostly juniors w some seniors**
  - **Fall Semester: English 1100 MW, Psych 1100 TR, COLS 1101 F**
  - **Spring Semester: English 2367 MW, Soc 1101 TR, Advisory F**
- **Second Year students—all seniors, who take Oral Communication, two Political Science courses, and Philosophy (Ethics) with similar schedule as above. No classes on Fridays.**

# Setting the Stage for Success

## **Replicate college atmosphere as much as possible**

- Setting (“microcosm”), readings/assignments, activities, speakers, resources, conduct

## **Encourage “growth mindset”**

- Praise grit and perseverance; re-frame “failure” on tasks

## **Plan for and address system-level conflicts**

- Computer grading systems, calendar discrepancies, substitutes, college v HS policies

## **Use team approach as much as possible (while following FERPA law, of course!)**

- Connect with school counselors, CSCC faculty leads & advisors; student-led conferences

## **Be patient with ourselves and with students**

- As CSCC CCP Curriculum Director Lauren Jones notes, we are “building the plane while flying it”

# Providing a Unique Learning Experience: Innovative Learning Center Philosophy

- **Campus student-union setting, including breakout areas**
- **Students work with peers from all three high schools**
- **Students can *sometimes* direct their own workshop time in certain courses — freedom to structure their own time helps them experience college environment**
- **Our students typically take 4-5 other courses (many of which may be AP courses) *in addition to* their dual credit coursework. They are leaders in clubs and varsity athletes; many hold part-time jobs. They are being bombarded with advice to “get involved” to look good for college**

**#1 comment from our surveys: students love the “college feel” of the ILC**



# Framing Expectations: Plan for Explicit Discussions of HS vs College Culture

- **Most students know each other**
- **Students are typically same age or relatively close in age to their classmates**
- **Teachers provide frequent reminders about homework and due dates; we fully explain content, including assigned reading**
- **Time is often provided in class to complete work**
- **Revision opportunities or test retakes are common**
- **Parents are quickly notified when progress declines**
- **Culture *may* be more informal/greater tolerance for off-task behaviors**



# Communicating College Culture and Expectations

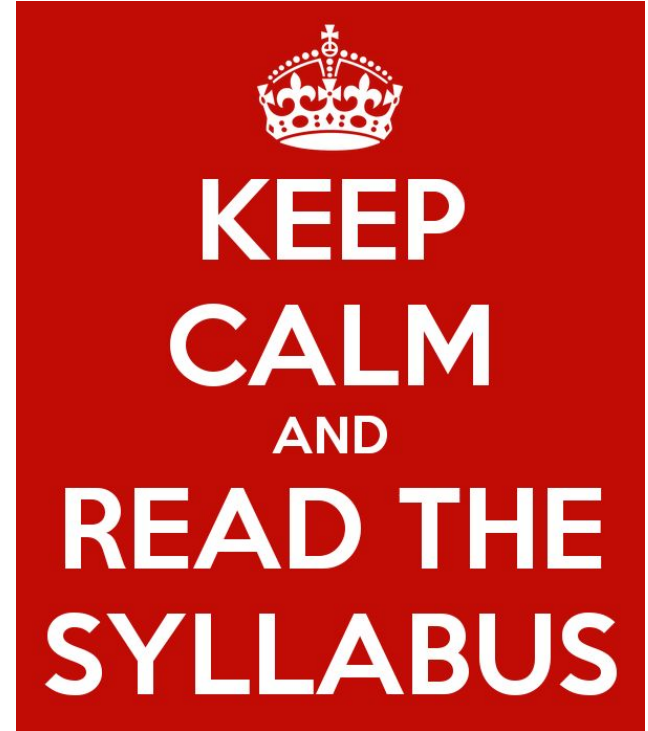
- **Most students do not know each other before class starts**
- **Mixed age, diverse classrooms**
- **Assumption of time management**
- **Fast-paced: critical thinking and strong reading skills required**
- **Relationship with student only; parents not involved**
- **Academic environment/etiquette expected**



# Clarifying Expectations for CCP Students

**Embrace college culture and expectations!**

- **Follow Syllabi**
- **Use Blackboard, CougarWeb, and Turnitin.com**
- **Check CSCC email account daily**
- **Advocate for self/communicate needs**
- **Take advantage of college resources such as CSCC tutoring, CSCC advisor, CSCC website**



# Discussing the Differences Between College & HS Grading Philosophies

## (1) GRADING SYSTEM: ACHIEVEMENT AT COLUMBUS STATE COMMUNITY COLLEGE

- (a) Letter grades based on student achievement will be assigned to students enrolled in individual degree-credit courses by the faculty member assigned responsibility for that course. The assigning of the grades shall be in accordance with the standards of expected achievement of the College and each course.

GRADING DEFINITIONS	GRADE NOTATION	GRADE POINTS per Academic Credit Hour
High Achievement	A	4.0
Good Achievement	B	3.0
Satisfactory Achievement	C	2.0
Below Satisfactory	D	1.0
Failing	E	0.0
Satisfactory	S	0.0
Unsatisfactory	U	0.0



# Sharing Current Research on Students' Perceptions of Grades

The screenshot shows a web browser window displaying a Google Drive document viewer. The document is a PDF titled "Disparity in Expectations of Reward for Effort Expended Among Students, Professors, and Employers" by Joanne D. Altman, Beth A. Prittie, and Gary B. Forbach. The document is hosted by the Society for the Teaching of Psychology and published in the journal "Teaching of Psychology". The abstract discusses a study on student, professor, and employer perceptions of how reward for effort expended and meeting task performance criteria should be factored into college grades and employment compensation. The document is viewed on a Windows 10 desktop environment.

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## Disparity in Expectations of Reward for Effort Expended Among Students, Professors, and Employers

Joanne D. Altman<sup>1,2</sup>, Beth A. Prittie<sup>1</sup>, and Gary B. Forbach<sup>1</sup>

### Abstract

This study examined student, professor, and employer perceptions of how reward for effort expended and meeting task performance criteria should be factored into college grades and employment compensation. The sample consisted of students, faculty, and employers. Participants completed a survey assessing perceptions of effort and performance in either a college or employment setting. Results indicated that students felt that effort should account for a significantly larger percentage of their overall grade than did professors and employers. Results also indicated that this attitude carried over into employment settings; students believed that an employee's financial compensation should include a substantial component based on how hard a student tried, whereas teachers and employers did not. These findings suggest a need to shift student expectations regarding rewards away from effort and toward performance during a college education.

### Keywords

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# Orienting Students and Families: Timeline

- **January/February: Prospective parent/family info meeting.** We bring current students, set up sample research posters, and chat with prospective families after Tom Woodford's presentation.
- **Early May: more detailed meeting with families once students have tested into the program.** Again, we discuss expectations, and we bring students who briefly share their experiences and tips for success.
- **First week of school: we conduct an orientation program during class times since CSCC courses typically have not started yet.** Number of days varies a bit each year depending on the calendar match.
- **Early-Mid September: we participate in the Open House event at the ILC.** We re-emphasize college expectations and discuss the English 1100 curriculum more specifically.

# Orientation Activities: Nuts and Bolts

- Familiarize students with the building
- Set up CSCC email accounts on iPads; introduce CSCC platforms
- Read & discuss articles on college expectations in seminar-style discussion



# Orientation Activities: Building Community

Icebreakers, “Letter to Me,” Group Photos, “Shredding of the Fears,” Maya Angelou’s “Human Family” poem



# Bridging the Gap: Becoming a Learning Community

**English 2367 students present their major research projects in a poster session in May. We invite members of the community as well as families to attend.**



# Collaborating: “Teamwork Makes the Dream Work”

- **Collaborating with each other:** syllabi, lesson plans, assignments, rubrics, grade norming
- **Collaborating with CSCC:** attending meetings/PD on campus when practical, staying in touch with faculty leads
- **Collaborating with other CCP programs:** exchanging ideas with other CCP instructors



# Questions?

## Emails

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