

High School Partnership Programs

Ohlone Story

Submitted by Jim Wright

Overview

The Ohlone Board of Trustees and Fremont Unified School District School Board held a joint meeting during the summer of 1997. They established a mutual goal to increase the availability of college-level coursework for high school students. At a subsequent meeting between the Ohlone Board and the Newark Unified School District a similar goal was set. Thus, developing dual enrollment opportunities is now an important strategic direction for the college and the high schools in Fremont and Newark. Colleges are allowed to enroll students who are under 18 years old and not high school graduates, if the student's high school principal and the college administration deem the student to be prepared for the college instruction. Since students are attending high school and college at the same time, this process is also referred to as Concurrent Enrollment. State attendance codes allow the college to collect apportionment for high school students during the school day so long as they otherwise meet the minimum number of daily attendance time in their high school schedules.

Under General Concurrent Enrollment high school students may take Ohlone courses on an individual basis under the Special Admissions process with permission of the high school principal and approval by the College. These classes are taken outside of the school day during the week, on the weekends, and during the summer term. K-9 students may also attend college classes in the same manner and are called "exceptional" in the education code. Such enrollments fall under a similar, but even more stringent application requirement. Beginning last year, Ohlone began allowing limited special admissions into PE sections. This is stipulated by the Education Code to not exceed 10% of the total enrollment in the section. This cap for special admission enrollment is controlled by a dynamic rule in the registration system.

The Partnership Concurrent Enrollment Programs between Ohlone and the high schools in Fremont and Newark has evolved into two key strategies. Strategy 1 involves high school faculty teaching Ohlone courses as part of their regular daytime teaching load (Ohlone reimburses the school district the rate that would be paid an adjunct faculty member to teach 90 hours for an annual course or 45 hours for a ½ year course). Strategy 2 involves Ohlone faculty teaching at the high schools. Since 1997 the college and our high schools have used these two strategies to create a wide variety of dual or concurrent enrollment partnerships. As an example, the following is a summary of enrollments and major topic areas at each six high schools during the 2006-07 school year: Irvington: 570 enrollments - Music, Theater, Art, French, Spanish, Chinese, ASL, Sports Medicine; Mission San Jose: 597 enrollments - Mathematics, French, Japanese, Chinese, Spanish; Kennedy: 172 enrollments - NSF/Biotech, Broadcasting, Psychology, Philosophy, Sociology, ASL; Washington: 64 enrollments - ASL and Theater; and Newark Memorial: 279 enrollments ASL, Music, and NSF/Biotech.

We are now expanding the scope of these dual enrollment strategies to include more systemic and programmatic efforts. We are engaging in strategic planning with our high school and ROP partners to explore the development of inter-segmental assessment and pathway programs that provide more structure and direction for students who might not otherwise see themselves as having a path to higher education. These strategies will be described in more detail in the sections below.

Relationship to College Values

High standards in our constant pursuit of excellence; and Trust, respect and integrity

The discussion of Accreditation Standard II.A. below describes how the college and the schools have incorporated standards of excellence and the respect for state laws and guidelines in the development of our partnership programs. The trust and respect between the partners are the key ingredients to making this happen. This is verified by partnership agreements that are signed by the college and the high school for every concurrent enrollment course we offer. These agreements stipulate clear expectations and provide the context for focused planning when developing new programs.

Team work and open communication

The development of our high school partnership programs has involved continuous communication and teamwork between the administrative and faculty staff of the college and the schools. Great attention has been paid to relationship building that has led to great success and laid the foundation for the development of even more systemic improvements in the future.

Contribution to Achieving College Goals

Developing the Learning College Model; and building Learning communities, cohort groups, enhanced facilities, and improved course availability

The development of College Connection program contributes to the college goals of following the learning college model and enhancing student success by creating learning communities and improved course availability. During the 2005-06 school year, Ohlone worked with the Fremont, Newark, and New Haven Unified Schools Districts to explore the College Connection program in place at several colleges in the state. In this model, students complete their senior year on the college campus by meeting their minimum daily high school attendance requirements with a high school teacher stationed at the college. They then augment their high school classes by taking college courses on site. A workshop was held for all parties involving a conference call dialogue with the faculty of the College Connection Program at Shasta College in Redding. This is a mature and successful program involving ten high school districts, with five high school teachers stationed at the college serving four cohort groups totaling 120 students. As a result of this planning work, Newark Memorial High School created the pioneer College Connection program with Ohlone College and 26 students began their classes in the fall of 2006. Jackie Lucero, a full time teacher at Newark Memorial High School, was assigned to the program as the pioneer teacher. In the 2007-08 academic year Newark Memorial High will be joined by a cohort from Kennedy High School in Fremont as the program continues to grow.

The implementation of the of the Learning Alliance for Biotechnology (LAB) program contributes to the college goals of following the learning college model and enhancing student success by creating learning communities and reaching out to underserved populations. The program planning and development is funded by the National Science Foundation with the implementation costs being supported by the college and the high schools involved. The LAB program is an integrated set of activities with the aim of: 1) increasing the number of students participating in biotechnology programs, particularly those from underrepresented groups; 2) increasing the variety and effectiveness of teaching and learning strategies and methods in biotechnology programs; and 3) enhancing and expanding the scope of their biotechnology program by exploring and developing new bioscience technician programs in alignment with industry needs.

Activities include summer programs for students, tutoring, outreach, professional development for teachers, and curriculum and program development. The program is increasing the numbers of underrepresented students involved in the biotechnology and science, technology, engineering and mathematics (STEM) and related programs at Ohlone College. It includes outreach to and recruitment of primarily Hispanic and Latino students. A learning community model is being established at target high schools and involves college students who serve as peer tutors. A staff development component providing industry collaborations for both high school and community college faculty is leading to curriculum development for biotechnology courses. The Project is under the direction of Dr. Ron Quinta, Dean of Math, Science and Technology leading a cadre of Senior Personnel, an Advisory Team, High School Facilitators, and High School Success Teams.

During the 2006-07 school year the administrative leadership Ohlone and the Fremont and Newark Unified School Districts and the Mission Valley ROP began to formally explore the concept of engaging in inter-district strategic planning aimed at making our systems more conducive to student success and to encourage more students to aspire to a college education. Several meetings were held that led to the convening of an Inter-District Information Sharing and Strategic Planning Dialogue on April 18, 2007. The top administrative leaders met with Deans and faculty from Ohlone (see complete listing). The school districts and the ROP provided overviews of their testing and assessment systems and their strategic plans for student success. A dialogue session following the presentations resulted in the identification of four strategic action plans for the partners to address.

- Create an inter-district local plan for Career Technical Education. A primary focus of this local plan is the development of career pathway programs.
- Engage in item analysis of assessment tools used by the high schools and college to determine if a more seamless process of high school to college transition can be developed.
- Develop a more systemic process for educational planning focused on the high school to college transition, particularly for students who are not clearly and directly UC or CSU bound. One strategy of interest in the use of e-portfolio strategies for students to organize their educational planning
- Create inter-district professional development activities for faculty, administrators and staff.

Demonstration of the Meeting of One or More of the Accreditation Standards

Standard IIA.1.a and b.: ...all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

The content of every concurrent enrollment course is reviewed by appropriate staff and faculty at the high school and College and has been determined to be equivalent to the Ohlone College course. The instructor must meet the minimum qualifications to teach the Ohlone College course and must follow the Ohlone College Course Outline of Record. The course appears in both the College and high school schedule of classes. The course sections are open to the general public. School District Board policy must not prohibit the general public from being on campus during the times this course is offered. High school students enrolled in an Ohlone College class during the regular school day must otherwise meet their minimum daily attendance requirement in their other classes. While enrolled in these partnership classes students are subject to the academic and disciplinary policies of Ohlone College. The high school Principals are responsible for assuring documentation of concurrent enrollment permission forms and assurance that students are prepared to benefit from the instruction. The high school staff works with the Ohlone College Admissions and Records to facilitate student application and registration. These guidelines are codified in an agreement form signed by the high school principal and Ohlone College Dean for every concurrent enrollment class.

Expression of Accreditation Themes

Dialogue

The development and implementation of our concurrent enrollment partnership programs has involved considerable internal and external dialogue. Administrators and faculty within the college work together closely to create and maintain these partnership programs. Ongoing meetings and conversations between the college administration and faculty and the high school administration and faculty over the years have served to maintain the integrity of the programs.

Institutional Integrity

In 2002 concurrent enrollment received a great deal of negative press because of misuse by a few colleges, principally involving the areas of physical education and athletics. SB 338 was a response to misuse of concurrent enrollment at a few colleges. The legislation provided clearer guidelines for providing concurrent enrollment classes. Although Ohlone has always worked within the regulations, SB 338 was helpful in validating our procedures. In recent years, the state attendance auditors have been paying particular attention to concurrent enrollment and Ohlone has always received clear audits on our practices and procedures.

Sources of Evidence

2002 Program Review

Guidelines in Accordance with SB 338

Agreement Forms

Schedule of Classes

Strategy 1 Invoice

College Connection Agreement

College Connection Website

College Connection Student Comments

Board Presentations

4-18-07 Strategic Planning Meeting Summary, Participants