

CREATING AN OFFICE OF DUAL ENROLLMENT

by

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ABSTRACT

Dual enrollment is defined as a high school student taking college courses for college and/or high school credit. Over the past few years, the growth of dual enrollment has exploded in community colleges, not only within Michigan, but nationally as well. This has left community colleges struggling to keep up with fulfilling the demand for their coursework by high school students.

This product dissertation creates an Office of Dual Enrollment at Mid Michigan Community College (MMCC), a college located in rural central Michigan that serves approximately 4,000 students on its two campuses. This dissertation examines the historical trends related to dual enrollment, issues and challenges faced specifically by MMCC as it responds to K-12 school systems and their students and provides an approach the college might take to include an Office of Dual Enrollment.

Included in this dissertation are recommendations for placement within the college's structure, personnel/job descriptions, budget, an approach for handling dramatic fluctuations in the number of dual enrolled students, a process for assessing objectives and outcomes associated with the Office, and an implementation process. Finally, this dissertation contains numerous appendices related to dual enrollment processing of students in Michigan.

KEY WORDS: dual enrollment, office of dual enrollment, high school, Mid Michigan Community College

DEDICATION

This dissertation is dedicated to “Mishler Party of Seven.” Our parade of five children often causes those around us to do a double take as we walk into restaurants. But it is that party of seven that has sustained me, encouraged me, and driven me to complete this dissertation. The kids know more about dual enrollment than any 15-, 11-, 9-, 4-, and 2-year-old should. Their questions and their genuine (okay, maybe not totally genuine) interest in the topic sustained me during many late nights in my office.

Of course, the real champion in this project is my wife, Jessica. Juggling a busy household that is the natural byproduct of having five children, all of whom are involved in extracurricular activities, is no easy task. Then, add on the charge of doing all of that while your husband is frequently immersed in writing qualifies her for sainthood. Did I mention that, since the day I began my doctoral journey, my wife completed her master’s degree and had two children? She is a true rock star!

I love you guys! Now, let’s go grab a table. For seven.

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CHAPTER ONE: INTRODUCTION

INTRODUCTION

High school students in the state of Michigan have come to expect that their high school career will involve taking one or more dual enrolled course. Many students take multiple courses per year. According to the most recent data provided by the State of Michigan, in the 2016–17 academic year, 27,916 students in grades 9–12 completed 100,548 courses (Center for Educational Performance and Information [CEPI], 2018). That averages out to each student attempting over three courses per year. There has been a fundamental shift in how traditional high school students view their high school career. Students imbed college access and experiences into their high school career, and they have the legislation to back it up. “This is about increasing access for all Michigan students to a college education, especially at a time when a college or technical education is critical to success in the 21st century economy,” said Judy Emmons (Office of Sen. Judy Emmons, 2011). Emmons, a state Senator from Michigan, sponsored sweeping legislation in 2011 that drastically increased the number of students eligible for dual enrollment. However, it was not always that way.

Picture the educational life of high school students in Michigan in 2002. One may envision them hopping on the school bus in the morning and riding to the local school where they complete a complement of classes within that building from teachers who are district employees. They have these teachers for a multitude of classes over their high school career.

The “social” side of high school is alive and well, with the students congregating at lockers between classes or at lunch to get the latest scoop or make plans for the upcoming weekend. The students who attend that high school more than likely began in that school district in kindergarten and progressed with the same group of students from the time they were five or six years old. Related to curricular offerings, generally two tracks of courses were available for them to take: one for students planning on going to college, and one for those who planning to enter the workforce. Also, consider the higher education landscape in 2002: College enrollments were steady, college budgets were stable, and students were not concerned about how they were going to finance their college education.

Fast forward 15 years to 2017. High schools look very different than they did at the turn of the century. For one, there are now fewer students in Michigan. According to MiSchoolData, a data repository run by the Michigan Department of Education, over the course of those 15 years, the state of Michigan experienced a 10.5% decline in K-12 students (Michigan Department of Education [MDE], 2017). School choice has become much more prevalent, due in part to the rapid growth of charter schools in Michigan. Historically speaking, charter schools are a recent initiative. Charter schools were first authorized by state legislation in 1993. In 2011, the limit on charter schools within the state was removed. Since that removal, charter schools increased by 25% (up to 299 public school academies) according to data provided by both MiSchoolData and the Detroit Free Press (Dixon, 2014). In addition, students may now elect to attend school in a neighboring school district for any number of reasons, including athletic offerings, curricular offerings, or even extracurricular non-athletic offerings. Students come and go from the school all day, as they attend a variety of courses off-campus. But the

biggest difference from 2002–17 is probably the number of students who are participating in dual enrollment, whether online, at a college campus, or maybe even within the confines of their high school.

The landscape has changed dramatically on college campuses as well in the last fifteen years. After the recession through the mid-2000s, state support for higher education has declined: “From 2003–15, state of Michigan higher education appropriations have dropped 30%, when adjusted for inflation” (Roelofs, 2018). In order to make up the difference in revenue, institutions were forced to raise tuition: “In the state of Michigan, tuition prices soared at the 15 public institutions anywhere from 91 to 17%, when adjusted for inflation” (Roelofs, 2018). This put the cost of a college degree at the forefront of potential students’ minds. They often did not think they would be able to afford going to college, or they still planned on going to college, but wanted to go about it in a more cost-effective manner. According to the UCLA Higher Education Research Institute, “46% of incoming freshmen rated education costs as a ‘very important’ factor in their college choice in 2014” (Rivera, 2014). This was the highest percentage the report had ever seen. Since school districts provide the vast majority of the monetary support for dual enrollment classes, the cost-savings associated with dual enrollment are an enticing factor for high school students and the additional enrollment numbers for a higher education institution make this joint venture advantageous for all involved.

Due to the aforementioned shift in both the K-12 and higher education landscape, it is incumbent for institutions of higher education to move nimbly with the times and respond to requests from their K-12 partners in regard to dual enrollment needs. In order for institutions

to adequately respond to the drastic increase in demand for dual enrollment from its partners, the organizational hierarchy must adjust. What is recommended is a dedicated “Office of Dual Enrollment” to handle all the various matters and functions of dual enrollment, including managing and massaging different stakeholder needs.

WHAT IS DUAL ENROLLMENT?

Dual enrollment in the state of Michigan, in the strictest sense, is a student taking a college class while in high school and then making the determination of whether they want to define the credits as college-credit only, or as joint high school and college credit (Postsecondary Enrollment Options Act 160, 1996/2012). Dual enrollment is the umbrella under which students can earn college credit through various models including traditional dual enrollment; concurrent enrollment, dual or direct credit; and early/middle college. In Michigan, many colleges and universities provide opportunities for high school students to earn college credit through at least one of these formats. Concurrent enrollment, dual credit, and direct credit are terms that are used to describe a college class that is taught in the high school as part of the regular high school schedule and is taught by a high school instructor who meets the requirements of the college or university and the Higher Learning Commission to teach the college class. Early colleges are programs that are designed by high schools where a student would stay in high school for five years. At the end of that fifth year, students would graduate with both their high school diploma and associate degree at the same time. Finally, middle college refers to a program where academically-struggling students would attempt college credits while in high school with an additional layer of built-in supports. Traditionally, these

programs focused on a singular program of study, but these programs have recently shifted to the Early College model in the state of Michigan. In all models of dual enrollment in Michigan, the school district bears the vast majority of the costs associated with taking a college class (“Early Middle College,” 2018).

GLOSSARY OF KEY TERMS

Unfortunately, higher education often uses several confusing terms that essentially mean the same thing. Even more disheartening is that these terms can mean different things depending on what area of the country they are used in. In an attempt for consistency, the following is a glossary of key terms that will be used throughout the dissertation:

- Dual enrollment – Taking college course(s) in high school for college and/or high school credit.
- Concurrent enrollment – Taking a dual enrollment course which is provided at a high school setting and typically (but not exclusively) taught by a high school instructor who is credentialed by the college.
- Direct credit – Taking a dual enrollment course at a high school which is taught by a high school instructor who is credentialed by the college.
- Early College – Program within the state of Michigan that allows high school students to work on their high school diploma and associate degree concurrently. The student stays a fifth year in high school, with the goal of completing a high school diploma and associate degree at the conclusion of that fifth year.
- In-district tuition – A tuition rate at Mid Michigan Community College. Students who are billed in-district reside within the geographic boundaries of the Beaverton, Clare, Farwell, Gladwin, and Harrison public school districts. Properties within these boundaries pay a tax or millage in support of the college. Consequently, they receive a lower tuition rate than out-district students.
- Out-district tuition – Simply, students that do not reside within the in-district geographic boundaries. Because these properties do not support the college with a millage, they pay a higher tuition rate than in-district students.

- Enhanced tuition – This is a tuition rate that is given to select high schools in recognition of their significant dual enrollment partnership with MMCC. Schools selected for enhanced tuition are schools that are partnering with MMCC to provide dual enrollment at their school in a large, programmatic way. This requires careful coordination and hard work on both parties. In recognition of this, the enhanced tuition rate is 20% less than the standard out-district tuition rate. MMCC’s enhanced tuition rate is different than the state of Michigan’s enhanced dual enrollment definition. While similar in their requirement of a strong partnership between the K-12 and higher education entity, MMCC’s enhanced model specifically refers to a reduction in tuition price.
- NACEP – The National Alliance for Concurrent Enrollment Partnerships is the national accrediting body for concurrent enrollment. Currently, MMCC is the only community college in Michigan that has achieved NACEP accreditation. Since NACEP is mostly focused on concurrent enrollment, many of the procedures and processes used to govern MMCC’s concurrent enrollment system are best practices identified for and supported by NACEP.

MICHIGAN AND NATIONAL DUAL ENROLLMENT TRENDS

As stated previously, participants in dual enrollment programs have increased year over year since the change to the Michigan law in 2012. According to data provided by the Michigan Department of Education, during the 2011–12 school year, 500,433 Michigan students were enrolled in grades 9–12. Five years later, the number of Michigan students enrolled in grades 9–12 had fallen to 482,657, which represents a 3% decrease during the five-year period. In 2011–12 the number of Michigan high school students who participated in dual enrollment courses in the state was 15,432. Five years later, that number increased to 28,568 (MDE, 2017), which represents an 85% increase.

Table 1: Dual Enrollment in Michigan, Grades 9-12, 2011-16

	Total Enrollment, Gr 9-12	# of Dual Enrolled Students	% Participation in Dual Enrollment
2011-2012	500,433	15,432	3.0%
2012-2013	492,642	19,738	4.0
2013-2014	487,818	22,613	4.6
2014-2015	485,292	23,422	4.8
2015-2016	482,657	28,568	5.9

Nationally, the trend of more students taking advantage of dual enrollment mirrors that in Michigan. According to the National Center for Education Statistics, high schools reported close to 2 million students enrolled in dual enrollment courses, and over 80% of high schools nationally had dual enrollment options available to students (Thomas, Marken, Gray, & Lewis, 2013). Additionally, in the 2010–11 academic year, over 1.2 million students took college courses through dual enrollment (Marken, Gray, & Lewis, 2013).

BENEFITS OF DUAL ENROLLMENT

Dual enrollment benefits both the student and the institution at the same time in a myriad of ways. For students, the chance to begin their college career while still in high school is attractive. In the state of Michigan, the local school district pays the vast majority (and in some cases, the totality) of the tuition, fees, and textbooks for dual enrollment (Postsecondary Enrollment Options Act 160, 1996/2012). Dual enrollment allows students, particularly those who would otherwise struggle to finance their college education, to begin without incurring debt, or incurring little debt. In Michigan, students are allowed to take up to 10 college courses while in high school (Postsecondary Enrollment Options Act 160, 1996/2012). The number of courses that students are allowed to take through dual enrollment can be greater than 10, if

the secondary school district has a signed partnership agreement with a postsecondary institution. Nationally, the average level of tuition and fees at a four-year public institution increased 87% between 2000 and 2013 (Schoen, 2015). Because tuition rates have soared, students are often forced to find alternate methods to finance their education. Student loan debt has ballooned, and the average debt is now over \$37,000 (“Student Loan Debt,” 2017). For students, dual enrollment offers a very attractive way to accumulate college credits without racking up student debt.

Dual enrollment opportunities are offered in many districts as a way to expand rigor in specific subjects. In small, rural districts, the high school curriculum may be exhausted in a particular subject relatively quickly. For example, certain local districts may only have Algebra II as their highest math course offered. For college-bound students, dual enrollment may provide students with the only opportunity to take more advanced classes, such as pre-calculus, trigonometry, or calculus, prior to enrolling in college.

Dual enrollment provides students with an opportunity to “experiment” with their intended major. This is important because changes to federal financial aid are further restricting how long a student can be enrolled in a degree-seeking program and how many credits a student can earn to still be eligible for financial aid (Baena, 2015). For students who are unsure of the path or program of study they want to enter, switching majors a handful of times could ultimately make them ineligible for financial aid. Providing opportunities for students to participate in dual enrollment allows them to sample a variety of courses while looking for something that they are interested in pursuing as a major.

Dual enrollment programs also allow students who otherwise would not have pursued a college education a chance to be successful and realize they can be a college-bound student. This is a huge social benefit, not only for the student, but the community as well. Sometimes, high school students may not have envisioned themselves as college students. However, when students have an opportunity to take college classes while they are still in high school, the experience may serve as the conduit for them to pursue a college degree after high school. Students begin to view themselves as college material and may determine to progress on to college, thereby altering their life trajectory in ways they never previously considered.

For the institution, the benefits of dual enrollment are numerous as well. First, dual enrollment definitely helps with increasing enrollment figures. According to internal MMCC enrollment management plans, dual enrollment accounted for 10,681 contact hours in 2015–16 and is projected to support 12,164 contact hours in 2018–19. This presents a 13% increase in three years (Mid Michigan Community College [MMCC], 2016). And while enrollment and the revenue generated from tuition is not the ultimate goal of the program, the fact remains that dual enrollment accounts for between 20–25% of the headcount of students each year from this institution (MMCC, 2016).

A strong dual enrollment program at a high school creates a seamless path between the K-12 school district and MMCC. According to internal MMCC data, students who begin college while still in high school are more likely to continue on to MMCC once they graduate high school. For the Fall 2014 semester, approximately 26% of all dual enrolled students enrolled at MMCC after high school graduation. However, the overall penetration rate (a calculation that considers the number of MMCC enrollees from a high school and divides it by the number of

eligible high school graduates) was only 13% (MMCC, 2017). While MMCC would prefer all dual enrolled students to continue to MMCC after high school graduation, MMCC will still garner revenue from dual enrolled students while in high school, even if these students do not end up attending MMCC after high school graduation. The strong tie between the college and the high school also affords the Admissions Department staff additional opportunities to be in the schools and present information about MMCC as part of recruitment efforts.

Finally, dual enrollment helps students prepare for being full-time college students. The student success rates at MMCC (the percentage of students receiving a “C” grade or higher) for dual enrolled students has averaged 87.4% from the Fall 2011 semester through the Fall 2015 semester (MMCC, 2017). Students who participate in dual enrollment become familiar with the expectations of college: they learn how to read a syllabus, study, prepare for exams, and are overall better prepared. Dual enrollment provides students with an early introduction to college while they are still in high school.

DUAL ENROLLMENT AT MID MICHIGAN COMMUNITY COLLEGE

Mid Michigan Community College, formed in 1965, recently celebrated its 50th anniversary. What once began with plans drawn up around a kitchen table with a small group of community members, now boasts two full campuses with approximately 5,000 students taking classes each year.

The main campus of MMCC is located in Harrison, Michigan, and shares its land with the Clare–Gladwin Regional Education Service District (RESD). The RESD serves as the career and technical education hub for local school districts and provides shared services related to the

business office, pupil accounting, professional development, and special education services with local school districts. The Harrison campus boasts a full spectrum of academic offerings, including space for automotive, medical imaging, and heating, air conditioning, and refrigeration programs. The Mt. Pleasant campus is MMCC's newer campus, with the oldest building completed in 2008. The Mt. Pleasant campus has a full spectrum of academic offerings, including exclusive space for physical therapy assistant and pharmacy tech programs (MMCC, 2017).

Students attending MMCC are looking for a variety of experiences, from taking classes that transfer to a four-year school, to completing an associate degree, to taking a few classes to enhance their work resume. In addition, Mid Michigan Community College offers short-term and customized training for employers. Examples of short-term training include supervisory skills, blueprint reading, and specialized welding, etc. MMCC also offers a robust pre-college experience for dual enrolled students. Overall enrollment for the most recent fall semester at MMCC was 4,154 students who took a total of 35,163 credit hours. According to internal MMCC data, 53% of those total credits were attributed to the Mt. Pleasant campus, even though out-of-district students pay almost twice the tuition rate of in-district students. Classes attributed to the Harrison campus accounted for 19.3% of total credits, with online credits consisting of 19% and off-site locations accounting for 7% (MMCC, 2016).

Central Michigan University (CMU) is located in Mt. Pleasant. The tuition rate for CMU, which is \$405/credit hour, is approximately double the out-of-district tuition rate of MMCC, which is \$202/credit hour. Because of this, MMCC serves CMU students who wish to take

classes at MMCC in an attempt to round out their CMU schedule or re-take classes in which they were unsuccessful at CMU.

Included in the fall student headcount of 4,000 is approximately 900–1,000 dual enrolled students (MMCC, 2016). The state of Michigan expanded dual enrollment opportunities for students in 2012 with the passage of Senate Bill 622. Previously, dual enrollment was restricted to students in the 11th or 12th grades. This legislation opened dual enrollment to all high school students (Murray, 2012). When that law changed in 2012, MMCC made a conscious effort to expand its dual enrollment offerings. Now totaling somewhere between 20–25% of the total student headcount, MMCC is very involved in dual enrollment, and it is one of the only subsets of student enrollment that has grown over the last few years.

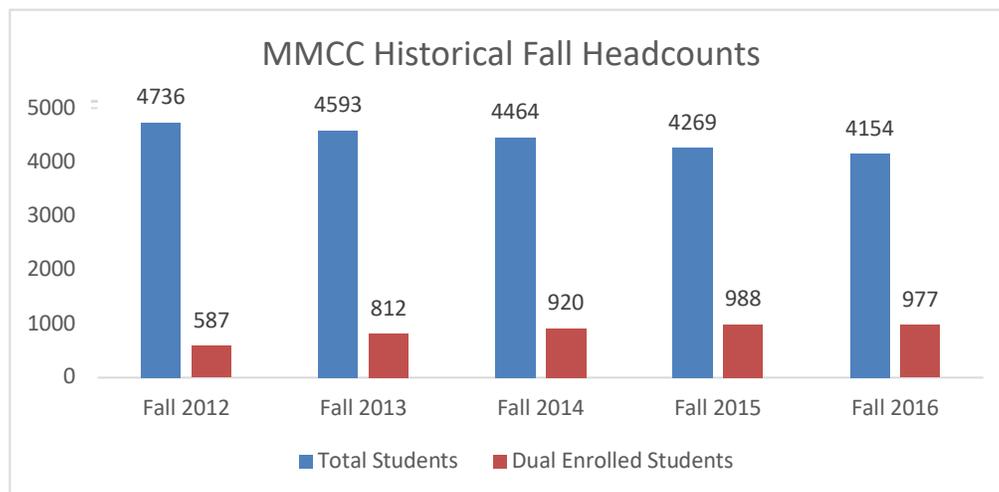


Figure 1: MMCC Historical Fall Headcounts

MMCC is led by President Christine Hammond. The college has instituted a shared governance structure, which seeks to provide opportunities for feedback from all major employee groups for many of the details surrounding the college. One particular shared governance committee, the Partnership Committee, created an Off-Campus Advisory

Committee to handle questions and challenges that arise generally with dual enrollment, and specifically with college classes being taught in a high school. *Off-campus programming* is MMCC's term for the selection and delivery of college courses in a high school setting, using a variety of modalities and a variety of teachers (but mainly high school teachers who have successfully completed the MMCC interview process and have been credentialed by MMCC to teach college classes). This demonstrates how much focus has been placed on dual enrollment at MMCC.

As dual enrollment at MMCC continues to grow, the infrastructure has struggled to meet the demand. From an "expanding dual enrollment" point-of-view, MMCC has only responded to requests for services; there has been no true "selling" of dual enrollment opportunities to potential K-12 partners. This "response-only approach" was implemented because of the college's inability to accommodate the possible magnitude of requests from partners. MMCC had to quickly adapt its staffing and support for dual enrollment programs to provide an effective infrastructure. Because the dual enrollment growth happened quickly, MMCC did not have time to think systemically about growth or ways to support the current staff and faculty structures to accommodate this growing population of students. This became apparent when MMCC struggled with the realities of staffing and providing quality instruction for dual enrollment, while trying to be responsive to the unique challenges resulting from increased K-12 partnerships. Because of recent Higher Learning Commission (HLC) changes related to instructor credentialing, many high school teachers are no longer meet the credentials to teach college courses. With the new HLC requirements, faculty must have a master's degree in the content area they are teaching or must have a master's degree with 18

graduate credit hours in the discipline they wish to teach (Higher Learning Commission [HLC], 2016). Many high school teachers have master's degrees in a field other than the discipline-specific area.

There are a variety of challenges with coordinating dual enrollment programs. Some of these include scheduling a college class in a high school setting within the students' hourly / semester schedule, a lack of understanding about the difference between a high school course and college course; and the need for placement measures for certain classes or prerequisites for others. Dual enrollment is an important endeavor at MMCC. For those reasons, the national spotlight currently being aimed on dual enrollment, and the financial implications of enrollment, it is also the topic of this dissertation.

DUAL ENROLLMENT TUITION STRUCTURE

At MMCC, there are different types of tuition structures. MMCC has an in-district rate, an out-district rate, two types of international student tuition, as well as specific tuition rates based upon the type of course taken (e.g., medical classes). These rates are primarily based upon geographic boundaries, with the exception of MMCC's enhanced rate. In-district residents are those who own property and/or otherwise pay taxes within the boundaries of the Clare-Gladwin RESD school districts (Beaverton, Clare, Farwell, Gladwin, and Harrison). Residents of these five school districts pay a millage to MMCC, which accounts for 9% of the total revenue of college. Because these residents pay that tax or millage, their tuition is lower than out-district residents. Out-districts residents are essentially anyone not residing or owning property within the boundaries of the Clare–Gladwin RESD. Because they do not otherwise support the college

financially through the property tax millage that goes to the college, their tuition rate is higher than in-district students.

For some of the out-of-district K-12 partners, there is a different tuition rate. While not officially recognized, some of the larger dual enrollment partners receive a 20% discount on their out-of-district tuition. This discount is not based upon geographic boundaries, but it is an attempt to recognize the relationship and effort that both MMCC and the high school face to launch comprehensive dual enrollment programs. It was also influenced by market pressures to keep the schools as current customers. Other higher education institutions have approached MMCC-partner high schools and offered a discounted tuition price in an attempt to entice the high school to switch their dual enrollment partner. Thus, in response, MMCC developed a different tuition price for its largest dual enrolled districts. The tuition rate was also an attempt to incentivize school districts to streamline their dual enrollment processes and procedures. MMCC calls this rate the Enhanced Dual Enrollment tuition rate.

ENHANCED DUAL ENROLLMENT AT MMCC

As dual enrollment became more popular, MMCC faced a significant challenge in registering a larger number of dual enrolled students for classes. High school counselors were mailing applications and registrations, emailing applications and registrations, and even faxing applications and registrations. These counselors had no idea what class to recommend for their high school students to take, let alone an understanding of the intricacies of maximizing transferability. The counselors had difficulty keeping track of course prerequisites and placement testing. All of this information would arrive continuously into the MMCC Admissions

office in bits and pieces. A school would send six enrollments one day and 10 the next, then drop and add classes with four students two days later. The process was a mess and simply not sustainable with 1,000 students. MMCC Admissions Department had only one full-time administrative support specialist, and without a strong organizational system, it became difficult to track all of the incoming paperwork and the subsequent changes. It soon became highly evident that something had to be done to create a more streamlined, effective process for registering and processing dual enrollment students.

Course Sequencing and Scheduling

With the influx of high school students taking college classes, MMCC found that the college did not have the infrastructure to support the demand for increased dual enrollment. A number of challenges face high schools that offer off-campus programming in their schools as well. Because the high schools changed section offerings each semester, MMCC had to shuffle faculty from site to site, as well as continuously search for faculty to teach these courses, often at the last minute. One of the more difficult challenges in academic scheduling was getting the K-12 partners to understand that the college coordinates course offerings and faculty assignments one year in advance. Many K-12 schools would think they were “ahead of the game” when they requested a second semester class in October for a class that would begin in January. In reality, this last-minute scheduling was extremely difficult for the MMCC Academic Services team to deliver. Because of the constant shuffling and switching of class offerings by the high schools, the classes that the students were taking did not necessarily line up with any degree or transfer structure that MMCC had in place. The courses offered were essentially whatever classes for which MMCC could obtain certified instructors. A good example of this

problem was when a high school offered four social science classes, when only three social science classes are required for students to complete the Michigan Transfer Agreement.

However, the school district was able to request those four classes to fill student requests, and MMCC had faculty available to teach in those areas.

These complications made it clear: this was not the most efficient process to manage dual enrollment. MMCC had to develop a new process. To encourage school districts to look at their dual enrollment programs from a broader lens, MMCC looked for ways to incentivize a dual enrollment approach that would work for the local schools and the college. As the political landscape in the state of Michigan changed, students are now encouraged to begin earning college credit while they are still in high school; in fact, dual enrollment is now an option for students in the ninth grade. Staff from MMCC and the high schools had to rethink how they could best partner to meet the needs of students through dual enrollment. As a result of rethinking how dual enrollment can meet the needs of high school students, MMCC, in collaboration with high school partners, implemented an enhanced partner dual enrollment model.

In order for a school district to qualify under the enhanced model, the school district identifies MMCC as their college partner. In terms of their class offerings, a schedule of classes that could be offered over time in order to gain a student significant progress toward a degree or transfer credential had to be established. These classes did not necessarily need to be taught in the high school, but if they were, clear expectations were established to ensure that MMCC could meet the needs of the high school partner. One expectation was that the courses would continue to be offered each semester or each year. The other expectation was that the high

schools would have a sufficient number of available students to register for the course, in order to ensure that those course sections could be offered regularly.

Student Services

To address the student processing issues, these schools would have to partner with MMCC to determine a way to register students effectively and efficiently. That would mean, in all likelihood, that MMCC's academic advisors would need to be involved. As stated previously, these high school students would be able to make significant progress toward a degree or credential under the enhanced model. In the state of Michigan, all community colleges and public four-year institutions signed on to the Michigan Transfer Agreement (MTA). In 2012, the Michigan Legislature included boilerplate language to convene a committee to improve the transferability of core courses from institution to institution ("Michigan Association of Collegiate Registrars and Admissions Officers," 2016, para. 2). The MTA consists of the basic 30-credit hours of introductory classes that most freshmen complete at any higher education institution. Should a student complete the MTA while enrolled in a college, those courses will "block transfer" to any public institution in the state. If a student completed some, but not all, of the 30 credits, then each transferring institution determines the transfer equivalencies. Effective in 2014, this agreement radically changed dual enrollment at MMCC. Suddenly, schools all wanted their students to get the MTA while still in high school, giving them a year of free college, and allowing them to enter into four-year institutions essentially with sophomore status. It gave students, their families, and even high schools a clear plan.

However, to get the most benefit from the MTA, students should see a college advisor when selecting their classes. Most high school counselors are not familiar with and are not able

to assist with the MTA in the way that college advisors can. Through the enhanced partnership at MMCC, college academic advisors are now available to work with partner high schools and to advise students on what classes to select.

To create greater efficiency in processing the applications, high schools collect and send all of their applications and registration forms together. This creates an efficiency for MMCC staff when processing the applications and registrations. The partner school and MMCC work collaboratively on parent information nights, academic support, and academic progress information in an attempt to prepare students to be more knowledgeable about dual enrollment and the overall college experience. These partnerships require a significant investment of both time and resources for each entity, an investment which results in these “enhanced districts” receiving a 20% discount on tuition. MMCC has three current enhanced partners: Big Rapids High School, the Huron ISD, and Shepherd High School. These three institutions provide nearly a third of the total dual enrollment at Mid Michigan Community College (MMCC, 2016).

Portions of the Enhanced Dual Enrollment model work quite well. However, the need to streamline communication methods is never clearer than with an enhanced district. The Admissions Department primarily handles dual enrollment applications and registrations, but then the Business Office is involved with applying the special rates. Whenever there is an academic issue about the courses taught at the high school, the faculty, academic dean, and Associate Dean of Academic Outreach are all involved. On the Student Services side, the advising office helps students select courses, and Admissions Department assists students with applications and registrations. It does not take long before a school district is overwhelmed

with the varied communication coming from the college. Establishing an Office of Dual Enrollment is expected to alleviate all of that confusion by providing one key contact.

WHY IS AN OFFICE OF DUAL ENROLLMENT NEEDED?

An Office of Dual Enrollment is strongly needed at MMCC. With the recent expansion in growth of dual enrollment (a 66% increase in headcount from 2012–16), resources have been stretched thin. In spite of the increased revenues that the college has realized from dual enrollment, MMCC has not adjusted its internal organization to support the growth; it simply added parts of the job to existing staff members. This resulted in many people feeling overwhelmed by the volume of additional work outside of their traditional job responsibilities.

In addition, both internal and external communication has become a challenge related to dual enrollment. Without a centralized office or central voice, all areas feel they have a say in dual enrollment, and everyone thinks that it is permissible for their own department to contact a high school directly. Various departments—from the Business Office to Admissions to Academics to the Registrar to Advising—all communicate with a high school principal and/or guidance counselor. This often makes the customer experience overwhelming and confusing.

Finally, there has never been any direct leadership from the institution regarding the dual enrollment effort. Because MMCC is heavily tuition-dependent, the administration has advocated for increased credit hours, no matter where they came from. However, the academic infrastructure has been at- or over-capacity for some time now, and the college simply cannot accommodate more off-campus course offerings. As dual enrollment has been expanding, high schools are primarily requesting MMCC to offer these off-campus courses in

their K-12 building. Because of geographic distances, it is difficult for high school students to travel to campus for selected classes and then return to their high schools for their remaining schedules. Thus, high schools prefer for MMCC to offer the college courses within the high school facilities.

All of these challenges can be overcome with an Office of Dual Enrollment. This newly established office will allow the institution to communicate with all stakeholders with one unified voice. The Office of Dual Enrollment will also lead the charge for the college to create and craft a vision for dual enrollment utilizing a variety of stakeholders. Once that occurs and the course is set, then internal communication can be consistent. There will no longer be a push/pull between administration saying grow dual enrollment and academics saying they cannot support that growth. Once a clear vision is identified, the college will operate more efficiently.

CONCLUSION

This chapter has provided an introduction to dual enrollment, as well as to the organizational structure at Mid Michigan Community College as it experienced a rapid expansion of its dual enrollment offerings. The purpose of the product dissertation is to describe the functions and structure of an Office of Dual Enrollment. This will include organizational structure and analysis, job descriptions, budgets, staffing, key tasks and more to ensure an effective and efficient implementation of the Office by MMCC. Chapter Two will focus on the research behind dual enrollment access, how that access is translating into

success, and why colleges should incorporate a strong dual enrollment program into curricular offerings.

CHAPTER TWO: LITERATURE REVIEW

INTRODUCTION

In creating an Office of Dual Enrollment, it is important to consider the research and literature of the various aspects that makes up a strong dual enrollment program. Components related to where the placement of the Office within a community college's organizational structure, as well as best practices related to academic advising, and dual enrollment academic success should all be carefully considered. Additionally, the National Alliance of Concurrent Enrollment Partnerships (NACEP) is an accrediting body that accredits concurrent and dual enrollment programs. As of its 2017 accrediting date, MMCC is the only community college in Michigan to receive accreditation. A brief review of NACEP, its principles, and how they impact MMCC will be presented here as well.

ORGANIZATIONAL STRUCTURE

As stated previously, one of the challenges MMCC faced with its rapid growth in dual enrollment was caused by the organizational structure of the college. Responsibility for dual enrollment rested in two different college divisions: Academics and Student Services. As the number of dual enrolled students continued to climb, resources had to be added to the existing organizational structure without a review of efficiency. The increase in dual enrollment resulted in a need for multiple departments to work directly with school districts, which sometimes resulted in conflicting information communicated to K-12 partners. Where the department

should reside in the institution is an important consideration when designing an Office of Dual Enrollment.

Traditionally speaking, higher education organizations are horizontally oriented and only loosely connected. According to Keeling and others, this is to allow for creative thinking and to respect and encourage the autonomy of different disciplines (Keeling, Underhile, & Wall, 2007, p. 22). This approach provides context and a challenge for locating an Office of Dual Enrollment within the organization. An office such as this needs to be very cross-departmental and even cross-divisional in nature. In fact, Keeling and others continue to argue that student affairs divisions (which an Office of Dual Enrollment could, and should, very well be) are particularly disadvantaged in traditional higher education organizational structures due to their “across the college” approach (Keeling, Underhile, & Wall, 2007, p. 22).

Interestingly, Underwood and Hammons studied community college organizational structure in 1999. They looked at how often presidents reviewed their current organizational structure, how likely they were to change, and what type of model would benefit their institutions in the future. Even though dual enrollment is not a specific topic of study that Underwood and Hammons looked at in 1991, their findings are useful. They reported that “71% of community college presidents have reviewed their organizational structure within the past 12 months, and out of those, 54% were planning to make changes to their organizational structure” (Underwood & Hammons, 1999). From this research, this researcher can determine that organizational shifts within community colleges are frequent, and is, in fact, something that presidents are cognizant of and reviewing frequently.

The reason for organizational change is important to consider as well. As noted previously, there is no current Office of Dual Enrollment at MMCC. However, that does not mean that it can be housed in any division or department. According to Heather Gordon, four key tenets must be followed when working on organizational design. They include these four: “(1) it must achieve a new level of cost effectiveness; (2) it must create a higher level of service; (3) it must develop a true research and development capability; and (4) it must rapidly develop and make rational a new, flexible organizational culture” (Gordon, 2000, p. 5).

Finding an appropriate “home” for the Office of Dual Enrollment within the college’s existing organizational structure is one of the most important undertakings of this process. Followed closely behind that will be how to incorporate student service areas into the Office.

ACADEMIC ADVISING

Academic advising is a student service that once was an afterthought for dual enrolled students. Over time, however, students accumulate greater amounts of college credits prior to high school graduation. It is not uncommon at MMCC for a dual enrolled student to graduate high school with twenty or more college credits. This makes academic advising for dual enrolled students even more important. The question becomes, how does one provide academic advising when the majority of dual enrolled students do not attend a physical campus?

According to a 2018 report by the Center for Community College Student Engagement (CCSSE) on academic advising, students who see academic advisors are more engaged (Center for Community College Student Engagement [CCSSE], 2018, p. 4). In that same report, data suggests that 62% of new entering students meet with an advisor, but 78% of returning

students meet with an advisor. According to returning students surveyed for the report, 68% of them agreed that academic advising/planning is “very important” while 90% of faculty agreed that academic advising/planning is “very important” (p. 4). As the data shows that academic advising is very important to students’ success, let’s look at the different models for academic advising.

Indeed, research by Allen, Smith, and Muehleck (2013) seem to back up this notion. They studied what academic advising traits are important to community college students who plan to transfer. Since this often describes a dual enrolled student, their research here is beneficial. Students attending a community college while planning to transfer found:

...more sources from which to receive advising and more significant relationships, even friendships, with advisors at their colleges. Post-transfer students (those who started at a community college and then transferred to a 4-year institution) reported difficulty navigating 4-year institutions and disappointment when their high expectations for universities went unrealized. (p. 332)

Some of those sources of advising can include not only actual academic advisors, but other community college staff, faculty, and students. Developmental advising is a type of academic advising that is also known as holistic advising (Grites, 2013, p. 5). Developmental advising, as the name suggests, focuses on developing the student and the student’s growth. Learning about the student’s life goals, academic goals, and creating plans are all key tenets of developmental advising. In order for all of this to occur, there must be strong linkage between academic services and student services. Developmental advising is best carried out by professional staff and not faculty, because of the holistic nature of the advising (“Developmental Advising,” 2006).

Grites goes on to explain that developmental advising is essentially an aspect of teaching, where the content is the requirements for the program of study. As the student shares information to the academic advisor, conversations may change and expand or contract. The advisor plays the role of teacher as they look for feedback and frequently checks for understanding (Grites, 2013).

A second type of academic advising is called prescriptive advising. Prescriptive advising puts the onus on the academic advisor to have the answers, and then relay those answers to the student. Whereas developmental advising is a conversation between the advisor and the student, prescriptive advising is a one-way communication from the advisor to the student ("Theories of Advising," 2015).

Research done by Kelly Dedmon (2012) as part of her dissertation found that Millennial and first-generation students preferred prescriptive academic advising:

Millennial students, minorities, first-generation students, and first year students reported a preference for prescriptive advising (Brown & Rivas, 1994; Smith, 2002). First-year students indicated they expected the advisors to be experts and tell them what classes to take to fulfill program requirements (Smith, 2002). While prescriptive advising provides a method of providing timely, accurate information about course scheduling, the model does not allow students to develop the exploration and critical thinking skills they need to be successful in college as does the developmental advising model. (Habley, 2006, p. 2)

This is an important concept to remember as the age and type of dual enrolled student frequently skews toward millennials and first-generation students.

The third major type of academic advising is intrusive advising. Intrusive advising may be best known as proactive advising and started with the work of Robert Glennen in the 1970s. Proactive advising combines aspects of development advising and prescriptive advising. One

fundamental difference with proactive advising is reaching out to students with information before they ask for it. It also picks key or strategic points in a student's life cycle, and communicates with them at that point (Varney, 2012).

According to Donaldson, McKinney, and others (2016), intrusive academic advising is a promising practice. They define intrusive advising as a student meeting at least twice with their advisor during a semester, once prior to and once after the midpoint of the semester. During the sessions, advisors map out the students' short- and long-term academic plans, review their career choice, and plot a schedule for remaining courses, all while reminding students of important academic calendar dates. The students participating in intrusive advising all reported that they appreciated the following aspects of intrusive advising:

- Being required to participate in advising
- Having an assigned advisor
- Participating in degree-planning activities
- Opportunities for individualized support

All of these benefits sound promising. But with the benefits of intrusive academic advising, Donaldson and others (2016, p. 35), also reported limitations of the model. These included:

- Negative connotation of required advising
- Limited use of available advising tools and technologies
- Lack of self-sufficiency in course selection
- Need for increased advisor availability

Academic advising is a critical component to the Office of Dual Enrollment. According to Light, "good advising may be the single most underestimated characteristic of a successful

college experience” (Light, 2001, para. 1). As stated previously, as students accumulate more and more dual enrollment credits, a strong advising model is paramount to the student’s success. In recognizing the unique challenges of serving a K-12 dual enrolled student, the academic advising model needs to differ from traditional advising since students are rarely, if ever, on-campus and high school students will have unique challenges.

ACADEMIC BENEFITS OF DUAL ENROLLMENT

As dual enrollment has increased, focus has begun to shift on whether the quality of the product and the dual enrollment program are worth the effort (and dollars) associated. Key stakeholders including the K-12 partner, the community college, and the state are often questioning the return on investment. According to Davis Jenkins, senior research associate at the Community College Research Center at Teachers College of Columbia University, policymakers are beginning to demonstrate concern about the quality of dual enrollment programs and whether students are succeeding academically. “It is both a concern and an opportunity, but the concern varies by state,” said Jenkins (Smith, 2017, n.p.).

Community colleges lead the way in making accelerated learning options available (Hoffman, Vargas, & Santos, 2009, p. 43). According to Vargas and Hoffman (2006), as many as 17% of high school students from Florida and Rhode Island graduate high school with college credit, many of whom never envisioned going to college. The researchers go on to recommend to state governing bodies that they drastically increase funding and participating in dual enrollment programs in Florida and Rhode Island. In fact, their number one recommendation was for all students to have an opportunity to receive up to one semester of college credit.

Secondly, dual enrollment is a way for higher ability students to continue to challenge themselves academically, especially if the options for academically rigorous courses at the local high school have been exhausted by the student. According to a study conducted and published in *The Rural Educator*, high school seniors typically view their 12th grade year as a time to take easy classes. Dual enrollment helps high performing students maintain academic rigor through graduation. As a result, they are more likely to exceed peers who take their senior year “easy” and dual enrolled students are better prepared for college classes (Johnson & Brophy, 2006).

Setting themselves up for success in the future is a great consequence for dual enrolled students. According to Wolniak and Engberg (2010), students who increase their high school GPA by one grade will translate into an approximately one-quarter of a grade increase in their college GPA. All of this translates to work completed by An (2013). He found that dual enrollees earn a college GPA 0.11 points higher than non-dual enrolled students and Kim & Bragg (2008) point out that dual enrollees are less likely to take remedial courses. This leads to less time and money spent in college, allowing dual enrolled students to enter the workforce with less debt and quicker than students who did not dual enroll.

Finally, there is research that suggests that students who dual enroll in high school have a greater chance of completing their degree. According to research from the Community College Research Center at Columbia University, nearly half (46%) of dual enrolled students who first went to a community college attained a postsecondary credential within five years from high school (Community College Research Center, 2017). When looking specifically at Michigan, the research showed that former dual enrolled students who first attended a community college after high school graduation completed a credential at a higher rate (47%)

than the national numbers (46%). Additionally, low income former dual enrolled Michigan students beat the national average by three percentage points (46% to 43%).

It is clear from the review of this literature that students have the potential to find success in their dual enrollment classes. Further, research shows that students who start with dual enrollment in high school are likely to finish with a degree or credential.

NATIONAL ALLIANCE FOR CONCURRENT ENROLLMENT PARTNERSHIPS (NACEP)

The National Alliance for Concurrent Enrollment Partnerships (NACEP) is the only accrediting organization for concurrent and dual enrollment that works to “ensure that college courses taught by high school teachers are as rigorous as courses offered on the sponsoring college campus” (“NACEP,” n.d.). NACEP is a national agency that has been accrediting colleges since 2004. Headquartered in North Carolina, it is the pre-eminent accrediting body for concurrent enrollment.

NACEP has 16 national standards that focuses on six main categories. The main categories are: partnerships, faculty, assessment, curriculum, student, and program evaluation (“NACEP,” n.d.). According to NACEP’s website, the following are the complete standards:

Partnership

P1: The concurrent enrollment program aligns with the college/university mission and is supported by the institution’s administration and academic leadership.

P2: The concurrent enrollment program has ongoing collaboration with secondary school partners.

Faculty

F1: All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on-campus.

F2: Faculty liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.

F3: Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.

F4: The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.

Assessment

A1: The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on-campus sections.

Curriculum

C1: Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.

C2: The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.

C3: Faculty liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on-campus.

Student

S1: Registration and transcription policies and practices for concurrent enrollment students are consistent with those on-campus.

S2: The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.

S3: Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.

S4: The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.

Program Evaluation

E1: The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.

E2: The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement. (NACEP, n.d., n.p.)

Typically, the process to gain accreditation involves years of gathering data/evidence to support the meeting of the standards, including a year to complete the entire accreditation process. Peer review teams are assigned to applicants who then review the evidence that the institution provides. The process is thorough and intense as indicated by the number of programs accredited. Nationally, 104 institutions are accredited through NACEP. In Michigan, only two are accredited. Besides MMCC, Baker College, a private four-year institution, is the only other school accredited through NACEP.

CONCLUSION

When developing an Office of Dual Enrollment, it is important to consider published literature and best practices. With that in mind, each institution will need to tailor its approach to what makes sense for their institution and its climate. In establishing a strong dual enrollment presence, particular attention should be applied to aligning and providing student services to dual enrolled students. Finally, if dual enrollment programs are offered at locations other than the college/university, a strong consideration for achieving NACEP accreditation should be undertaken. NACEP accreditation “serves as a guarantee to students, policy-makers, and other postsecondary institutions that the accredited partnership meets rigorous national standards. It also aids students and families when they seek credit recognition for their college

credits earned through concurrent enrollment. Finally, it offers national leadership opportunities for concurrent enrollment professionals” (“Benefits for Accreditation,” n.d., n.p.).

CHAPTER THREE: METHODS

INTRODUCTION

It is clear from this researcher's perspective that an Office of Dual Enrollment is needed for many reasons. As stated previously, the top two goals for the Office of Dual Enrollment would be to increase customer service to established K-12 partners and to streamline processes internally at MMCC. Increasing customer service is imperative due to the extent to which MMCC is reliant on partnerships and the subsequent tuition. Tuition accounts for 72% of revenues at MMCC. Providing more efficient and streamlined dual enrollment services to K-12 partners will lead to increased participation in the dual enrollment program. Dual enrolled students who have a positive experience at MMCC are more likely to continue their education at MMCC after high school graduation.

Over the past five years, overall college enrollment at MMCC has been steadily decreasing. However, the state of Michigan expanded dual enrollment opportunities for students with its passage of the updated Postsecondary Enrollment Options Act in 2012. This relaxed the regulations surrounding eligibility for dual enrollment classes and required high school districts to give students that opportunity to take dual enrollment classes and support (pay) for them. This resulted in large gains in dual enrolled students taking classes at Mid Michigan Community College. Below is a chart showing the student enrollment for the past five years.

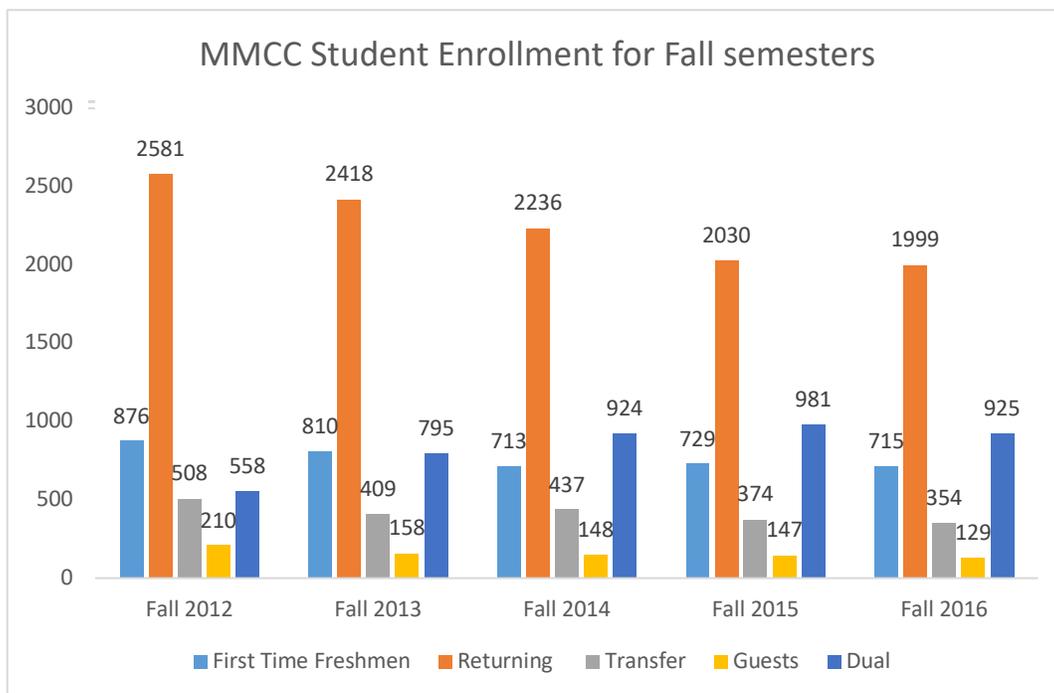


Figure 2: MMCC Student Enrollment for Fall Semesters by Student Type

While the number of dual enrolled students was increasing, other sub-populations of MMCC's enrollment were shrinking. Returning students, guest students, and transfer student groups have all seen recent decreases. Dual enrolled students were necessary in order to offset the decreases in other student types.

All of these factors led to the college to focus heavily on dual enrollment as an enrollment management target. That deliberate effort led to sharp increases in dual enrollment. But it also fractured some external relationships and internal relationships and processes. The growth occurred so quickly that staff from multiple areas were involved in the growth. While this is not bad, it does make it difficult to scale operations. Ultimately, many individuals at MMCC were communicating directly with K-12 districts, including various offices within Student Services (Admissions, Academic Advising, Enrollment), Academic Services (Faculty and Academic Deans), and the Business Office (Cashier and Accounts Receivable). The

college heard repeatedly how difficult the communication had become between the K-12 school and MMCC because high school personnel do not know who to contact.

Internally, there is a need to institutionalize an Office of Dual Enrollment. Because dual enrollment has been “everyone’s job,” it has been difficult to chart a course and stay on a path. Competing factions within the institution all have different opinions and priorities in terms of dual enrollment. For example, it is difficult for academic advising to allocate resources to off-campus dual enrollment advising when they have students on-campus that need advising. This same type of challenge applies to other areas of the college, specifically the academic arena. How do they prioritize and staff off-campus class sections in comparison to on-campus classes? Without a clear institutional priority, these conversations and decisions are difficult. By creating an Office of Dual Enrollment, there will be a focal point for dual enrollment. It will be easier for institutional priorities to be carried out and delivered to an audience, both internally and externally.

WHY CREATE AN OFFICE OF DUAL ENROLLMENT?

As mentioned previously, over the past three or four years, dual enrollment has exploded not only at MMCC, but across the state of Michigan. Dual enrollment generally dominated the conversations at conferences and other networking events. What was clear to this researcher is that each institution handled dual enrollment differently. While most community colleges in Michigan were seeing huge swells in dual enrollment, they have been adjusting to the increase differently. Some colleges were very intentional in their planning for

the recruitment of dual enrolled students and others did not have a specific focus on dual enrollment.

As MMCC worked to get a handle on its dual enrollment programming and staffing, this researcher began to research what other institutions were doing and how they were structured. What became abundantly clear was the lack of research in this area. Scholarly research related to the academic merits of dual enrollment were beginning to trickle out, but there was, and continues to be, a lack of formal research on the many other components of dual enrollment. Therefore, this internal project at the college was developed into a model for this dissertation. The hope is that others may take portions of this dissertation and see if their institution can benefit from it.

COMPONENTS OF AN OFFICE OF DUAL ENROLLMENT

For other institutions wishing to design an Office of Dual Enrollment, it is important to remember that this project has focused specifically on Mid Michigan Community College. As with any higher education institution, MMCC has its own unique organizational structure. This model's organizational structure, job descriptions, budgets, policies and procedures, and key timelines may or may not work for another organization. That being said, in the research this researcher has conducted related to organizational structure and specifically dual enrollment programs, there appears to be a lack of common templates or best practices.

This dissertation has focused on these main components related to establishing a new office at a college: organizational structure, job descriptions, departmental budget, policies and

procedures, and finally, the ability to scale the office based upon drastic increases or decreases in enrollment.

ORGANIZATIONAL STRUCTURE

The first topic to consider is the organizational structure. Where should the Office of Dual Enrollment be located institutionally? Should it be primarily an Admissions function? Should it be academic in nature and therefore be housed on the academic side of the institution? Or should it be housed underneath the student services portion of MMCC? The best way to understand MMCC's current organizational structure is visually (see Figure 3).

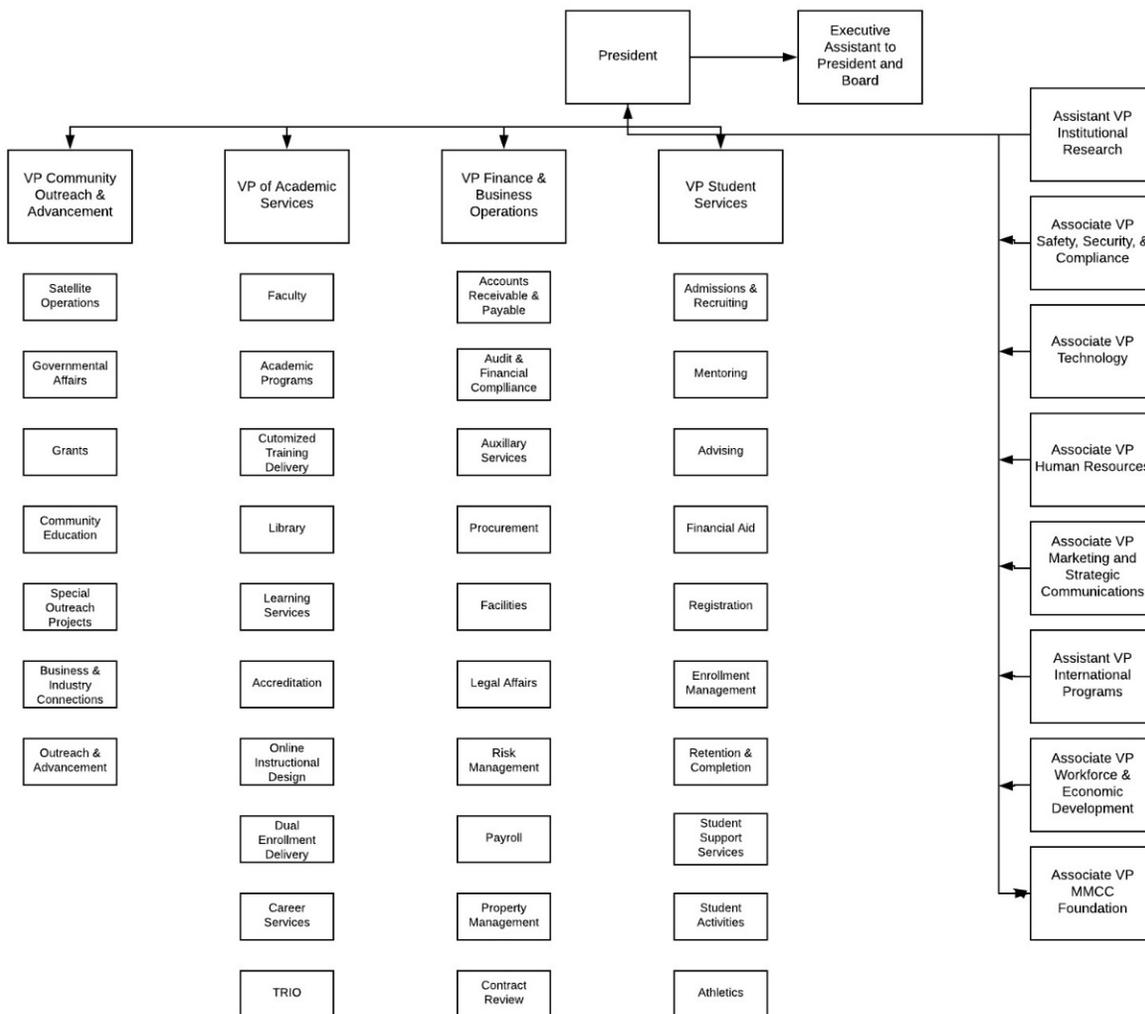


Figure 3: MMCC Organizational Structure

JOB DESCRIPTIONS AND PERSONNEL

Once the organizational structure had been determined, work began to determine the personnel responsible for the work that was to be carried about by the Office of Dual Enrollment. A review of the chief duties and responsibilities for this office is located in Chapter One. With the assistance of the Executive Director of Personnel Services, along with many other staff members, job descriptions were formalized for the various positions that will work in the Office of Dual Enrollment.

The job descriptions were a combination of current job descriptions for staff at MMCC, additional dual enrollment tasks that are currently being done but not formalized in a job description, and tasks that are not being completed that are necessary in a new office. Salary requirements and consideration occurred with the assistance of the Personnel Services office. Personnel Services, MMCC's version of Human Resources, evaluates positions based on comparable positions with other similar-sized community colleges in Michigan. Additionally, several of MMCC's job classifications (Director, Dean, Associate Director, Coordinator, etc.) have pre-selected salary ranges based upon supervision of staff, required level of education, and other factors.

BUDGETS AND PROCEDURES

The biggest component of the departmental budget for the Office of Dual Enrollment is total staff compensation. After setting the salary levels in the job descriptions, benefit calculations can occur. Benefits such as medical insurance, retirement, Social Security, and other fringe benefits are known figures. These benefits and salary take up the largest percentage of the total budget.

Other items, such as staff travel, postage, office supplies, copying, and phone call costs are also included in the departmental budget. And while these are largely estimates, some calculations can be made. It is important to note that while the budget does have new expenditures not previously allocated by the college, many of the items would be budget transfers. For instance, the postage related to all student communications for dual enrolled students was previously handled by the Admissions department. Now, this money will be

transferred from Admissions to the Office of Dual Enrollment. The same can be said for some personnel expenditures. But there is no escaping that this office is going to require new college resources. The budget was created with the assistance of the Mid Michigan Community College business office. They provided percentages and hard numbers for many of the employee benefits.

The procedures and timelines will be the core tenets of the office. Currently, many of the processes related to dual enrollment have been created to avoid problems or issues. Because the growth was so rapid, procedures have simply been amended over time, without regard to the efficiency or timing of the task. As a result of this dissertation, the procedures and timelines have been redone with the assistance of those who work with the dual enrollment population at Mid Michigan Community College. After laying all of the processes and procedures out, they were rearranged in a way allowed for maximization of resources and efficiency.

ABILITY TO SCALE

The final component of this dissertation is the ability to scale the office. This plan may be altered depending on fluctuations in enrollment, the size of the institution looking to implement an Office of Dual Enrollment, or the amount of resources available by the institution. For the purpose of this model's plan, the optimal enrollment will be 1,000 dual enrolled students. An enrollment increase of 500 students would necessitate a different plan for the Office of Dual Enrollment, as would an enrollment decrease of 500. Therefore, the structure for these institutions that have various enrollment sizes would be different.

To plan for these enrollment fluctuations and take appropriate actions, a review of the most critical job duties and functions occurred. It was then determined what staff and resources are needed to accomplish those job duties and functions. Obviously, with lower levels of enrollment, fewer resources will be available. The budget and overall function of the office would need to be trimmed. Conversely, an increased enrollment is going to bring in additional revenues and an additional workload. The staff and resources needed would be more plentiful as well.

CONCLUSION

Now that the reader has a thorough understanding of the scope of the issue of dual enrollment, the challenges that were uniquely presented to MMCC, formal research around the topic of dual enrollment, and the justification for why this project is important, Chapter Four will present the formal plan for properly addressing a dual enrolled student population. The model describes job descriptions, organizational plans, budgets, key tasks and timelines, procedures, and scalability scenarios that form the nucleus of a model for an Office of Dual Enrollment.

CHAPTER FOUR: THE OFFICE OF DUAL ENROLLMENT

INTRODUCTION

Chapters One, Two, and Three of this dissertation provided a framework and a foundation for understanding why an Office of Dual Enrollment is needed. An overview of dual enrollment, research related to the different areas that deal with dual enrollment was presented, and a case was made for why such an office was needed was presented in previous chapters. Chapter Four presents a model for this office: Where would it reside within the college? Who would staff it and what would their roles be? What would their budget look like and what would those priorities be? How would the staff spend their time? What key tasks would they be accomplishing? Finally, what would happen to the Office of Dual Enrollment if student enrollment fluctuated greatly?

PLACEMENT WITHIN AN ORGANIZATION'S STRUCTURE

Pictured in Figure 4 is the current organizational structure at MMCC. The placement of the Office of Dual Enrollment at MMCC is very strategic. Like many areas of the college, this Office will cross through, and interact with, many different departments on-campus. As noted in the Literature Review, most higher education organizational structures are horizontally oriented and only loosely connected (Keeling, Underhile, & Wall, 2007, p. 22). However, dual enrollment processes cross many different divisions. First, here is the academic component of dual enrollment classes. This includes not only students taking college classes either

traditionally on a campus only, but an entirely different and more complex scenario which includes operating college classes within a high school. Student Services is also heavily involved in dual enrollment. Dual enrolled students apply, register, attend orientation and attend academic advising appointments. Finally, the billing for dual enrollment is complex. High schools pay either all or the majority of the dual enrollment costs (this is different for each district) and that may or may not leave a balance for students to pay. The Postsecondary Enrollment Options Act of 1996 determines what a school district must pay for in relation to dual enrollment. Schools must pay for tuition, mandatory course fees, materials fees, registration fees, and textbooks for any dual enrollment courses. They are not, however, required to spend more in support than what the school receives for the student through state aid in a prorated formula based upon how many dual enrolled classes the student is enrolled in (MDE, 2017).

Sponsorships need to be created to charge students' dual enrollment bills to the school and they also pay on a different timeline than a traditional student. A sponsorship is a billing procedure that essentially allows a separate entity to pay all or a portion of a student bill. In this case, the bill is sent to the school district. But because of the laws that govern what is and is not covered by the legislation related to cost, each school district could conceivably pay a different amount of the total cost of a course. Because of all of these factors, institutions like MMCC frequently handles separate processes and procedures for dual enrolled students in their respective divisions. This makes placing the office within the existing structure challenging. By putting the Office of Dual Enrollment directly under the jurisdiction of the Student Services division or Academic Services division, it would give the appearance that either Student

Services or Academic Services were “in charge” of dual enrollment for the institution. That could have implications as far as institutional policy and priority relating to growth or advancement or contradiction of dual enrollment. It definitely would sway internal institutional politics that are common at higher education institutions. Therefore, because of the need for the Office of Dual Enrollment to often cross divisional boundaries within the college and the realization that dual enrollment in general can be considered, among other things, as an outreach and advancement feature of a college, it is recommended that the Office of Dual Enrollment be placed within a new function of the Vice President of Community Outreach and Advancement titled, “K-12 Partnerships.” Figures 4 and 5 illustrate the organizational structure with, and without, an Office of Dual Enrollment.

Within MMCC’s current organizational structure, there are four main divisions. These are Community Outreach & Advancement, Academic Services, Finance & Business Operations, and Student Services. Secondly, there are many other areas of the college that supports the work of all four of these main divisions. Examples of these include Institutional Research, Safety, Technology, Human Resources, Marketing & Strategic Communications, International Programs, Workforce & Economic Development, and the MMCC Foundation.

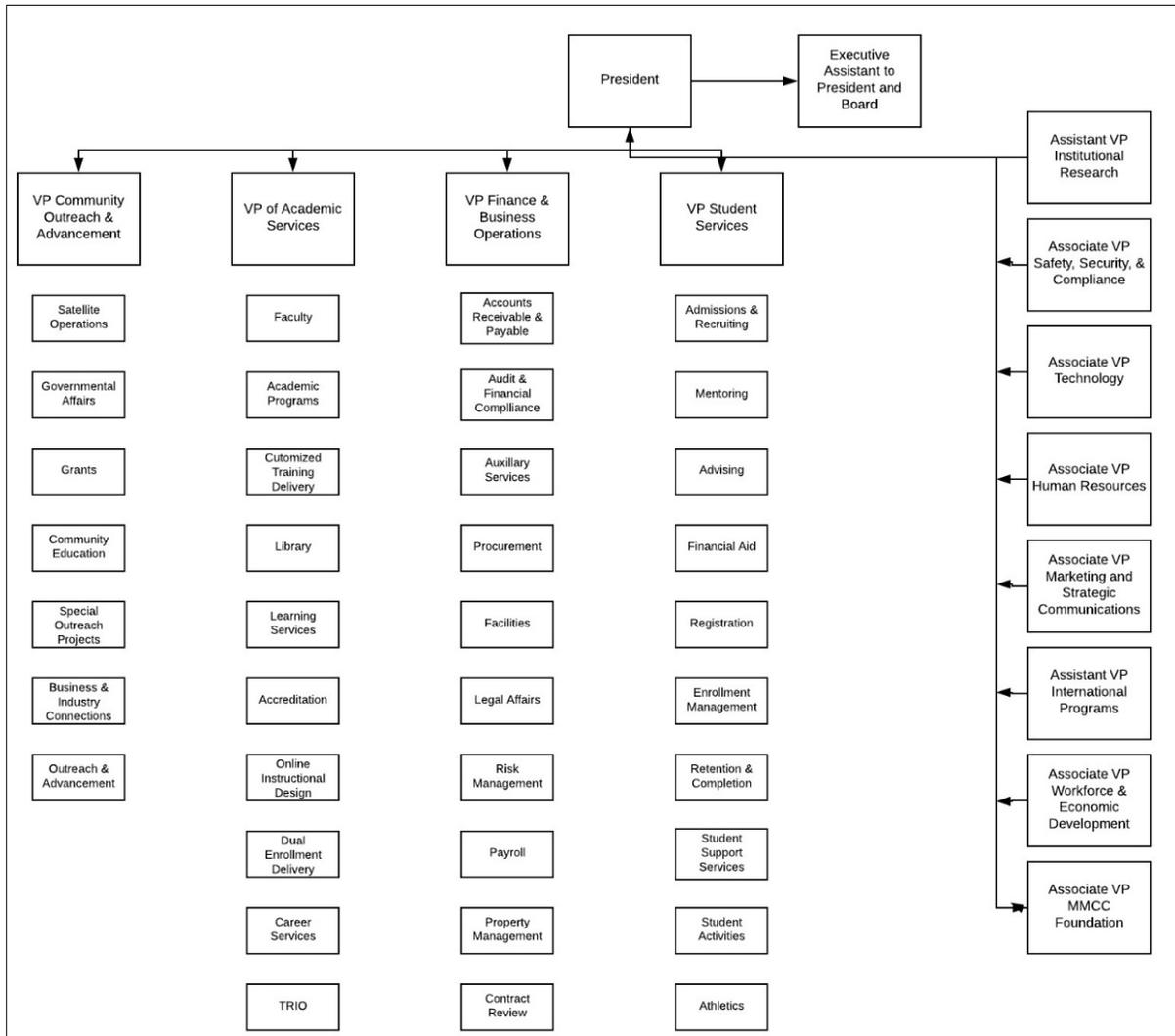


Figure 4: MMCC Current Organizational Structure, without an Office of Dual Enrollment

In reviewing the main divisions of the college for a logical location for an Office of Dual Enrollment, it is apparent that Finance & Business Operations is not a good fit. The Finance & Business Operations division mostly focuses on handling the business aspect of the college, and they explicitly do not deal with any student services or academic services, the two largest components of dual enrollment.

A case could be made for Academic Services, but the Office of Dual Enrollment is so much more than an academic function. Without a doubt, at the core of dual enrollment is the

academic experience of the student taking a college class. The academic experience includes the relationship that the student builds with the instructor, the content presented and learned throughout the course, and the successful completion of the outcomes related to the class. But when one adds on all of the communication with different stakeholders, hosting orientations, and providing student support services such as academic advising, holding the Office within that division is too much for Academic Services.

The logic applies when considering placing the Office of Dual Enrollment within the Student Services division. On the surface, many of the services provided by an Office of Dual Enrollment seem to make sense to put it in Student Services. In fact, this is the quasi-model that is used by MMCC currently as it relates to dual enrollment. One of the challenges about placing it within Student Services is that so much of dual enrollment relates to academics, that it is not a natural fit to be placed within the Student Services division.

The division that makes the most sense is Community Outreach and Advancement. There are many reasons why this is the best location for the Office of Dual Enrollment. When one thinks about the nature of dual enrollment, the outcomes (academic and other) associated with dual enrollment, and the amount of coordination necessary between multiple divisions at the college, Community Outreach and Advancement makes the most sense. For starters, in many cases dual enrollment can be a family's first interaction with MMCC. Also, the amount of dual enrollment classes offered in local high schools are a great opportunity for community outreach and advancement.

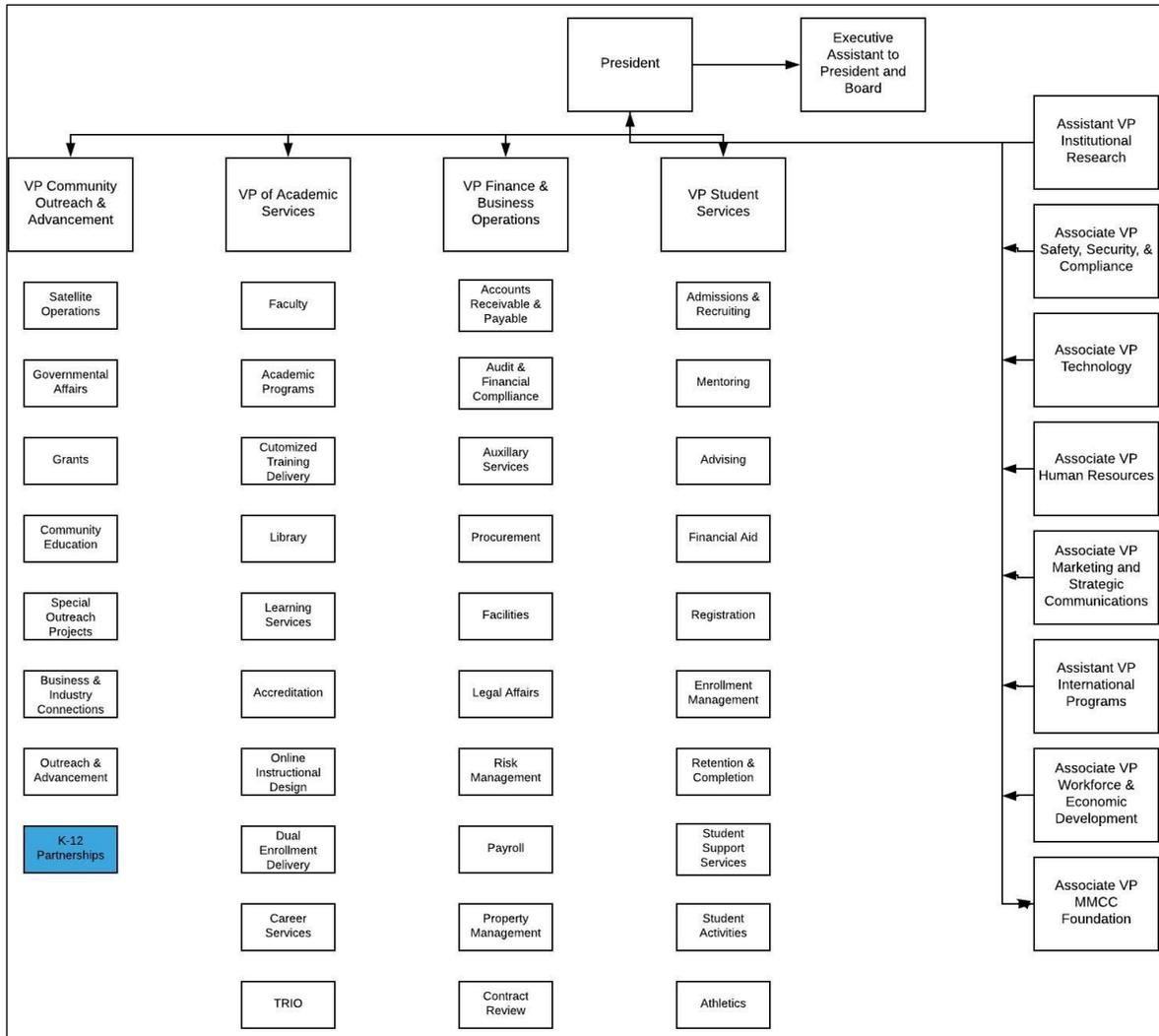


Figure 5: MMCC Organizational Structure, with Office of Dual Enrollment

In researching other community colleges within the state of Michigan, their dual enrollment efforts and organizational structure differ. Delta College, the closest community college to MMCC, also has a Director of Dual Enrollment position. It is housed within the Academic Services division. According to Delta’s website, in 2017, they had 10,027 students with 1,143 of them being currently dual enrolled students. That equates to about 11% of their total population being dual enrolled students, which is significantly lower than MMCC’s. In looking at the job description of the Director of Dual Enrollment at Delta College, only two of

the 13 essential duties and job functions deal with anything related to Student Services. Delta College provides off-campus courses at five of their area high school partners. When comparing Delta's dual enrollment efforts to MMCC's, they appear similar. Both of them have roughly 1,000 dual enrolled students and provide courses in roughly the same number of partner high schools. However, Delta's overall enrollment is twice that of MMCC's, which means Delta relies much less on the success of its dual enrollment efforts to support overall college revenue than MMCC does.

Placing the Office of Dual Enrollment within the Community Outreach and Advancement division, under the umbrella of K-12 Partnerships is a complex decision. It is not a decision made lightly. As with any decision, there are pros and cons to consider. For instance, by placing the Office of Dual Enrollment within a new area of Community Outreach and Advancement, that decision squarely puts dual enrollment as a function of outreach. This is critical because having a strong dual enrollment program at MMCC allows the college to interact with high school principals, guidance counselors, teachers, parents, and students. Many of these individuals are key influencers when it comes to assisting students in making their choice of postsecondary institution. The college would benefit by making sure that these stakeholders see the quality of the dual enrollment experience. They would be more likely to encourage students to attend MMCC after high school graduation if their student had a positive dual enrollment experience versus a negative one.

Additionally, due to the current initiatives within the state of Michigan surrounding dual enrollment and the potential of growth, it would benefit the college to view dual enrollment as a vehicle for growth. That applies to not only student enrollment growth, but also geographic

territory growth. When speaking of geographic growth, the state of Michigan has 28 community colleges. Each of them has established in-district boundaries. Unfortunately, there are many communities and geographic areas within the state that do not reside “in-district” to any community college. This means that they will pay out-district tuition rates to any community college in the state since they do not provide property taxes to any community college. These areas are prime targets within Michigan for MMCC to expand operations. A key strategy to expanding the geographic reach of the institution is to develop a dual enrollment pipeline with high schools in those areas. This allows students and their families to become familiar with the college and have a positive experience. Figure 6, courtesy of the Michigan Community College Association, illustrates the geographic breakdown of the community colleges within the state.

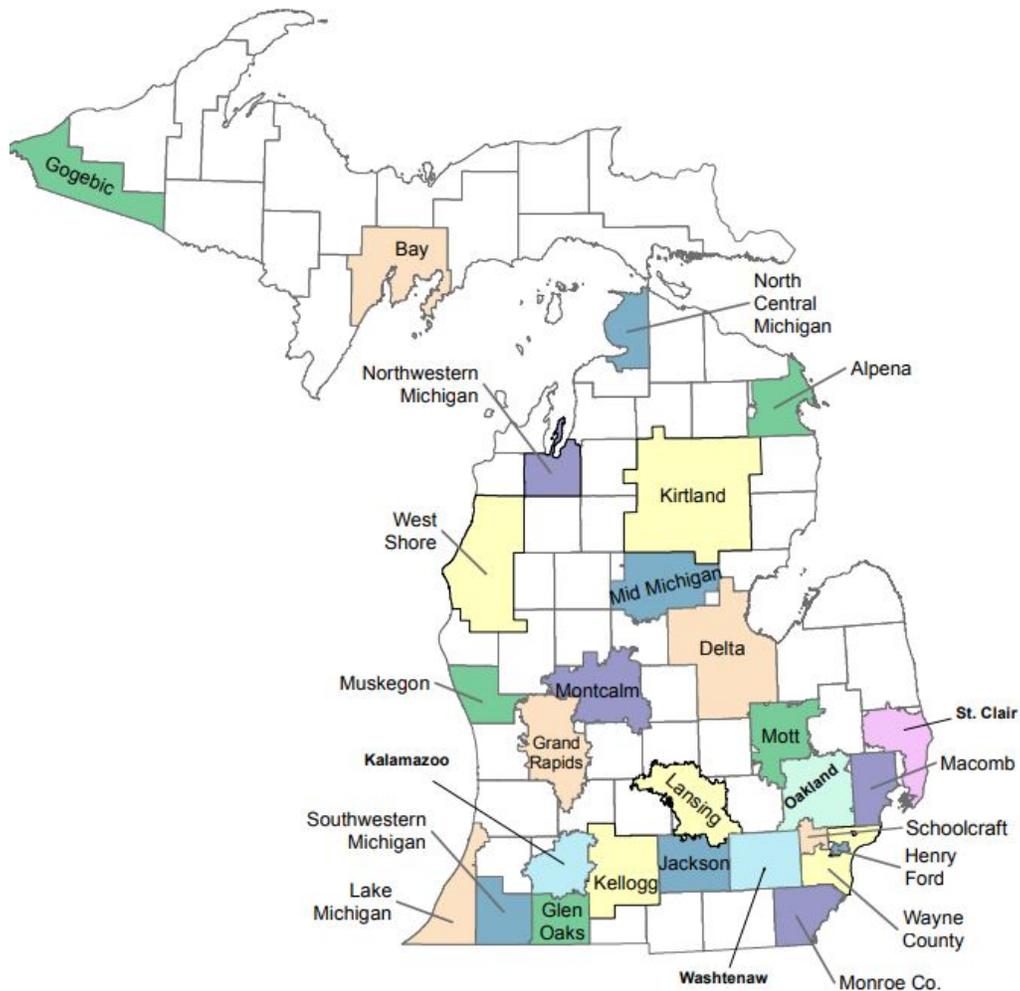


Figure 6: Michigan Community College Territories (Senate Fiscal Agency, 2009)

In the past at the college, Student Services and Academic Services have both voiced strong, often opposing views, about dual enrollment growth. Student Services, recognizing the need to increase college enrollment, often advocated for growing dual enrollment (especially off-campus dual enrollment) as rapidly as possible while still ensuring a quality academic experience. Those in Student Services recognized the changing landscape within the state in the ways that schools, students, and their parents viewed dual enrollment and wanted to leverage students' increased interest in dual enrollment along with the change in state laws to establish

a larger and stronger foothold and pipeline of dual enrollment. Much of this growth would occur by increasing offerings of off-campus (located at a high school) dual enrollment courses.

Academic Services was not as enthusiastic about the prospects of that growth. As younger high school students began participating in more dual enrollment classes, faculty were concerned about the students' level of academic readiness. There was some concern whether students were self-directed, mature, and disciplined enough to be successful in a dual enrollment class. The academic division was concerned about having enough faculty to staff those sections. The Higher Learning Commission's decision to require credentialed faculty to have a master's degree in the content area or a master's degree plus 18 graduate credits in the discipline eliminated many adjunct faculty that MMCC would use in off-campus locations. Often the high school where the class was taught would prefer one of their instructors to teach the class. The challenge was to find faculty who could teach the class and also meet the HLC requirements. Many K-12 teachers have master's degrees in non-content areas. Another academic challenge related to the growth of dual enrollment was the difficulty of ensuring academic quality of remote off-campus sections. As part of the NACEP accreditation that MMCC has, many full-time faculty members act as liaisons for off-campus faculty. They provide assistance and guidance in terms of teaching content and generally providing support to the off-campus faculty. The college was also concerned about the amount of additional investment needed in classroom supplies to cover these new sections. Some classes, especially science classes, come with significant investment in terms of classroom supplies.

Because of the unique tuition pricing model for enhanced dual enrollment districts where they received a discount on tuition, Academic Services also argued that the college lost

potential revenue by offering these classes at a discount in a high school, when those same high school students could take those classes at full price on the MMCC campus once they graduated high school. Student Services countered that high school students were going to take those classes as dual enrollment regardless, and if MMCC was not going to provide the service to them, another institution would. This fraction within the college existed as dual enrollment growth was occurring at MMCC. By placing the Office of Dual Enrollment within the Community Outreach and Advancement division, it better allows dual enrollment to be viewed within the college as a “neutral” division where both Student Services and Academic Services concerns would be treated with equal seriousness. It will allow Student Services and Academic Services to participate more fully as co-equals as their tasks relate to dual enrollment. This is imperative because both divisions have a huge influence on overall student experience that students have when they take a dual enrolled class.

By creating a new “K-12 Partnerships” area within the division of Community Outreach and Advancement, the college can garner some efficiency with administration of some poorly aligned areas currently offered within the college. Some examples of these areas include other K-12 outreach efforts such as Students of Promise, Educational Talent Search, Early Colleges, Local College Access Networks, as well as any academic content outreach to K-12 schools. Currently, these efforts are scattered throughout the college. In reality, they should be consolidated under the same administration. This then allows K-12 districts to have one area of contact when working with the college. That provides a better customer experience and also allows the college to align, focus, and understand all of the different areas of interactions

between the college and K-12 districts. By pairing these other K-12 outreach initiatives with an Office of Dual Enrollment, it allows MMCC to effectively and efficiently serve its K-12 partners.

PERSONNEL / JOB DESCRIPTIONS

The Office of Dual Enrollment within the new K-12 Partnerships area of the Community Outreach and Advancement division will have to be multi-functional and work across the college. An administrative position that largely handles coordination between the different areas of the college most impacted by dual enrollment (chiefly academics and student services) makes the most sense. This also aims to combat many of the challenges outlined in previous chapters about how dual enrollment is currently done at MMCC. Some of those challenges include (1) competing priorities and viewpoints about the role of dual enrollment within the institution, (2) whether MMCC should grow dual enrollment or not, (3) how to and who should communicate with dual enrollment stakeholders, as well as (4) streamlining to make the student service features of dual enrollment more efficient.

The K-12 Partnerships area of the college, and specifically the Office of Dual Enrollment, will be led by a Director of K-12 Partnerships and will have two staff members. Those two staff members will have a dual reporting structure. They are the Dual Enrollment Academic Coordinator and the Mid Mentor-Dual Enrollment. The updated organizational chart that shows these positions appears below.

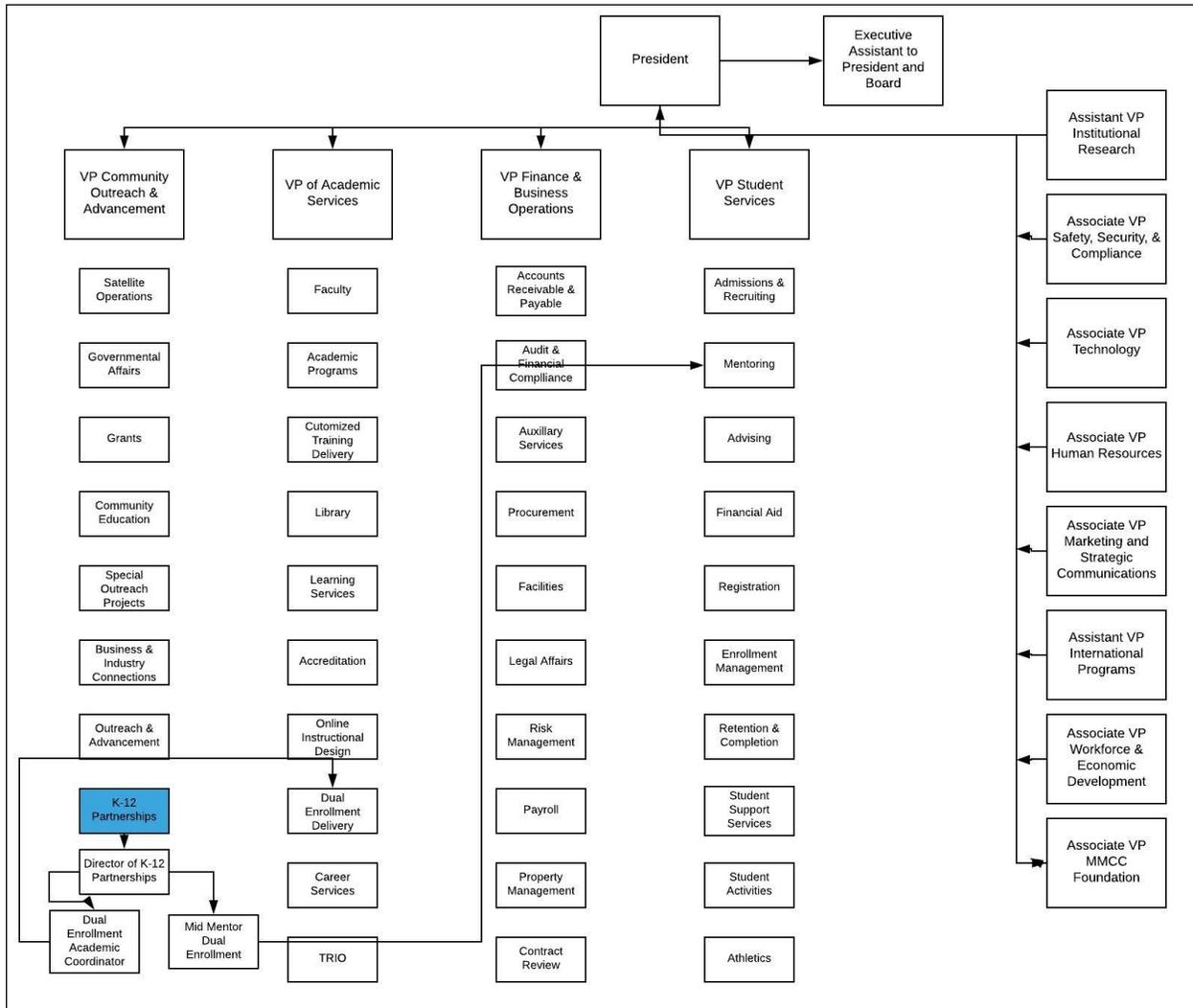


Figure 7: MMCC Organizational Structure, with Office of Dual Enrollment Positions

Director of K-12 Partnerships

The Director of K-12 Partnerships will be a newly staffed position. The Director of K-12 Partnerships will be responsible for organizing, leading, coordinating, and evaluating the dual enrollment effort at the college, among other tasks. As stated previously, this administrative leader will coordinate all K-12 outreach efforts including areas such as Educational Talent Search, Students of Promise, Early Colleges, Local College Access Networks, academic content

outreach, etc. This position is vital in terms of strategically planning, executing, and evaluating success of the various outreach efforts to K-12 schools.

The Director will need to have strong knowledge about both the K-12 and higher education environments. This person will need to be able to “translate” the language, acronyms, and priorities that each entity may have to arrive at a common agenda for dual enrollment programming. The Director will need to be a skilled facilitator by working through the various higher education silos to provide a strong product in dual enrollment and will need to be able to achieve enrollment targets and assess and evaluate operations, making changes when necessary. Related to assessment efforts, the Director will lead the NACEP certification process, ensuring that the college’s off-campus offerings meet NACEP standards. The Director will also gather both qualitative and quantitative data related to dual enrollment programming at MMCC and provide regular updates to both internal and external key stakeholders.

The Director of K-12 Partnerships will also be responsible for meeting with K-12 personnel and “selling” dual enrollment at MMCC. The sales process would involve the Director going to high schools that are not currently utilizing MMCC as their dual enrollment partner. There would be a series of meetings to determine what the plan and vision is from that high school for their dual enrollment needs. This could range from wanting their students to be exposed to classes and taking them online to offering a college class or a series of college classes in their high school building to establishing and growing an Early College program. The Director would then work with the Academic Coordinator for Dual Enrollment and the Dual Enrollment Mid Mentor to develop a plan to present to the high schools. Both the Academic Coordinator and the Mid Mentor would be responsible for meeting with various MMCC staff to

determine what level and how MMCC could best support the high school in realizing its vision. After finalizing that plan, the director would then meet with the high school to deliver the plan and discuss the financial cost for the school. After all sides agree on this, the Academic Coordinator and Mid Mentor would begin to execute the plan.

From a non-dual enrollment point of view, the Director of K-12 Partnerships will oversee compliance for the federal TRiO grant, Educational Talent Search. This program works with 500 6th to 12th grade students and prepares them to get into and succeed in college. It will also provide oversight of the MMCC Foundation's Students of Promise programs. Funded by the MMCC Foundation, this program provides intense support to 150 select 7th to 12th grade students who have the capacity to succeed in college. They also will sit on executive committees of Local College Access Networks (LCANs), of which MMCC is a partner organization. LCANs are the local entities of the Michigan College Access Network, which funds grants to create a college-going culture in various communities. Currently, MMCC is a partner in three LCANs statewide. The Director will also oversee any outreach efforts from the college to work with K-12 teachers in developing and strengthening content and teaching pedagogy. The complete job description for this position is found in Appendix A.

Dual Enrollment Academic Coordinator

The second position located within the Office of Dual Enrollment will be a liaison from the Academic Services division. At MMCC, the Dual Enrollment Academic Coordinator is a current position within the college but has a different name and other responsibilities as well. Currently, they report directly to the Vice President of Academic Services, but in the new model, this will be a shared reporting situation with reporting also coming from the Vice

President of Community Outreach and Advancement. This type of dual reporting is needed in this situation because they will need to be kept up to date with academic matters at the same time as receiving support and guidance related to dual enrollment from the Vice President of Community Outreach and Advancement. This could lead to some tricky scenarios when the two VPs are not aligned on the process or plan moving forward in a specific instance. However, these situations should be minimal due to the college having only four vice presidents who are all aligned in carrying out the vision set forth by the college president and the various strategic plans.

The Dual Enrollment Academic Coordinator will have the primary responsibility of administering all college courses that are located within a high school setting. The Coordinator will need to set plans and make recommendations along with high school personnel about what classes to offer at each school. A sample template of a memo of understanding between MMCC and a school district for hosting off-campus courses can be found in Appendix F. The Coordinator will be responsible for interviewing, hiring, onboarding, providing professional development, and evaluating all off-campus instructors. In order to achieve this, the Dual Enrollment Academic Coordinator will need to be well versed in high school curriculum offerings and be able to work with high schools to create their vision for programmatic offerings.

Once the classes are actually in session, the Coordinator is responsible for ensuring the academic content and quality meets MMCC standards and classes are meeting seat time requirements. The Coordinator also works with high schools to provide and deliver textbooks

where appropriate. For MMCC's enhanced dual enrollment high schools, the college will provide free textbooks for any off-campus class section.

Secondarily, the Coordinator will assist with any academic matters for any dual enrolled student, regardless of the modality or location of the class the student is completing. This means they will work with instructors in the event of instructor or student academic or grade concerns. The complete job description for the Dual Enrollment Academic Coordinator is found in Appendix B.

Mid Mentors

The third and final full-time position located within the Office of Dual Enrollment is a support staff position based out of the college's student service area. Mid Mentors are full-time staff members who act as a one-stop person for answering any questions that students may have. When students apply to the college, they are assigned a mentor based on their student type. All communications come from that mentor related to onboarding, orientation, enrollment, and academic success efforts. A dual enrolled student will keep the same mentor until graduation or completion of their educational development plan. Again, at MMCC, this position is already located in the college, and one Mid Mentor has been specifically assigned to dual enrolled students. With the implementation of this Office of Dual Enrollment, the Mid Mentor will now have a dual reporting structure, reporting to the Director of K-12 Partnerships and the Director of Mentoring & Academic Advising.

The Mid Mentor for dual enrollment coordinates all student services associated with dual enrollment. This includes all communications to the student. Examples of communications can include introductory emails, orientation invitations, tuition statements, academic progress

information, final grades, and any other general announcements or communications. The Mid Mentor will work with the school district to register students in courses and verify that they have met all pre-requisites for those courses. They will also work with the school district to handle billing. Dual enrollment billing is handled as a separate policy and procedure than it is for other students. Since the high school receives and pays the majority of the bill, often students have little or no balance to pay. Dual enrolled students have until the fifth week of classes to pay their bill. They can drop their class at any time prior to that and not incur a financial penalty and the school will not be charged either. This process recognizes that dual enrolled students may not be aware of the level of preparedness needed to succeed in a college class and, thus, attempts to provide as positive an experience as possible for them. The college does not want to charge dual enrolled students for classes that are not a good fit.

The Mid Mentor Dual Enrollment handles all dual enrollment orientations (both on and off-campus), parent dual enrollment information nights, and academic advising for dual enrolled students. Essentially, they will coordinate the entire Student Services life cycle. After application, they will handle registration (see Appendix E for the Dual Enrollment Registration Form). They will then invite and host students for dual enrollment orientations. All dual enrolled students will receive the Dual Enrollment Student Handbook (Appendix D) at their orientation. The Dual Enrollment Handbook acts as the official policies that govern dual enrolled students, in addition to all other college policies that impacts all students. All dual enrolled students are also emailed a copy of the handbook every semester they enroll in a dual enrolled class. They will then work with school districts to make arrangements for any students who want academic advising.

Because of the number of dual enrolled students and the limited capacity of Mid Mentor to provide academic advising for nearly 1,000 dual enrolled students, prescriptive academic advising is the model that will be used in most instances. At MMCC, this approach fits in nicely as the college moves toward Guided Pathways and provides students with detailed paths toward a credential or degree. For dual enrolled students specifically, academic advising will generally consist of the Mid Mentor working with the high school counselors to determine a set of courses that most of their students can take to complete the Michigan Transfer Agreement. As referenced in Chapter One, the Michigan Transfer Agreement, or MTA, is a block of 30 credits that are designed to maximize transfer between public institutions in the state of Michigan. Should a student complete all 30 credits of the MTA, all public institutions in the state are required to accept the credits. Practically, these are the foundational, general education classes students would take their freshman year of college, regardless of the institution they attend.

The MTA works great for the majority of high school dual enrolled students for multiple reasons. One, the courses that MMCC offers as part of the MTA are generally introductory level classes that are easier to implement in an off-campus setting than the more specialized classes. Typically, the college also offers more sections of them. Secondly, collegiate academic advising to high school students is problematic. At the time high school students receive their pre-college advising, most students have no idea what program of study they would like to pursue. Additionally, they have little idea about what institution they would like to transfer to, if that is their intention. By keeping the path as general as possible for dual enrolled students, the program ensures that the courses they take are as transferable as possible, especially when the

students do not know where they want to transfer or for what degree. Often a student may indicate a specific college destination and may even have a specific program of study in mind. However, a semester later they may completely change their mind, having the potential to make the previous academic advising inaccurate.

Recognizing that many students (not just dual enrolled students) are often unsure of their intended career path, MMCC has dedicated additional resources related to career exploration, internships/job shadowing, and interviewing. All high school students have a career exploratory plan in high school; most schools use a program called Career Cruising. The college incorporates the results of those assessments into the academic advising sessions for dual enrolled students.

Another reason for prescriptive academic advising is that schools —and their students— look for guidance from the content expert, in this case, the college. They do not know the ins and outs about transferability and that is not their chief focus. Schools would rather work off a list that they know has been vetted by the college, and in order to maximize efficiency for scheduling purposes, the fewer the options for their students, the better.

There are occasions when a student is very set and determined on what their program of study will be along with the institution where they want to get that degree from. In these rare instances, the Mid Mentor-Dual Enrollment will create customized transfer paths for the student but with a caveat. The students and their parents understand that if the students change their mind, the recommended courses and the sequence of those courses may be less than ideal. Planning these academic advising sessions takes a lot of time for the Mid Mentor, so providing prescriptive advising in the terms of a pre-approved course recommendations and

sequencing to a high school will allow the Mid Mentor to be as efficient as possible. The complete job description for the Mid Mentor-Dual Enrollment is located in Appendix C.

The Office of Dual Enrollment has three key personnel. The Director of K-12 Partnerships will lead the effort to coordinate all of dual enrollment through the various divisions at the college. They will also provide secondary oversight to any areas of college outreach to stakeholders prior to high school graduation. The Dual Enrollment Academic Coordinator will handle all the academic components of dual enrollment. The Mid Mentor-Dual Enrollment will ensure a smooth transition of student services for dual enrolled students.

BUDGET

When developing a budget for the Office of Dual Enrollment, it is important to remember that the overall budgetary impact for this Office is relatively small. As explained earlier, only one position is a new hire. The other positions of Dual Enrollment Academic Coordinator and Mid Mentor-Dual Enrollment already exist in the college. Therefore, most of the investment needed in the budget is simply a re-allocation to currently committed funds within the college. A sample budget breakdown is available below.

Table 2: Proposed Budget, Office of Dual Enrollment

Expense Category	Projected Cost
Salary- Director of K-12 Partnerships *	\$ 65,000
Salary- Dual Enrollment Academic Coordinator @	60,000
Salary- Mid Mentor @	35,000
Fringe Benefits #	4,320
Medical Insurance Benefits #	51,912
MPSERS #	61,400
Social Security #	12,240

Expense Category	Projected Cost
Office Supplies #	1,000
Printing and Copying #	750
Travel and Lodging #	3,000
Dues, Subscriptions, Registrations, & Memberships #	1,500
Meals and Entertainment #	500
Telephone #	300
Postage #	1,000
TOTAL BUDGET	297,922

* denotes completely new expense

denotes partial new expense

@ denotes existing expense

In the budget example provided in Table 2, note that expenses are identified new or existing expenses, based on MMCC's situation. The salary for the Director of K-12 Partnerships is a new expense. This position does not currently exist at the college. In addition, the salaries for both the Dual Enrollment Academic Coordinator and the Mid Mentor-Dual Enrollment are already established and exist at the college. When determining fringe benefits, a portion of these would be new funds, but the majority would already be allocated. MMCC uses a percentage of 2.7% of total salaries when allocating fringe benefits. Fringe benefits include short-term disability, accidental death and dismemberment insurance, etc. Thus, in this example, only \$1,755 of the \$4,320 is new money. For medical insurance benefits, the State of Michigan has passed a law that limits the amount a public employer can cover for employee health insurance. Anything over the "hard cap" is the responsibility of the employee. That rate for the 2018 calendar year is \$17,304 per employee who elects to receive full family coverage (N. A. Khouri, memo, September 15, 2017). For the purposes of budgeting, it is assumed that all

three employees would elect full family coverage. Again, in this instance, only \$17,304 of the total \$51,912 is new money. The line item identified as “MPSERS” is the state-provided retirement account for employees. In data provided by the State of Michigan to community colleges for the 2018 year, the percentage that employers must contribute of an employee’s salary is 38.4% (Michigan Department of Treasury, 2017). This means that \$24,960 of the total \$61,400 is newly allocated money. Finally, the last salary-related line item is Social Security. This line item actually covers Social Security and Medicare payments as required by the federal government. For the 2018 year, this rate is 7.65% of salary (Miller, 2017, n.p.). In this instance, only \$4,972 of the \$12,220 is money that has not already been allocated.

Aside from the salary-related components of the budget, the remaining line items are self-explanatory. There is money set aside for office supplies and copying. Currently, at MMCC, all of this is already included in departmental budgets throughout the college. Travel and lodging provides support for ongoing professional development. Two conferences of particular importance for this office are the annual NACEP national conference and the state version of that conference as well. Both of these are critical to support as those conferences primarily deal with academic matters of running college classes off-site.

As noted earlier, currently, MMCC is the only community college in the state of Michigan that has achieved NACEP accreditation. In addition to the NACEP-related conferences, MMCC is also involved in the Michigan Early/Middle College Association or MEMCA. MEMCA is the state-wide association that works with early and middle colleges. MMCC is currently with higher education partner with seven different high schools to provide support to their early college programs. MEMCA is the group that oversees and provides professional support,

recommendations, and best practices. It is important for Dual Enrollment staff members to attend this conference. With the ability for the Office of Dual Enrollment to expand their reach and the expectation that enrollment growth will occur, it is vital for the college to participate in professional development opportunities and become a state and national leader.

Another initiative that this office will take responsibility for, and attempt to expand, is getting dual enrolled students onto one of MMCC's campuses. The budget includes funding within the categories of meals and entertainment and travel and lodging to support schools that want to bring their dual enrolled students to campus for a visit. This is an important aspect of growing and developing that pipeline of students beginning as dual enrolled students and staying at the institution after high school graduation. The college wants dual enrolled students to feel like they are a part of the college in every way that a traditional student is. Getting them on-campus for visits, speakers, and presentations is a large component supporting those efforts.

When looking at the total budget allocation request of nearly \$300,000 it is important to consider that most of these dollars are already efforts and costs that the college provides for. As outlined in the model above, only roughly one-third of the budget (\$113,991) will be newly invested money. This will be important to consider when looking at revenue and capacity considerations.

KEY TASKS AND MILESTONES

It is critical for the Office of Dual Enrollment to be highly organized. There are many challenges in this structure. For one, the institutional structure of MMCC (and any college) is

complex and cumbersome. On top of that, the issue of dual enrollment straddles many different divisions within the college, and that complexity can create a challenge as well. Working with K-12 school districts often equates different goals, objectives, and timelines for them compared to the college.

Three major types of efforts are needed for the Office of Dual Enrollment to succeed. Appropriately, they are each handled by one of the staff members in the office. The Director of K-12 Partnerships must be concerned with setting the strategic vision, creating policies and procedures, working with key stakeholders (both internal and external) to communicate goals and plans, and following up with assessment and evaluation of those efforts. The Dual Enrollment Academic Coordinator is responsible for ensuring the academic integrity of the courses, working with local high schools to determine what classes they want to offer in their buildings, interviewing/hiring/onboarding new faculty to teach those classes, and working with students and instructors to resolve any conflicts. The Mid Mentor-Dual Enrollment processes all student paperwork, works with schools to make sure that students are enrolled and registered, handles billing, provides academic advising, and communication with students.

As a new department unfolds, establishing policies and procedures is critical. Luckily, many of these functions already exist in most colleges; they may simply be scattered throughout the college. Procedures and timelines already exist for many of the tasks to be completed by the Dual Enrollment Academic Coordinator and the Mid Mentor-Dual Enrollment. The Director of K-12 Partnerships will need to spend considerable time and effort organizing, streamlining, and communicating these procedures and timelines. The two separately operating factions will become one streamlined operation.

In order to manage all of those competing priorities, a list of key tasks, when they are to be completed, and who is responsible for them will give the Director of K-12 Partnerships a head start in organizing the Office of Dual Enrollment.

January

- Deliver textbooks to participating high schools (Dual Enrollment Academic Coordinator)
- Confirm that K-12 schools received all of their dual enrollment grades for the Fall semester (Mid Mentor)
- Register dual enrollment students for the soon-to-start winter semester (Mid Mentor)
- Host on-campus and off site dual enrollment new student orientations (Mid Mentor)
- Verify with K-12 schools that enrollments and class rosters match (Mid Mentor)
- Set up accounts for high school guidance counselors to view student grades/progress (Mid Mentor)
- Verify that all off-campus classes are running as anticipated and there are no instructor issues (Dual Enrollment Academic Coordinator)
- Begin meeting with high school principals to discuss next year's off-campus course offerings (Dual Enrollment Academic Coordinator)

February

- Meet with high school principals to discuss next year's off-campus course offerings (Dual Enrollment Academic Coordinator)
- Conduct observations of off-campus classes (Dual Enrollment Academic Coordinator)
- Prepare billing statements for high schools and students who have a balance (Mid Mentor)
- Set up dual enrollment parent information meetings for next year (Mid Mentor)
- Start academic advising dual enrolled students for next fall semester classes (Mid Mentor)
- Respond to any academic alerts submitted by instructors for dual enrolled students (Dual Enrollment Academic Coordinator)
- Process students dropping classes prior to 100% refund drop deadline (Mid Mentor)

March

- Next year's off-campus classes requests are due (Dual Enrollment Academic Coordinator)
- Conduct observations of off-campus classes (Dual Enrollment Academic Coordinator)

- Host dual enrollment parent meetings at local high schools for next year's students (Mid Mentor)
- Academically advise dual enrolled student for next fall semester classes (Mid Mentor)
- Respond to any academic alerts submitted by instructors for dual enrolled students (Dual Enrollment Academic Coordinator)

April

- Host dual enrollment parent meetings at local high schools for next year's students (Mid Mentor)
- Conduct observations of off-campus classes (Dual Enrollment Academic Coordinator)
- Academically advise dual enrolled student for next fall semester classes (Mid Mentor)
- Respond to any academic alerts submitted by instructors for dual enrolled students (Dual Enrollment Academic Coordinator)
- Begin registering dual enrolled students for the next fall semester classes (Mid Mentor)
- Update class rosters and enrollments for verification by high schools (Mid Mentor)

May

- Prepare updates for the annual Dual Enrollment Handbook (All)
- Confirm that K-12 schools received all of their dual enrollment grades for the Winter semester (Mid Mentor)
- Register dual enrolled students for the next fall semester classes (Mid Mentor)
- Update class rosters and enrollments for verification by high schools (Mid Mentor)
- Academically advise dual enrolled students for next fall semester classes (Mid Mentor)
- Remove previous year dual enrolled students from reporting and cohorting (Mid Mentor)
- Send dual enrollment satisfaction surveys to key stakeholders (Director of K-12 Partnerships)
- Pick up textbooks from participating high schools (Dual Enrollment Academic Coordinator)

June

- Perform annual NACEP evaluations (Dual Enrollment Academic Coordinator)
- Post any open positions for off-campus locations (Dual Enrollment Academic Coordinator)
- Plan for upcoming professional development day for off-campus instructors in August (Dual Enrollment Academic Coordinator)

- Register dual enrolled students for the next fall semester classes (Mid Mentor)
- Update class rosters and enrollments for verification by high schools (Mid Mentor)
- Academically advise dual enrolled students for next fall semester classes (Mid Mentor)

July

- Plan for upcoming professional development day for off-campus instructors in August (Dual Enrollment Academic Coordinator)
- Interview and select instructors for off-campus locations (Dual Enrollment Academic Coordinator)
- Register dual enrolled students for the next fall semester classes (Mid Mentor)
- Update class rosters and enrollments for verification by high schools (Mid Mentor)
- Academically advise dual enrolled students for next fall semester classes (Mid Mentor)
- Host dual enrollment new student orientations (Mid Mentor)

August

- Host professional development day for off-campus instructors (Dual Enrollment Academic Coordinator)
- Deliver textbooks for participating high schools (Dual Enrollment Academic Coordinator)
- Host dual enrollment new student orientations (Mid Mentor)
- Verify that all off-campus classes are running as anticipated and there are no instructor issues (Dual Enrollment Academic Coordinator)
- Register dual enrolled students for the next fall semester (Mid Mentor)
- Update class rosters and enrollments for verification by high schools (Mid Mentor)
- Set up accounts for high school guidance counselors to view student grades/progress (Mid Mentor)

September

- Prepare billing statements for high schools and students who have a balance (Mid Mentor)
- Conduct observations of off-campus classes (Dual Enrollment Academic Coordinator)
- Begin academic advising for dual enrolled students for the next winter semester classes (Mid Mentor)
- Respond to any academic alerts submitted by instructors for dual enrolled students (Dual Enrollment Academic Coordinator)
- Process dual enrollment drops by the 100% drop deadline (Mid Mentor)

October

- Academically advise dual enrolled students for the next winter semester classes (Mid Mentor)
- Register dual enrolled students for the next winter semester classes (Mid Mentor)
- Conduct observations of off-campus classes (Dual Enrollment Academic Coordinator)
- Respond to any academic alerts submitted by instructors for dual enrolled students (Dual Enrollment Academic Coordinator)
- Update class rosters and enrollments for verification by high schools (Mid Mentor)

November

- Academically advise dual enrolled students for the next winter semester classes (Mid Mentor)
- Register dual enrolled students for the next winter semester classes (Mid Mentor)
- Conduct observations of off-campus classes (Dual Enrollment Academic Coordinator)
- Respond to any academic alerts submitted by instructors for dual enrolled students (Dual Enrollment Academic Coordinator)
- Update class rosters and enrollments for verification by high schools (Mid Mentor)

December

- Academically advise dual enrolled students for the next winter semester classes (Mid Mentor)
- Register dual enrolled students for the next winter semester classes (Mid Mentor)
- Update class rosters and enrollments for verification by high schools (Mid Mentor)
- Confirm that K-12 schools received all of their dual enrollment grades for the Fall semester (Mid Mentor)
- Pick up textbooks from participating high schools (Dual Enrollment Academic Coordinator)

CAPACITY CONSIDERATIONS

One of the most interesting questions in creating an Office of Dual Enrollment is how the organizational structure of the Office would be designed to handle fluctuations in the number of dual enrolled students. It is important to remember that currently dual enrollment is approximately 20–25% of total enrollment and in most semesters approaches around 1,000

dual enrolled students. For the purpose of this example, let's envision that enrollment expands or contracts by 500 students in either direction.

If dual enrollment students were to shrink by 500 to approximately 500 students total, there would be a drastic reduction in dual enrollment revenue. In the last five semesters, according to internal MMCC data, dual enrolled students were enrolled in an average of 5.12 credits per semester. Tuition and fees make up the revenue for dual enrolled students. Because the structure for determining fees is one that fluctuates between students, for the purpose of this exercise, the college will only use tuition when looking at revenue. A 500-student drop in dual enrollment would equate to a loss in 2,560 credits. In-district tuition is currently \$125 per credit hour and out-district tuition is \$210.

While dual enrolled students come from both in-district and out-district territories, the college would be looking at a loss in revenue approaching \$430,000 if one averaged the in-district and out-district tuition levels. That loss of revenue would be devastating for dual enrollment programming, but this researcher would have an interesting recommendation. On one hand, dual enrollment would have less demand and the functions of the Office of Dual Enrollment would be more easily absorbed into the processes that currently runs the college. Essentially, the processes and procedures related to dual enrollment would be handled as they are now at MMCC. On the other hand, there is a definite need for the coordination revolving around all the K-12 partnerships and that currently is not occurring at the college. By only having 500 dual enrolled students, revenue would be impacted, and it would be easy to not have the Director of K-12 Partnerships position. The duties performed by this position is critical to the outreach of the college. If revenue necessitated a change, this researcher would

recommend that the Vice President of Community Outreach and Advancement along with the director of Admissions (the two positions who have the most contact with the public) share those duties and responsibilities.

If the number of dual enrolled students spiked by 500 and was suddenly 1,500, it could be an indication that the increased staff dedicated to dual enrollment was effective in their role. However, that would also necessitate additional resources to be added. In looking at revenue projections, dual enrolled students average 5.12 credits per semester. By adding another 500 credits and equating their tuition costs (using the same formula as above), the college would realize over \$428,000 in additional revenues every semester. This increased revenue would more than pay for the additional resources needed. This researcher would recommend adding another Mid Mentor Dual Enrollment position. First, these support staff positions are the one who process the majority of the paperwork and interact with students the most directly. Their services are the most in-demand. In previous years and with different student groupings, Mid Mentors had a service capacity of about 1,000 students. Some technological upgrades might gain some efficiencies, but not enough to support a 50% increase in students. Second, the Mid Mentor positions are the most cost-efficient positions within the Office of Dual Enrollment. Adding another Mid Mentor position would give the college a great advantage and actually allow a considerable profit on their investment in the Office of Dual Enrollment.

ASSESSMENT, OBJECTIVES, AND OUTCOMES

The Director of K-12 Partnerships would be responsible for developing a multi-faceted assessment and evaluation program as it needs to be both qualitative and quantitative in nature. From a research point of view, both qualitative and quantitative research is necessary to fully explain the success and/or failure of the Office of Dual Enrollment. Qualitatively, surveys and opinions need to be solicited from all types of stakeholders about their dual enrollment experience. This includes not only students, but high school principals, guidance counselors, parents, instructors, and other staff members. Ideally, these positive comments and opinions can be used in marketing purposes, but more than that, changes should be taken into consideration based upon the recommendations of the various stakeholders. Currently, as part of the NACEP accreditation process, MMCC surveys many of these stakeholders. It needs to expand and systematically approach this with other groups.

From a quantitative research approach, the Director of Pre-College will need to carefully monitor enrollments, making tweaks, recommendations, and changes based upon them. The director will work with the Enrollment Management Committee to develop targets for dual enrollment and growth as well. The Enrollment Management Committee is a shared governance committee that includes staff, faculty, and executive leadership that develops enrollment projections each year which are used for the college's budgeting purposes. As dual enrollment accounts for between 20–25% of total enrollment, the director should be a part of this committee to help shape enrollment projections.

From an assessment lens, this will occur related to the academic outcomes of the course. Just like every college course at MMCC, students will have an opportunity to give

instructor feedback. In addition to that, the Dual Enrollment Academic Coordinator will use classroom observations and visits to evaluate the instructor. The academic outcomes of the class are another component of assessment. Together, the Director of K-12 Partnerships, along with both the Dual Enrollment Academic Coordinator and Mid Mentor-Dual Enrollment will ensure NACEP accreditation continues. NACEP has many components related to its accreditation, both academically inclined and otherwise. A large part of the non-academic components involves surveying former students, staff, K-12 personnel to gauge the level of effectiveness of the programming. These surveys need to be implemented across all students taking dual enrolled classes. This will allow a rich set of data to be developed which can then lead to changes in operations or offerings.

The Office of Dual Enrollment is also going to be responsible for increasing enrollment in dual enrollment. Since the college is heavily dependent on tuition for its overall revenue, it is reasonable that MMCC would expect enrollment growth considering the resources being invested into a new department and office. Tuition provides 72% of all college revenue. Referring back to the section on budget, roughly \$114,000 in new investment is needed each year to fund the Office of Dual Enrollment. Looking at the revenue needed to achieve this, the corresponding enrollment growth is a good place to start when assessing whether the office has been effective or not. Using the same math from the previous section on capacity considerations, remember that dual enrolled students at MMCC average 5.12 credits per semester and the average tuition price is \$167 per credit. That means that in order to break even, MMCC would need to garner an additional 67 dual enrolled students per semester. This represents a roughly 6% increase in total dual enrolled students.

In order to achieve a 6% increase in dual enrolled students, the Office of Dual Enrollment is going to need to pay attention to current enrollment projections. Therefore, it is recommended that a system of key performance indicators be established to look for enrollment patterns. It will be critical for planning purposes to know when schools will experience enrollment declines or increases and have contingency plans ready for when those numbers vary. Some of those plans may include reaching out and establishing dual enrollment partnerships with new schools not currently participating, encouraging current dual enrolled students to take more credits than they are currently taking, and/or offering more classes within the high schools.

IMPLEMENTATION

The major focus around implementing the Office of Dual Enrollment deals primarily with communication. Communication about the new office will need to be communicated internally and externally. A new Director of K-12 Partnerships will need to be hired and trained. Once that occurs, work should begin to streamline and consolidate operations.

From an external point of view, many of the operations will remain the same. Schools are familiar with working with the Mid Mentor-Dual Enrollment and Dual Enrollment Academic Coordinator in separate capacities. Materials should be sent out to external partners explaining the switch and the rationale. The new Director should make it a priority to meet with all the current dual enrollment partner schools to understand them better and work with them to figure out their needs. Beyond that, many of the resources that a student or school would need to utilize are currently spread throughout the college website. It should be a priority to revamp

the dual enrollment website pages and consolidate all of the information needed in one convenient location.

Frequent updates should be provided to the college community about the effectiveness of the Office of Dual Enrollment. Creating wins and establishing success early on internally will be critical to getting buy-in from the larger college environment.

CONCLUSION

Chapter Four presents the model for an Office of Dual Enrollment. The model was developed based on the context of the organizational structure and existing positions and approaches used at MMCC and includes recommended staffing and job descriptions. A beginning budget, key tasks, and projected timelines needed to hit the ground running with the Office of Dual Enrollment are included. Finally, various enrollment scenarios that would affect the Office if enrollment suddenly swelled or contracted are discussed. Chapter Five discusses the limitations of this model and presents options for further research and development.

CHAPTER FIVE: CONCLUSIONS

INTRODUCTION

The Office of Dual Enrollment at Mid Michigan Community College has raised some interesting questions and observations. In this chapter, the researcher will look at the limitations of the project, implications of the project, and future research that is needed in this area.

LIMITATIONS AND IMPLICATIONS OF THIS PROJECT

Admittedly a project dissertation with the end result being an Office of Dual Enrollment at Mid Michigan Community College is an institution-specific endeavor. While the model is applicable to many institutions, and many institutions may be interested in the results and the thought process used to arrive at the recommendations, the limitations and implications of this project relate primarily to how involved and invested a college is relative to dual enrollment.

The first limitation to consider is whether an institution would even find value in an Office of Dual Enrollment. When considering the entire landscape of higher education in Michigan, some institutions do not participate in dual enrollment, and far fewer have a large percentage of their enrollment consisting of dual enrolled students. There are a couple of reasons for this. The first reason relates to how the school districts and the state of Michigan handles payments for dual enrolled classes. The school district needs to pay a prorated amount of their per pupil foundation allowance that they receive for each student for each dual

enrolled class they take. In the 2017–18 school year, that amount was roughly \$550 per dual enrolled class. Any dual enrollment balance above \$550 would be subject to the student covering the remainder. Tuition is more expensive at a four-year institution than a community college. Because school districts try to keep the costs as low as possible, they are more likely to partner with a community college for dual enrollment, even though there is no law stating they must do so. Actually, a student can choose to dual enroll at any institution that participates; it would be up to the student to pay the balance if there is a cost above and beyond what the school district is required to pay.

The second reason involves transportation and student schedules. High school students may have trouble providing their own transportation to and from the college campus. They also often take a dual enrolled class during the middle of the school day and need to return to the school afterwards. For these reasons and others, many dual enrolled students prefer to take online classes. The availability of online classes for students traditionally attending a four-year institution vary greatly. Universities with a firm residential policy might not even offer online classes. Community colleges are more likely than both public universities and private universities to participate in dual enrollment and participate in the volume that could necessitate an Office of Dual Enrollment. For some institutions, it simply may not make sense to undertake such a project. Some institutions may resist the proposition of an entire office needing to be created with a particular type of student in mind. They may feel that it is a valid response that dual enrolled students should be served and processed just like any other student and, therefore, providing additional resources is not needed for dual enrolled students.

Another limitation to this dissertation is the structure of the actual Office of Dual Enrollment at MMCC. This office was created using specific examples of both positive and negative experiences of years of dual enrollment discussions at MMCC. It was created to take into account the specific organizational structure and the specific personnel in those roles. Because of that, implementing this model by using the exact same placement and recommendations may be challenging. There are other parts of the implementation of a dual enrollment office that would be very relevant for an institution to try and mimic. For example, the process of determining revenue needed to make a new program or office cost neutral is important. As college and universities, big and small, continue to look for ways to become more efficient, lower expenses, and add or delete programs of study, having a way to quantify how much revenue a particular department, division, or program of study needs to be self-sufficient is an important first step. It is the opinion of this researcher that areas of academic programming at the college that operate at a loss are the most likely to be eliminated in future budget considerations.

The discussion surrounding academic advising for dual enrolled students is useful as well. For many years, this has been a topic of conversation at state conferences. It appears that each school is providing academic advising differently, if at all. Certainly, within MMCC, there are differing opinions on how to advise a dual enrolled student. Having a consistent approach that is scalable is important to continued dual enrollment growth. Finally, there are many examples of problems that occur when an issue straddles multiple divisions within an institution. When that happens, there is always the possibility of disjointed priorities and lapses in communication. This model aims to address those.

Other areas of a college may also benefit from reviewing this model, including workforce development programs. The amount of coordination needed between multiple areas of a college, paired with a potential external funding source, would require an approach very similar to an Office of Dual Enrollment. This researcher believes that is why many institutions have separate workforce development offices or departments.

Regarding the implications of this project, MMCC relies on tuition for its college revenue. Any avenue that can increase enrollment and revenue is worth exploring. Dual enrollment has become a large part of the college's offerings, yet for years MMCC responded individually and separately to requests from K-12 school districts for service. With a centralized office that has staff dedicated to nurturing and growing those dual enrollment relationships, the hope is that MMCC will continue to be positioned to be the area's leader in dual enrollment and that K-12 school districts will actively choose to work with the institution. This will be quantified by looking at the overall number of dual enrolled students who choose to dual enroll at MMCC, the percentage of dual enrollment in relation to the overall enrollment at the college, and the number of different high schools that partner with MMCC. Successful partnerships can be accomplished by providing streamlined communications, ensuring a good customer experience, and using data and evaluation to make actionable improvements. At MMCC, these efforts occurred haphazardly across the college because of the lack of a centralized office for dual enrollment. By establishing an Office of Dual Enrollment, the college would be positioned for growth.

FUTURE RESEARCH

The researcher identified multiple areas while creating this project dissertation that need more research. First, in looking at national research around dual enrollment, some common themes stand out. Almost all of the research was focused around academic outcomes. There was plenty of research about how many classes students were taking, whether they were successful in those classes, and then how many of those students continued on and completed a degree. That is valid research and that research should be celebrated and publicized. But the research on academic outcomes is only telling part of the story related to dual enrollment. There needs to be more qualitative research about how taking dual enrollment in high school has changed student perceptions about higher education in general or even in their own efficacy. Does taking and completing a college course lead to students feeling more empowered about their college journey? Does it encourage them to attend college when they did not plan to prior to completing their dual enrollment courses? These types of questions and research studies could explore the value of dual enrollment by expanding the focus beyond the academic merits of dual enrollment. This researcher suspects that is a positive consequence of taking dual enrollment, and national research to date is missing this aspect.

Also relevant from national research and how it plays into dual enrollment is academic advising. It is unclear from the research which specific academic advising model is the most successful. What was clear is the vital role that academic advising plays in overall student success. According to a national report produced by the Center for Community College Student Engagement, “students who meet with an academic advisor are more engaged across all CCSSE benchmarks than their peers who have not met with an advisor” (Center for Community

College Student Engagement [CCSSE], 2018, p. 4). However, more research is needed exploring the specific methods of academic advising and when, and for whom, those are recommended. For example, this researcher would like to know if a particular type of academic advising produces better results with the dual enrolled student population. It would be interesting to see if students persisted, retained, and completed at higher rates under different academic advising models, when the experiment controlled for external factors.

Finally, from a national research standpoint, much more research is needed that examines the organizational structures of higher education. Research exists in the business world about how companies are organized, but there appears to be little research related to organizational structures within higher education. It would be interesting to view different types of organizational structures within higher education and see how effective they are. Factors such employee satisfaction, productivity, and external customer-relations should be studied.

For MMCC specifically, one aspect of internal policy that MMCC that needs to examine is the process used for academic placement of students in general, but particularly for dual enrolled students. Academic placement at MMCC occurs for English and math classes. SAT scores provide the main measure used to determine English and math placement. However, many dual enrolled students have yet to take the SAT test when they begin the dual enroll process for a math or English class. To address this issue, the academic faculty at MMCC in their respective departments created a new system (see Appendix G for a complete placement measure). These placements were adjusted in 2017 to accommodate dual enrolled students. As MMCC places more emphasis on collecting and utilizing data to make decisions, an analysis

should be conducted to determine if the current placement measures are working and students are being placed in the correct level of math or English classes. Additionally, the college should look to see if any other factors, such as high school GPA, are indicative of ultimate college course success and make changes to the placement measures as warranted.

Another MMCC-specific process also needs to be addressed: a process to ensure long-term monitoring of the Office of Dual Enrollment needs to be established and implemented. From an academic standpoint, many of outcomes and assessments will be driven from the Higher Learning Commission's process dealing with off-campus instructors as well as the NACEP standards. From a student services standpoint, NACEP has established survey questions to gauge effectiveness and satisfaction of former dual enrolled students. As mentioned several times in this dissertation, dual enrollment accounts for a significant percentage of total student enrollment. The hope is that this office is going to increase those numbers. Therefore, outcomes need to be established that the Office can strive to attain. This means that surveys, assessments, and evaluations from the numerous stakeholders need to be developed and implemented. One of the chief roles of the Director of K-12 Partnerships will be to utilize the survey and evaluation data and work to improve those results. It is important that current MMCC staff know this office is responsive. It is equally important that the customer for dual enrollment (whether the parent, student, or K-12 personnel) feels valued and feels that they have had a good experience. Examples of metrics used to determine a "good experience" can be the academic withdrawal rate, results of NACEP student satisfaction surveys, results of parent satisfaction surveys, results of K-12 personnel satisfaction surveys, number of academic

credits earned, and percentage of former dual enrolled students who continue on to MMCC after high school graduation.

CONCLUSION

Creating a model for an Office of Dual Enrollment has been a large-scale project. It has been shown that there is a need for such an office at MMCC; this need has been founded on research, and the model has been developed to achieve success. The Office of Dual Enrollment was built with the specifics of MMCC in mind. It is ready to be launched immediately, provided funding is granted. This model gives the college a good starting point to consider as it evaluates its dual enrollment program and how it should be administered.

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APPENDIX A: JOB DESCRIPTION, DIRECTOR OF K-12 PARTNERSHIPS

JOB TITLE	JOB CODE
Director of K-12 Partnerships	Administrative

Department Name: K-12 Partnerships
 Reports To: VP Community Outreach & Advancement
 Location: All Campus Sites

EX/NE: Exempt
 Pay Grade: \$60,000-\$75,000
 Last Revised: June 2018

SUMMARY:

Serves as the lead administrator and liaison for MMCC efforts and initiatives that mainly involve local K-12 school districts. Oversees and strategically plans for dual enrollment, grant initiatives that are focused on K-12 districts, and all college involvements that champion a college-going culture prior to high school graduation.

ESSENTIAL JOB FUNCTIONS:

1. Strategically and systemically manages and coordinates all college efforts related to current dual enrollment partnerships.
2. Serves as vital college link between academic services and student services as it relates to dual enrollment.
3. Responsible for growth and meeting enrollment targets attributed to dual enrollment.
4. Responsible for the assessment and evaluation of all dual enrollment activities.
5. Provides leadership and coordination for all communication efforts related to dual enrollment key stakeholders.
6. Serves as the key point of contact for the college for all Early College efforts.
7. Represents the college on Local College Access Networks or other groups/affiliations whose mission is to increase college attainment.
8. Oversees federal compliance and champions the Educational Talent Search program.
9. Promotes dual enrollment to new and emerging markets.
10. Develops and maintains key indicators of success for the off-campus and dual enrollment programs. Provides annual report of these measures and overall status of the off-campus

- offerings; provides other reports as needed in support of the college’s dual enrollment and off-campus programs.
11. Serves as the college’s National Alliance of Concurrent Enrollment Partnerships (NACEP) representative and coordinates NACEP accreditation activities.
 12. Supports and serves as a role model for our mission, vision, values, and customer service initiatives. Adheres to the organization’s policies & procedures, and compliance guidelines.
 13. Performs other duties as assigned.

BACKGROUND AND JOB REQUIREMENTS:

<p>Knowledge, Skills, Abilities</p>	<ul style="list-style-type: none"> ▪ Ability to lead team and successfully manage projects. ▪ Ability to work as a member of a multi-disciplinary team, and work effectively with multiple constituencies. ▪ Written and computer skills necessary to prepare required reports, analysis, and documentation of outcomes. ▪ Interpersonal skills necessary to effectively communicate and understand various perspectives on complex issues. ▪ Skills necessary to provide orientation, guidance, and training to adjunct faculty members in an off-campus setting. ▪ Analytical ability to identify and resolve a variety of issues or challenges in an effective and timely manner. ▪ Ability to adapt and respond to multiple priorities and demands, and to deal with the concerns of faculty, administrators and students simultaneously. ▪ Physical ability to sit/stand, and travel, for short - extended periods of time.
<p>Education, Certification, Licensure</p>	<ul style="list-style-type: none"> ▪ BA/BS degree in education, business administration or other related field is required. ▪ Master’s degree in related field preferred (education/administration). ▪ Valid State of Michigan driver’s license is required.
<p>Experience</p>	<ul style="list-style-type: none"> ▪ 2 - 4 years’ experience working with K-12 principals, counselors, and teachers, and the same of supervisory experience preferred. ▪ Previous teaching and/or administrative experience at the college level strongly preferred.

APPENDIX B: JOB DESCRIPTION, DUAL ENROLLMENT ACADEMIC COORDINATOR

JOB TITLE	JOB CODE
Dual Enrollment Academic Coordinator	Administrative

Department Name: Academic Services/ K-12 Partnerships

EX/NE: Exempt

Reports To: VP Academic Services/ Director of K-12 Partnerships

Pay Grade: \$50,000-\$65,000

Location: All Campus Sites

Last Revised: June 2018

SUMMARY:

Serves as main contact point and liaison for Academic Services on matters relating to all forms of high school dual enrollment. Coordinates the efforts to develop and deliver academic offerings in off-campus settings, primarily located in K-12 high schools.

ESSENTIAL JOB FUNCTIONS:

1. Works with high schools and appropriate instructional administrator to ensure proper scheduling of the courses: i.e., correct instructional meeting times, room, and other schedule information is ready for entry into Colleague/Datatel.
2. Works in conjunction with the instructional deans to develop a pool of qualified adjunct instructors to teach dual enrolled courses. In collaboration with the deans, performs classroom observations of off-campus faculty.
3. Provides policy changes or recommendations to the Academic Administrative Team as they relate to the off-campus and dual enrollment programs.
4. Provides support for adjunct faculty teaching off-site courses, including but not limited to coordinating textbook deliveries, facilitating acquisition of instructional media from library, and facilitating any special technology needs such as digital video of speeches, etc.
5. Assists adjunct faculty teaching off-site courses with required record keeping such as submitting syllabus, attendance records, grades, etc.
6. Provides support to and collaborates with the CGRESD Middle College program, CTE program, and other identified Early/Middle College programs that partner with MMCC. Works with appropriate academic administrator to properly schedule any dual enrolled college courses that serve as CTE program courses (e.g. welding courses).
7. Develops and maintains key indicators of success for the off-campus and dual enrollment programs. Provides annual report of these measures and overall status of the off-campus

- offerings; provides other reports as needed in support of the college’s dual enrollment and off-campus programs.
8. Works with the faculty and instructional Dean in compiling and analyzing assessment data for dual enrolled courses.
 9. Schedules 2-3 meetings per semester with each off-site faculty member for the purpose of providing mentoring, evaluating and observing, and ensuring ongoing support.
 10. Conducts on-site observations of adjunct faculty as identified and assigned by instructional deans.
 11. Attends, facilitates and/or leads faculty meetings and in-service programs relating to dual enrollment activities.
 12. Works with Student Services personnel to provide support for students transitioning from K-12 dual enrollment/off-campus experiences to MMCC. Support includes but is not limited to formal initiatives, such as the MMCC Plastics Engineering Technology Grant or other formal and informal transitional activities.
 13. Serves as the college’s National Alliance of Concurrent Enrollment Partnerships (NACEP) representative and coordinates NACEP accreditation activities.
 14. Supports and serves as a role model for our mission, vision, values, and customer service initiatives. Adheres to the organization’s policies & procedures, and compliance guidelines.
 15. Performs other duties as assigned.

BACKGROUND AND JOB REQUIREMENTS:

<p>Knowledge, Skills, Abilities</p>	<ul style="list-style-type: none"> ▪ Ability to lead team and successfully manage projects. ▪ Ability to work as a member of a multi-disciplinary team, and work effectively with multiple constituencies. ▪ Written and computer skills necessary to prepare required reports, analysis, and documentation of outcomes. ▪ Interpersonal skills necessary to effectively communicate and understand various perspectives on complex issues. ▪ Skills necessary to provide orientation, guidance, and training to adjunct faculty members in an off-campus setting. ▪ Analytical ability to identify and resolve a variety of issues or challenges in an effective and timely manner.
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	<ul style="list-style-type: none"> ▪ Ability to adapt and respond to multiple priorities and demands, and to deal with the concerns of faculty, administrators and students simultaneously. ▪ Physical ability to sit/stand, and travel, for short - extended periods of time.
Education, Certification, Licensure	<ul style="list-style-type: none"> ▪ BA/BS degree, plus a minimum of 6 – 12 hours graduate coursework completed. ▪ Master’s degree in related field preferred (education/administration). ▪ Valid State of Michigan driver’s license is required.
Experience	<ul style="list-style-type: none"> ▪ 2 - 4 years’ experience working with K-12 principals, counselors, and teachers, and the same of supervisory experience preferred. ▪ Previous teaching and/or administrative experience at the college level required.

APPENDIX C: JOB DESCRIPTION, DUAL ENROLLMENT MID MENTOR

JOB TITLE	JOB CODE
Mid Mentor – Dual Enrollment	Hourly

Department Name: K-12 Partnerships
 Reports To: Director of K-12 Partnerships
 Location: Mt. Pleasant or Harrison Campus

EX/NE: Non - Exempt
 Pay: Per ESPA Agreement
 Last Revised: January 2018

SUMMARY:

MMCC seeks individuals who: value collegiality and mutual respect; use data in decision making; are innovative; are service minded; are goal oriented; strive to continually improve themselves and their work processes; are willing to collaborate and seek to add value in every interaction.

Mid Mentors provide prospective and current MMCC students exceptional experiences and services. They function as single-points-of-contact for institutional questions and concerns, with an overall interest in promoting student success and retention. Mentors provide student-focused communication, service, and assistance from the time students apply until they complete. They are dedicated to developing rapport with students and providing personalized, clear, and compassionate communication and support throughout students’ educational careers at Mid.

The Dual Enrollment Mid Mentor facilitates the relationships between MMCC and its community partners and their affiliated students. The Mentor also works to provide information from various College divisions in order to improve clarity of communication and ease of follow-up.

ESSENTIAL JOB FUNCTIONS:

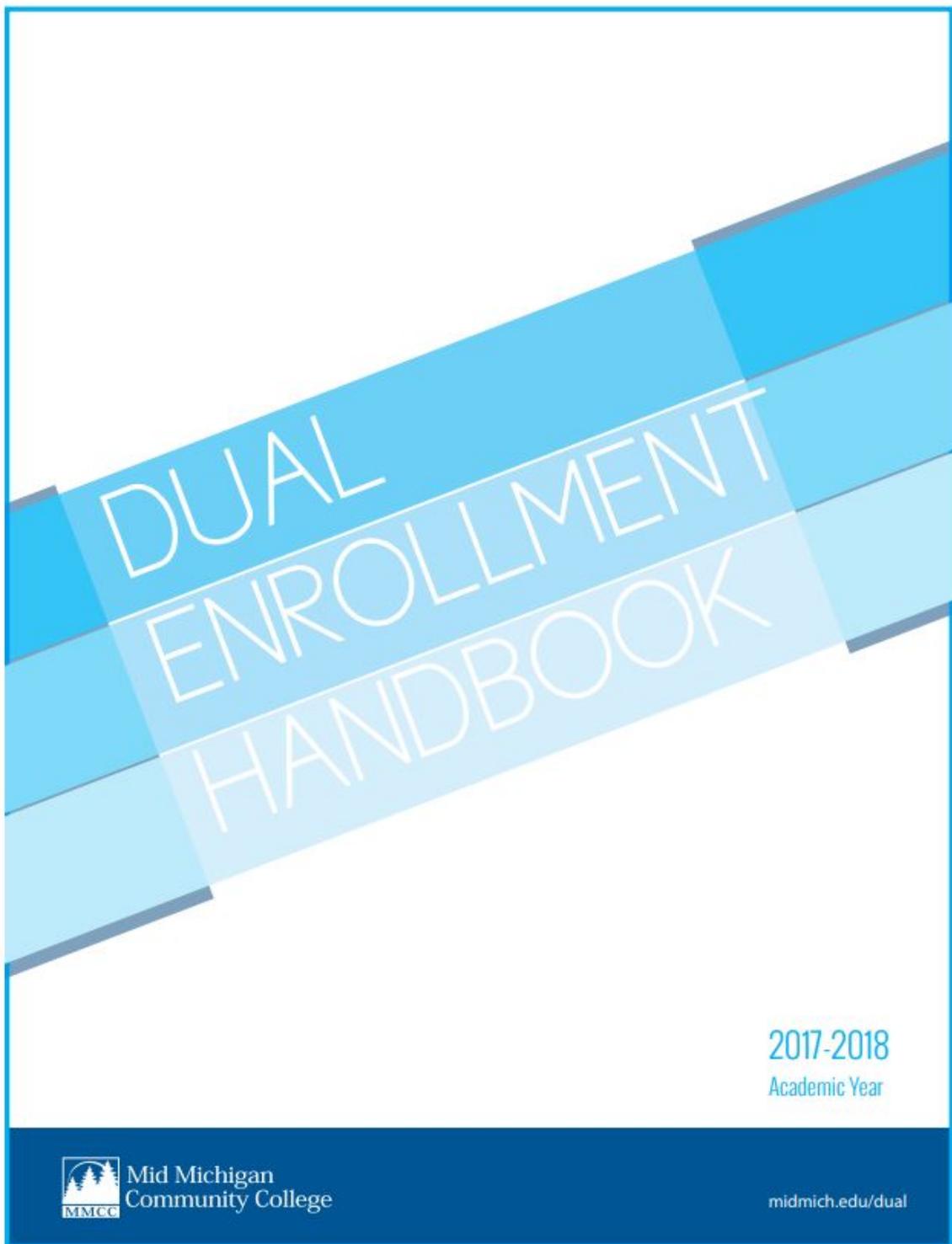
1. Work extensively to facilitate a positive experience for their assigned student caseload.
2. Serve as primary institutional point of contact for personnel at partner entities with questions or concerns regarding their students.
3. Provide basic and accurate academic advising to MMCC applicants and students about the college and its programs and services.
4. Provide information to students regarding the MMCC matriculation process, as well as other advisement and registration procedures as needed.

5. Provide relevant services designed to convert applicants to registrants (campus tours, individual meetings, email/phone follow ups, etc.).
6. Promote retention and completion for all MMCC students by monitoring educational progress, engaging in proactive outreach, and assisting with reactive interventions as needed.
7. Serve as primary institutional point of contact for all applicants and students, connecting them to other departments on campus to support educational access, planning, and retention (tutoring, financial aid, etc.).
8. Establish and maintain cooperative working relationships with faculty, administrators, students, public and private organizations, and others in order to connect students to relevant assistance and resources.
9. Provide coaching and mentoring to students during their experience at MMCC, approaching student challenges with empathy and competence.
10. Assist in the development and execution of dynamic orientation events each semester for incoming first-time MMCC students.
11. Take active leadership roles in the MMCC learning community, offering feedback and working collaboratively with other departments as needed to best serve students.
12. Identify students who need academic or personal assistance (through RMS) and refer to internal and external services accordingly.
13. Provide consistent advice, encouragement and support to students related to their educational and career goals.
14. Assist in the development and implementation of departmental objectives, policies, procedures and standards; recommends changes to departmental procedures as necessary to improve the efficacy of the institution's goals and initiatives.
15. Support and serves as a role model for our mission, vision, values, and customer service initiatives. Adheres to the organization's policies & procedures and compliance guidelines. Ensures compliance with all federal and state regulations.
16. May perform other duties and responsibilities as assigned within the scope of the position or level of expertise.

BACKGROUND AND JOB REQUIREMENTS:

Knowledge, Skills, Abilities	<ul style="list-style-type: none">▪ Strong organizational and time management skills.▪ Able to respond to student inquiries with thoughtfulness, intelligence, timeliness, and empathy.▪ Engaging and inspiring personality.▪ Outstanding ability to provide high-quality, clear, constructive, personalized feedback to students.▪ Ability to use computers, programs & general office equipment.▪ Ability to work both as a member of a team and work independently, with minimal supervision.▪ Strong customer service skills.▪ Problem solving skills.▪ Ability to work effectively in a high volume fast paced environment with accuracy.
Education, Certification, Licensure	<ul style="list-style-type: none">▪ Bachelor's degree in a related field is required.
Experience	<ul style="list-style-type: none">▪ Previous work with educational partners and experience developing relationships preferred.▪ Previous work experience in a community college environment preferred.

APPENDIX D: DUAL ENROLLMENT HANDBOOK



Welcome to College.

Dual enrolling in a college class means that you are considered by MMCC to be a college student. Instructors might not ever be aware that you're still in high school. For all intents and purposes, the college will consider you the same way it considers any other student that it serves.

For this reason, it's important to understand some of the college principles and policies that will affect you and your future.

Most importantly, you should be aware that any grades you earn at MMCC will carry forward. The credits that you earn now can allow you a good head start toward your college degree, and you have the ability to begin generating a high GPA.

However, failure and poor performance in your MMCC classes have real and lasting consequences, which could damage your ability to attend certain colleges, receive financial aid, and/or be eligible to participate in collegiate athletics.

This handbook attempts to clarify various college definitions, policies, and resources so that you can make successful and informed choices for your college career.

If you do have questions beyond the contents of this handbook, or if you need further clarification about its points, feel free to discuss those with your high school counselor or **your Mid Mentor directly at (989) 317-9217, dual@midmich.edu.**

Meet your Mid Mentor



Lindsay Golden

lgolden@midmich.edu (989) 317-9217

I am passionate about dual enrollment and look forward to helping you achieve your personal goals at MMCC. I'm here to answer any questions you may have like choosing your courses, transferring your credits and much, much more.
Contact me today!

*I'm excited to get you started on your college career!
All my best, Lindsay*

Set up your MidMich Email and Online Account:

You must set up your MMCC online Portal account. Please complete the following steps:

- Go to midmich.edu
- Click on the "Portal" link in the upper right hand corner
- Click on the "Account setup" link in the upper right hand corner
- Read the information to set up your username and password
- Click on "login" in the upper right corner
- Click the "e-mail" link in the upper left corner to get your e-mail

This is your college e-mail and will be used for all college communication

Academic Information and Definitions:

Your GPA is a number between 0.0-4.0, which represents the average of your total graded points. An "A" represents a 4.0 and an "F" represents a 0.0.

Transcript:

Your college record that shows all of the classes you've attempted and the grades you've earned. It also lists your GPA by semester as well as your cumulative (total) GPA.

Transfer: Receiving credit at a college or university for a course taken at a different college or university.

Likely, if you earn less than a "C" in one of your MMCC courses, it will not transfer to another institution.

- **How do I transfer my transcript to another college or university:** You will need to fill out a "*Request for Transcript*" form. You can find them online in Midweb, or give MMCC Enrollment a call to find out how to get one: (989) 773-6622 x241.

Failing a Class:

You've failed a class if you receive an "F." Most schools will not pay for a dual enrollment class in which a high school student does not receive credit. This includes both withdrawing from a class and failing it. A failing grade will be present on your transcript and could affect your future college eligibility and financial aid. If you feel you are in danger of failing, you should speak to your counselor and consider withdrawing from your class before the withdrawal deadline.

Withdrawing from a Course:

There are two types of withdrawals, early and late withdrawal.

Early Withdrawal:

You can only early withdraw from a class until the fifth Friday of the semester. Your counselor can let you know if you are still within the early withdrawal window.

If you withdraw early, you will not get credit for the class and the class will not appear on your transcript. It will not count as a part of your college GPA. Withdrawing this way means that no one will be billed for the class, and it will not count against

your future eligibility for financial aid.

Late Withdrawal:

- Withdrawing after early withdrawal but before the last week of class. You will not get credit for the class, and you will be billed for it. Most schools will not pay for a dual enrollment class in which a high school student does not receive credit. However, you will receive a "W" on your transcript, and it will not count in your college GPA. If you would have failed the class, a late withdrawal is a better option.

How do I withdraw from a course?

You must inform your high school counselor of your intentions to withdraw. Your high school counselor will communicate with MMCC about which class(es) to drop you from.

What if I don't withdraw from a class?

Your transcript will reflect the letter grade (and attached numeric point value) you earned in the class.

What grade will I receive if I withdraw?

If you withdraw within the early withdrawal window, the class will not appear on your transcript. If you withdraw late, you will receive a "W" on your transcript, which will indicate that you took a class and did not complete it.

SAP (Satisfactory Academic Progress):

After you graduate from high school you may apply for federal aid to help cover your educational costs. To be eligible for federal aid at MMCC, you must meet at least a 2.0 GPA and a 67% course completion ratio.

The grades you receive in the classes you attempt as a dual enrolled student do count when determining your eligibility for financial aid. Every college has its own SAP policy so be sure to contact the Financial Aid Office of the college you are planning on attending if you have any questions.

If you have a questions about MMCC's SAP policy, you can contact your Mid Mentor at (989) 317-9217 or dual@midmich.edu.

Student Services at MMCC

The Library and Learning Services (LLS) department offers a wide variety of collaborative services designed to enable student success here at MMCC. With locations on each campus, the LLS provides assistance and learning experiences by utilizing a range of resources and qualified staff.

Library Services

The MMCC Charles A. Amble Library has two locations. You can visit us on the first floor of the Harrison Campus or on the Mt. Pleasant campus in the Center for Liberal Arts and Business. There are also online services for students who want remote assistance. Call the library at (989) 386-6618.

Math Lab

The Math Lab provides *free drop in assistance!* There are several tutors and staff members available during open hours in the LLS of both the Harrison and Mt. Pleasant Campus. If you're having a hard time with math, come see us today - no appointments, no charge!

The Math Labs are located:

Harrison Campus Library (989) 386-6677	Mt. Pleasant Campus Room 180 (989) 773-6622 ext.226
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Writing and Reading Center

The Writing and Reading Center is available to assist with everything from the initial topic selection and brainstorming of a paper to final proofreading and editing. You can set up an appointment to meet with someone by calling (989) 386-6616. Online writing assistance is also available. Email write@midmich.edu to learn more.

Science Center

The Science Center, available on the Mt. Pleasant Campus, provides free drop in assistance for students enrolled in any science course at MMCC. It is a dynamic study space where students have access to peer tutors who can assist with the understanding of course content, and resources like models, textbooks, charts and diagrams.

Tutoring & Supplemental Instruction

Tutoring is available for all academic courses, and it offers valuable assistance in course content and study skills. Tutoring is normally done one-on-one, but group tutoring and online options are sometimes available.

To learn more about tutoring contact:

Harrison Campus Library (989) 386-6638	Mt. Pleasant Campus Room 168 (989) 773-6622 ext. 287
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Computer Labs:

There are open computer labs on each campus that are available for student use.
Harrison, Room 288
Mt. Pleasant, Rooms 116 and 317

Fitness Center and Student Center:

The Harrison Campus has a Student Center free to all students. It offers tv, video games, computers, and a fitness and weight area.

Academic Advising:

If you want to speak with someone in detail about your future goals and which courses might work best for you in achieving those goals, your Mid Mentor is available to talk through MMCC programs, transfer options, and career exploration. You can set up an appointment by calling (989) 317-9217 or dual@midmich.edu.

Dual Enrollment Orientations

Each summer MMCC will offer several orientation sessions. Attending one of these sessions, while not mandatory, will ensure that your dual enrollment experience gets off to a successful start. Information about orientation will be mailed home to the address on file to all new dual enrollees.

Policies & Procedures

Attendance Policies:

Every instructor has their own policy about attending class. Sometimes, your grade will be negatively affected by not attending class. You will receive a syllabus during the first week, which should outline the instructor's expectations, policies, and grading standards.

Contacting Your Instructors:

It's good practice to contact your instructors directly with questions related to your assignments, your attendance, your grade, etc. Your syllabus should list the appropriate ways to contact your instructor as well as his/her office hours.

Instructor Issues:

On rare occasions, students may need to voice concerns about an instructor. If you would like to talk about instructor-related issues, contact your Mid Mentor at (989) 317-9217 or dual@midmich.edu.

College Catalog

Dual enrolled students are reminded that they need to follow all college policies and procedures. Students are encouraged to familiarize themselves with the College Catalog. You can view an online copy by clicking on the "Current Students" section of our homepage (midmich.edu) and then hovering over "Register For Classes." You will then see the link for the College Catalog.

Academic Honesty

Students have an obligation to abide by accepted standards of academic honesty which dictate that all scholastic work shall be original in nature.

MMCC POLICY ON ACADEMIC DISHONESTY AND PLAGIARISM

Academic Dishonesty: includes, but is not limited to: 1. use of any unauthorized assistance in taking quizzes, tests, or examinations; 2. use of resources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; 3. the acquisition, without permission, of tests or other academic material belonging to a member of the College faculty or staff; 4. engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

Plagiarism: Plagiarism is using another's ideas as one's own. Plagiarism has two forms, unintentional and intentional. Unintentional plagiarism is usually the result of students being unfamiliar with the academic conventions of citation and documentation. Intentional plagiarism is the result of students knowingly submitting the work of others as their own. This includes, but is not limited to the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. 159 All acts of plagiarism and academic dishonesty will first be dealt with by the instructor. Penalties may range from revision to failing the assignment or the course. Instructors must report all acts of intentional dishonesty or plagiarism, or any penalty resulting in a failure of the course, to the Associate Dean of Student and Academic Support Services. Repeated violations may result in further discipline, up to and including dismissal.

Mature Content Possibility: By enrolling in a college class, you understand that adult topics of a mature nature may arise in the college course, at both planned and unplanned times. Courses may discuss controversial topics from time to time. These discussions should be from an academic perspective but can still be uncomfortable for some students. If you are at all uncomfortable with the content of the class, you need to contact your high school guidance counselor immediately.



midmich.edu/dual



APPENDIX E: DUAL ENROLLMENT REGISTRATION FORM



DUAL / CONCURRENT ENROLLMENT

Registration Form

Dual Enrollment Contact Info
 Phone (989) 317-9217 Email dual@midmich.edu

Student's Legal Name: _____ MID Student ID#: _____
 Mailing Address: _____ City: _____ State: _____ Zip Code: _____
 Phone Number: _____ Email: _____
 High School: _____ Check If Home Schooled
 Birth Date: _____ HS Grade Level (At start of semester): _____ Early College Student: Yes No
 Semester: FALL (Aug-Dec) WINTER (Jan-May) SPRING (May-Aug) Year: _____

NOTE: A new registration form will be required for each semester.

Course Subject & Section <i>(Identify course for enrollment)</i>	Credit Election <i>(Circle one for each course)</i>	Amount Covered By District: <i>(To be completed by High School Personnel -Select one option for each course)</i>		
		Pays ALL (✓) <i>District pays all tuition and fees</i>	Pays ZERO (✓) <i>District will pay \$0</i>	Pays Up To \$ <i>Per course</i>
Example: PSY.101.H01	Example: HS&C / College only	<input type="checkbox"/>	<input checked="" type="checkbox"/>	\$
1)	HS&C / College only	<input type="checkbox"/>	<input type="checkbox"/>	\$
2)	HS&C / College only	Same amount as line 1 <input type="checkbox"/>	Other amount: \$	
3)	HS&C / College only	Same amount as line 1 <input type="checkbox"/>	Other amount: \$	
4)	HS&C / College only	Same amount as line 1 <input type="checkbox"/>	Other amount: \$	
5)	HS&C / College only	Same amount as line 1 <input type="checkbox"/>	Other amount: \$	

Alternative Courses (Optional): Should any of the above courses be unavailable for enrollment, you may select up to two alternative courses.

Alternative Course Subject & Section	Credit Election	Amount Covered By District:		
		Pays ALL (✓) <i>100% Tuition and Fees</i>	Pays ZERO (✓) <i>District will pay \$0</i>	Pays Up To \$ <i>Per Course</i>
Example: SOC.101.H01	Example: HS&C / College only	<input type="checkbox"/>	<input checked="" type="checkbox"/>	\$
1st Choice:	HS&C / College only	<input type="checkbox"/>	<input type="checkbox"/>	\$
2nd Choice:	HS&C / College only	Same amount as line 1 <input type="checkbox"/>	Other amount: \$	

STUDENT ACKNOWLEDGEMENT: I certify that the above information on this registration form is complete and accurate. I understand and accept the conditions of Dual Enrollment at MID outlined in the Dual Enrollment Handbook. I acknowledge that Mid Michigan College and authorized representatives of MID, including my instructor(s), are able to release any information, including grades, attendance, progress reports, behavioral incidents or concerns, and official transcripts to my high school and my parents/guardians at any time during my enrollment at MMCC.

Student Signature Date

High School Personnel Signature Date

SEMESTER: _____	<u>MID Office Use Only</u>
Application (PRSP): _____ Cohort (STAL): _____ Sponsorship (STSP): _____ Registered (RGN): _____	Revised: July 2018

APPENDIX F: OFF-CAMPUS MEMORANDUM OF UNDERSTANDING

Dear Superintendent _____:

Mid Michigan Community College's mission includes providing postsecondary educational opportunities for its community, which includes students attending area high schools. In addition, MMCC desires to deliver coursework in locations convenient to all constituencies, including high school and non-high school students where practical and appropriate. Therefore, this letter serves as a means of clarifying expectations for offering MMCC classes in your facilities.

As the chief representative of your institution, we request that you agree:

1. To designate a primary contact person to work in concert with MMCC's Associate Dean of Academic Outreach to identify the classes which MMCC will deliver annually at your facility, and to oversee procedures and logistics related to such classes so as to provide an efficient and effective process for all participants, (e.g. course selections, technology, enrollment, and/or academic matters, etc.).
2. To work collaboratively with MMCC to promote and to allow promotion of classes held at your facility to ensure the number of students enrolling will constitute a class that is both cost effective and academically sound. MMCC retains the right to determine if enrollment is sufficient to proceed with conducting any and all classes.
3. That MMCC is solely responsible for the standards and content of all classes, either for credit or non-credit, conducted at your facility and that such classes are governed by the policies of MMCC. You therefore specifically agree to abide by the open admissions policy under which MMCC operates. Enrollment in such classes shall be open to any students (i.e. high school and non-high school students) who have been admitted to MMCC, provided their presence upon your property does not conflict with federal or state laws.
4. To require your concurrent enrollment instructors to attend a course orientation with MMCC personnel prior to their first semester of teaching. These instructors are also required to attend at least one discipline-specific professional development event annually. Discipline-specific professional development will be at the discretion of an MMCC academic administrator and must fulfill the National Alliance of Concurrent Enrollment Partnership's (NACEP) F3 Standard.

As chief representative of MMCC, I agree:

1. That the MMCC Associate Dean of Academic Outreach, working in concert with appropriate College staff, will be authorized to locate MMCC classes at your school and will be the primary contact for such offerings.
2. That credit classes delivered at your facility will be classes approved by the College's Curriculum Committee. Students enrolling in such classes will be fully eligible for credit at MMCC provided the student fulfills course requirements as outlined in the course syllabus. Transferability of credits to other postsecondary institutions will be governed by the policies of those institutions.
3. To provide qualified instructor(s) for classes delivered at your school, and to place such instructor(s) under contract with MMCC so as to establish that the rights and responsibilities of the instructor are controlled by College policies and contractual arrangements. Your designated contact person or designee may notify MMCC in writing of any concerns regarding such instructor; MMCC will address any issues in accordance with standard MMCC policy.
4. As an integral part of the College's contractual requirements, MMCC will hold instructor(s) accountable for maintaining an environment conducive to learning by using effective classroom management techniques, and by adhering to all MMCC policies and procedures regarding student complaints, discipline, rights, and responsibilities.
5. MMCC retains the right to remove from these classes any student violating federal or state law by being on your premises and/or for violating MMCC rules and regulations; such removal shall follow procedural due process as outlined in College policy. Your designated contact person or designee may submit a written request to MMCC for withdrawal of any student from class for reasonable cause; determination shall be made by MMCC in accordance with standard College policy.
6. To encourage classroom security, MMCC will provide a roster of all students in classes held at your facility within a reasonable timeframe before class(es) begin, and facilitate such procedures as typically enforced for visitors entering/exiting your property. Further, non-high school students will be restricted to those areas of your facility you designate for this purpose and will agree to use designated entrances/exits.
7. To indemnify and hold your school harmless from any liability whatsoever which may be asserted against your school by reason of the acts or omissions of MMCC. The College will provide insurance in amounts and with companies acceptable to your school and name your school as an additional insured to effectuate this provision. MMCC will provide you with certificates of insurance as evidence of the proper coverage upon

request. MMCC will remain responsible for any costs, damages or other liabilities arising under this indemnity provision which are not fully covered by your insurance policies.

8. That in those instances where a high school teacher is certified to teach an MMCC course at your facility and is paid by the local district (defined as Concurrent Enrollment), the College agrees to provide a rebate payable to the school in the amount of \$700 per contact hour. When that same instructor engages in additional contact time to provide Supplemental Instruction on days when the class does not normally meet, the college will provide additional reimbursement of \$700 per contact hour of Supplemental Instruction. MMCC will determine when Supplemental Instruction is warranted for each course.
9. To the elimination of the student activity fee and facility fee for all dual enrollment students.
10. MMCC will charge all dual enrolled students at the current MMCC Board established enhanced dual enrollment rates as they apply. Tuition rates are subject to change. MMCC will generally publish rates for Fall semester by no later than April 15 and for Winter semester by no later than November 15.

May we both agree:

1. That your school will provide at no cost to MMCC sufficient classroom space at your facility suitable for the delivery of mutually agreed upon credit-bearing classes. Use of such classrooms will be limited to those hours designated for classes and/or faculty and student meetings that do not interfere with the usage of your classroom(s) for your own purposes. If mutually agreeable, MMCC may deliver non-credit courses, workshops or seminars at your school; however, facility charges and usage will be determined at the time such offering(s) are identified.
2. That the MMCC Recruiter/Dual Enrollment Specialist and the designated high school contact person will work together as needed to plan and to communicate effectively for the benefit of students. Further, we will collaborate to orient students to MMCC classes, to inform them of the limitations and benefits that may exist in participating in classes held on your site, and to communicate expectations regarding appropriate conduct and adherence to College rules and regulations.
3. That each party is informed before any press releases, informational flyers or meetings, and promotional materials of any kind are distributed. This includes, but is not limited to the use of each institutions' logo and/or signage.

4. That the presence of non-high school students enrolled in onsite class(es) will be limited to times class(es) are meeting and to reasonable time before and after, unless the student otherwise has permission to be on school premises. It is requested that your designated contact person promptly notify the MMCC Off-Campus Program Coordinator if it is determined that any non-high school student is not adhering to this policy or is otherwise causing disruption to usual high school operations.
5. That MMCC desires to schedule classes for the convenience and accessibility of your students; however, MMCC retains the right to ensure that all classes meet length requirements, enrollment procedures, and other necessary conditions of MMCC course delivery.
6. At any time, if there is reason to believe that the Concurrent Enrollment (CE) instructor or partnering high school is not complying with the course expectations as detailed in the Off-Campus Instructor Handbook, Off-Campus Guidebook, or other communicated expectation by the MMCC Off-Campus Program or authorized College representatives, the following steps shall be followed to resolve the non-compliance issue:
 - Once any non-compliance issue is indicated, the party having knowledge of the issue should communicate the issue directly to the Associate Dean of Academic Outreach.
 - The Associate Dean of Academic Outreach shall advise the Departmental Faculty Liaison and Academic Dean of the issue of concern.
 - The issue will be fully investigated by the Departmental Faculty Liaison for the CE course and Associate Dean of Academic Outreach.
 - The results of the investigation shall be shared with the appropriate Academic Dean for determination of action to be taken.
 - The results of the non-compliance investigation shall be communicated to the appropriate high school personnel with a plan to meet College compliance.
 - Failure of the high school partner to comply with the communicated plan may result in the termination of the partnership with the College and the high school.
7. That we abide by MMCC'S equal opportunity policy with respect to students and faculty participating in classes at this location.
8. That either party may terminate this agreement by providing at least sixty (60) days' notice to the other party, prior to the start of any scheduled class, so as to mitigate disruption to students' scheduling and academic planning. Revisions to the agreement may be made by mutual consent prior to the delivery of identified classes on an annual basis.

We appreciate the opportunity to provide convenient access to postsecondary education at your institution. So that our expectations are mutually understood and agreed upon, may I ask you to sign and return one copy of this letter prior to approving the delivery of additional MMCC classes at your school? Please do not hesitate to contact me at 989.386.6602 if you have questions or concerns regarding this agreement.

Thank you for your careful consideration and for working together to enhance educational opportunities in our area.

Sincerely

Christine M. Hammond, President
MID MICHIGAN COMMUNITY COLLEGE

I, _____, agree to the provisions of this Agreement Letter.
Superintendent _____

Date

APPENDIX G: ACADEMIC PLACEMENT MEASURES

Range Before Guided Placement Quiz	Accuplacer	Old SAT	* New SAT Reading	EBRW New SAT	
ENG 104 Range*	0	200	10	Refer to SAT reading or Accuplacer 0 ↓ 479	
	↓	↓	↓		
	↓	↓	↓		
	49	250	14		
ENG 104 or 110 Range*	50	260	15		
	↓	↓	↓		
	↓	↓	↓		
	79	330	18		
ENG 110 or 111 Range*	80	340	19		480
	↓	↓	↓		↓
	↓	↓	↓	↓	
	104	470	25	549	
ENG 111 Range*	105	480	26	550	
	↓	↓	↓	↓	
	↓	↓	↓	↓	
	120	550	30	800	

*These numbers are suggestions for placement. No student should be placed in an English class solely based on Accuplacer, ACT, or SAT scores. All students must take the Guided Placement Quiz, which requires careful analysis.

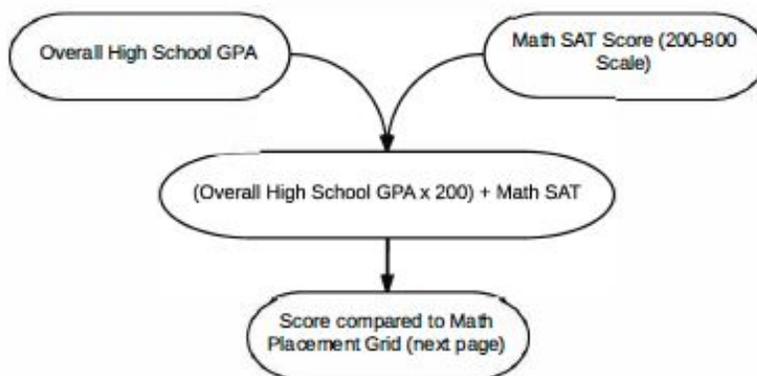
Math Placement at MMCC

For entering students, math placement is based on the most advanced high school math class passed, and a score calculated from a student's Math SAT and overall high school GPA.

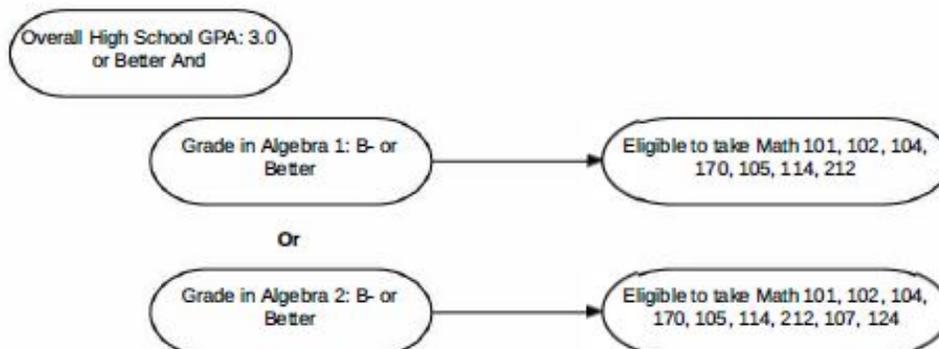
For dual enrolled students without a math SAT score, cumulative GPA and the most advanced high school math course passed determine possible courses available to student at MMCC.

Most Advanced High School Class	Possible MMCC Math Courses					
	101/ 102	104/ 170	105/114 / 212	107/124 / 118	126	225
Sub-Algebra/ other	X	X	X			
Algebra 1	X	X	X			
Algebra 2	X	X	X	X		
Pre Calculus			X	X	X	
Calculus				X	X	X

———— Placement for Dual Enrolled Students with a Math SAT score



Placement of Dual Enrolled Students without math SAT score



For dual enrolled students taking Algebra 1 or 2 where course is not yet completed:
 Students will be placed based on progress in the course using completed semester/ trimester grades and current progress. Placement to be made with at least 3/4 of the course complete.

For placement of students with a math SAT, view the section corresponding to the most advanced high school math course passed with a "C" or higher. Within this region determine the range where the calculated score falls. Reading to the right shows the courses into which the student may be placed.

Most Advanced High School Math Course	Ranges	MMCC Math Course
Sub Algebra/ Other	0-1000	101/102
	1000-1290	104/170
	1290	105/114/212
Algebra 1	0-800	101/102
	800-1270	104/170
	1270 up	105/114/212
Algebra 2	0-750	101/102
	750-1170	104/170
	1170-1310	105/114/212
	1320 up	124/107
Pre Calculus	Below 1120	105/114/212
	1120-1350	124/107
	1360 up	126
Calculus	Below 1160	124/107
	1160-1450	126
	1460 up	225