

To: Glynis Ridley, Andrea Olinger, and Stephanie Dickerson
 From: Steve Smith
 Re: Dual Credit in English Report, 2019-20
 Date: August 12, 2020

New schools and teachers

Last year we began partnerships with Assumption H.S. and Holy Cross H.S. Dr. Lisa Wieland teaches English 101 and 102 at Assumption, and Kelly Smith teaches English 101 at Holy Cross. Brad Terry took over the English 101 class at Central H.S., replacing Jonathan Baize, who moved to Male H.S. and joined veteran instructor Kristin Vukmanic. These changes added six sections of English 101, four sections of English 102, and three excellent composition teachers, bringing our total number of dual credit (DC) teachers to eleven.

In the spring semester I observed Brad Terry’s class at Central, and the observation report is on file. Kelly Smith and I were planning a time for me to observe her class, but the pandemic prevented that from happening in the spring semester. I did visit her class twice during the year for registration and to check in on how things were going in her first year; we also stayed in close email contact. Ms. Smith and I will arrange a time for to observe this year. Mr. Terry and Ms. Smith both took English 602 in the fall of 2019 as required by English department guidelines for instructors who do not hold the doctoral degree.

Student enrollment

The Dual Credit Program remains agile in its willingness and ability to accommodate the different schedules and program needs of partner schools. For example, some schools are on a traditional schedule where classes meet for fifty-five minutes, six times per day, while other schools are on a rolling block schedule with classes meeting ninety minutes, four times every other day. Also, while most schools offer 101 in the fall and 102 in the spring, our largest partner, duPont Manual, offers 101 and 102 year-long because their 102 students qualify if they have earned at least a 3 on the AP Language exam their junior year, while other students who have not taken AP Language or scored a 3 on the exam can still qualify to take English 101 if they have a GPA of at least 3.0 and an ACT Reading score of 20. Hopefully, more schools will eventually move their qualifying AP Language students into English 102 their senior year. Figure 1 shows the different configurations in the academic calendar.

Course	Term	Number of student <i>enrollments</i>
101	Year-long 2019-20	120
101	Fall 2019	248
102	Year-long 2019-20	99
102	Spring 2020	248
202	Year-long 2019-20	13
Total		728

Fig.1: Three courses offered in three timelines. *Enrollments* indicates the number of course registrations, with many students taking both 101 and 102, which counts as two enrollments per student.

The program experienced a 43% increase in student population this year, growing from 335 to 480. Course enrollments increased from 488-728, a 49.18% increase. Figure 2 shows the courses and number of students in partner schools. Over the course of the year, eight students failed a course, four in English 101 and 4 in English 102.

School	Course (sections)	Number of students	Total credits attempted/earned
Assumption	101 and 102 (4,4)	78	468/456
Butler	101 and 102 (2,2)	33	198/192
C.E.C.	101 and 102 (2,2)	28	168/168
Central	101 (1)	12	36/36
Fern Creek	101 and 102 (2,2)	37	222/222
Holy Cross	101 (2)	20	120/120
Male	101 and 102 (3,3)	72	432/429
Manual	101, 102, and 202 (4, 4, 1)	200	1200/1194
Total	38 sections	480 students	2844/2817

Fig. 2: Local public and private schools where we offer dual credit English courses.

Non-traditional Instruction (NTI) transition

On April 2nd, Jenny Sawyer, Director of Admissions, emailed our dual credit partners to update them on the university’s response to the pandemic. When local schools transitioned to NTI in March, teachers’ plans for DC NTI instructions were requested and received.

On April 24th, DC students were emailed information on the Pass/Fail option offered all students due to the pandemic. DC teachers were then informed of this message the same day and urged to communicate with their students to check their Cardmail, something our DC students do not practice consistently. Of the 480 students taking DC English courses in the spring of 2020, only five (5) chose the P/F option. This could be the result of many students not checking their Cardmail accounts, but it could be the result of teachers communicating often and well with their students, keeping in mind that our DC students spend the entire academic year with the DC teacher. Familiarity *can* breed abundant care.

New year and orientation

We welcome new schools and teachers to our DC cohort this coming year. Jessica Gottbrath will teach English 101 and 102 at Mercy Academy and take English 602 this fall. Dr. Brett Paice will teach English 101 at St. Francis. Dr. Jacqueline Scoones will teach English 102 at duPont Manual, bringing their DC teaching cohort to four instructors. Therefore, we expect to increase our DC enrollment again.

On August 5th, we had DC English orientation on Zoom from 1-4 PM. All fourteen DC teachers, plus Andrea Olinger and new Dual Credit Director Stephanie Dickerson, attended. The agenda covered the changes in the application and admission process for DC students, ideas for NTI this fall, and a rich discussion of the ways “. . . UofL’s dual-credit composition teachers, working at high schools with vastly different student populations and cultures, navigate issues of race, racism, and equity in their classes and curricula” (IRB-approved study, “Teaching for Racial Justice and Equity in the Dual Credit Composition Classroom,” 2020). I received data from Institutional Research for this study, but the analysts are revisiting their results. I will share once I receive the new information.

We are currently working on a temporary revision to our admission policy for DC applicants to accommodate the lack of ACT or SAT scores, especially for students in eleventh grade this fall. The policy will become available this week and emailed to all of you and to DC teachers as they prepare their section rosters for my approval.