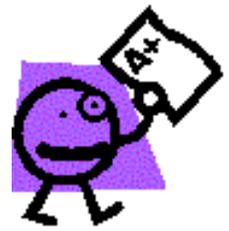




The TLC Newsletter

Trends in education



Enrollment Trends in Community Colleges

ERIC Clearinghouse for Community Colleges EDO-JC-03-05

Community colleges are rapidly adapting their policies, procedures and services to accommodate new and growing groups of students. New community college student enrollment groups include (1) *dual-credit* and *dual-enrollment* students taking college courses during their last two years of high school; (2) *reverse transfer* students, both those who have attended a senior college without completing a degree, and those who have completed one or more degrees; and (3) students needing or wishing to obtain *job retraining*. Serving these students offers community colleges a way to meaningfully address some major educational and employment concerns that have arisen today.

Dual-Credit and Dual-Enrollment Students

Recently community colleges have begun to expand programs in which high school students, mostly juniors and seniors, take college level courses. The dual-credit movement is offering secondary schools a viable option to motivate and challenge their students in their last years of high school.

- Dual-Credit Students: Secondary school students enrolled in courses that receive both college credit and credit toward meeting secondary school requirements for graduation.
- Dual (Concurrent)-Enrolled Students: Secondary school students enrolled in college courses while continuing to be enrolled as high school students. The college courses are only used for college credit.

Community colleges assess these students for proper course placement prior to enrollment. Students often need to obtain support from parents, secondary school counselors and administrators, and full-time high school and college faculty prior to enrollment. Courses are offered on the community college campus or at the high school. Full-time college faculty, adjunct (part-time) faculty and selected high school faculty teach the courses using college syllabi and textbooks.

Reverse Transfer Students

Undergraduate "reverse transfer" students attend community colleges for two major reasons. One group is "non-completers" of baccalaureate degrees and the other is "completers" of one or more university degrees. Degree completers are much more likely to be seeking career skills for new jobs or trying to improve their skills in a current job than are non-completers.

(Continued on 2)

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Spring 2004 Hours

Monday - Wednesday:
8:30 - 5:00

Tuesday - Thursday:
8:30 - 6:00

Friday: By appointment

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TLC Workshops

*A link to all
professional
development
opportunities at
CVC is
located at*

<http://tlccvc.org>

Free Resources

The **Chronicle of
Higher Education**
offers resources at:

[http://chronicle.com/free/
resources/](http://chronicle.com/free/resources/)

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Editor..... Kate Burkes*

(continued from pg. 1)

Concerns have been raised about whether colleges should accept degree completer reverse transfer students. Budgets, and therefore access, are tightening up as state and federal governments are running heavy deficits and are cutting college state support dollars. Colleges may be forced to decide if allowing degree completers access jeopardizes access to students who have not yet had the opportunity to enroll in college programs.

Job Retraining Students

Job retraining has expanded in recent years as more American companies have moved manufacturing jobs to Mexico, China and other foreign countries. Students often find themselves training for positions that are significantly lower in pay and benefits than ones they left. Those laid off from lower-paying jobs often find they are able to command semi-professional and professional pay rates after completing high demand career retraining programs. Accelerated growth in job retraining is the result of companies sending their employees back to the classroom to learn the latest in technological developments. Projected trends were: (1) the labor force would incorporate more women, minorities, and older workers; (2) continuing developments in technology requiring on-going education; and that (3) the community college role in retraining would continue to be substantial.

Conclusion

The three types of students, dual-credit, reverse transfer, and job retraining are likely to continue to grow in the near future. Dual-credit is exploding across the nation. Reverse transfer provides for retraining for those students previously enrolled in or graduated from universities. Many enroll to develop new skills; others enroll to keep themselves up-to-date in their jobs. Job retraining should also continue to be a necessity with shifts in the American economy, shifting of jobs to the international market, and the need for businesses to keep up-to-date with technological changes in the workplace.

PowerPointers

Six Presentation Tips

1. Make Use of Elements That Work Well. If you find slides that you like (and get permission), use them as models.

2. Don't Overuse Effects or Overcrowd Slides. Crowded slides turn off audiences and obscure your main points.

3. Prepare for the Unexpected. Technology brings in a whole new dimension of things that can go wrong. The best advice: get to the room early and get everything set up and tested.

4. Think Like Someone in Your Audience. Picture what your audience will be seeing and hearing. Font styles and graphics affect your professional image, so be smart in your choices.

6. Never Forget Your Conclusion Slide. If you have a concluding slide with 3 - 5 summary points or action steps, you'll leave the audience with a much stronger impression. *You can never emphasize and restate your main points too often!*

5. Practice, Practice, Practice. Your success with the PowerPoint presentations will depend on how comfortable you are using the program.

Innovations

The Teaching Learning Center encourages CVC faculty to innovate in their teaching/learning process and supports them in doing so.

The TLC team assists educators as they explore the educational potential of new media available to teachers, as they redefine the boundaries of educational settings, and as they break new ground in terms of the educational methods and strategies they are employing in and outside their classrooms.

In addition to staying current with broad trends in education, the TLC also keeps a close eye on the individual innovations of its faculty and promotes the sharing of these to the larger college community.

