

CONFERENCE CASE STUDY PROPOSAL

Suggested Track: “Value Based Service Delivery—Creating a Culture of Innovation, a Culture of Service, etc.”

COVER SHEET INFORMATION

Title: “The University School: A Case Study of the Unique and Highly Successful Dual-Enrollment Partnership between the Okaloosa County, FL School Board and Troy University, an Out of State Partner.” NOTE: This case study is available in its entirety under the title “The University School” published by the *Electronic Hallway* hosted by the University of Washington.

Jurisdiction: Okaloosa County (FL) School System

Project Manager: Dr. Alexis Tibbets, Superintendent of Schools

Project Leader – Primary Contact:

Name: Dr. Manfred F. Meine

Title: Professor

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Presentation Team Members:

Name: Dr. Manfred F. Meine

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Name: Dr. Alexis Tibbets, School Superintendent of the Okaloosa County School District, has committed to the District’s participation and either she, or her designated representative, will be a member of the Presentation Team.

SYNOPSIS:

Intent: To provide a cost effective, dual enrollment opportunity for students in the four major high schools in Okaloosa County, Florida that could be accomplished without the students having to leave their high school campuses.

Anticipated and Actual Outcomes:

Anticipated: It was anticipated that the program (The University School) would be popular with parents and students alike and that large numbers of students would take advantage of this unique opportunity to obtain university credit, with a sizeable number earning their Associates Degrees.

Actual: The actual outcomes were totally supportive of the expectations in that during the two years of the University School operation over 1600 students earned in excess of 20,000 college credit hours, with 30 students earning their Associates Degrees without having to forego any of their coveted “high school experience.”

Costs: The Okaloosa County School Board funded the project with an agreement to pay \$100 per course, an amount that was intended to cover only overhead costs for Troy University which resulted in a two year cost to the school system of roughly \$600,000 or less than one third of normal tuition costs.

Savings: The impressive actual outcomes presented above were achieved at a savings of 2.3 million dollars to the families in tuition costs alone (not including the avoidance of significant ancillary costs that accrue to a two-year matriculation at a major university; e.g., textbooks, room and board, travel expenses, social activities, etc.).

Innovative Characteristics: The team-teaching of Advanced Placement and International Baccalaureate courses by the high school teacher and a university faculty member, supplemented by a small number of online courses, had, to the best of our knowledge, never been done before; a fact that was later corroborated by a site visitation team from the Southern Association of Colleges and Universities that resulted in no recommendations being made for improving the program.

Obstacles: In addition to the usual administrative and academic concerns that would be expected to accompany any educational endeavor of this magnitude, the program also had to, and did successfully, combat relentless overt and covert attacks from the local community college on behalf of its own charter school. It is important to note that since The University School model *per se* was successful even when confronted by influential, self-serving, opposition conducted by those who had vested interests in its failure, the program should be expected to enjoy virtually unlimited prosperity when utilized in a community where the local educational establishment is unified in its support for the program.

Results: Although The University School was, by any financial or academic standard, an impressively successful program, an unanticipated change in the dual-enrollment credit policy by the state’s flagship university, and soon thereafter by the state’s other public

universities, significantly reduced its viability and resulted in the amicable dissolving of a truly innovative educational partnership.

PRESENTATION COMPONENTS

1) Innovation/Creativity

How was the organization improved? The Okaloosa County School District was able to offer students and families up to two years of college credit for no out of pocket costs to those students and their families. In addition, with the establishment of The University School, the District retained many of the best and brightest students who were opting to enroll full-time in the local Charter School.

Were new technologies used? Yes.

If yes, what... In addition to making the online learning of academic course material and the earning of college credit available to high school students on a large scale for the first time, The University School experience also introduced the students to an academic perspective and valuable technological skills that would most likely be of future use in pursuit of their educational goals.

Was a private consultant used? Yes.

If yes, describe their involvement... Our consultant, Dr. Margaret Sullivan, a Primary Consultant with The Southern Association of Colleges and Schools, provided the Project Manager and his leadership team with ongoing and invaluable counsel throughout every phase of the project to ensure that 1) the highest of academic standards were established and maintained and that 2) the administrative oversight of the University School included the proper evaluation criteria, assessment techniques and enforcement measures for taking corrective action were in place, fully documented and commensurate with the performance standards required for regional accreditation.

Identify the consultant ...including contact information.

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2) Citizen Outcomes

What consumer needs and expectations were identified and fulfilled? The extensive series of public meetings with parents that were conducted prior to the implementation of the program did, in fact, serve to identify their expectations; to include such legitimate concerns as potential costs to families, quality of instruction, appropriate and effective administrative oversight, etc. That the project ultimately met the parental expectations was clearly evidenced by the numerous supportive messages that we received from them throughout the conduct of the program and the dismay that they expressed upon learning of its untimely demise

Did the initiative improve access to your government?

If yes, how? The unique initiative generated an increase in parental interest in the specific aspects of the educational programs and opportunities being offered in the four participating high schools.

Has the health of the community improved as a result? N/A

If yes, how?

3) Applicable Results and Real World Practicality

What practical applications could you share if selected? We will share information on how to initiate and operate an innovative and regionally accredited educational program (to include our willingness to serve as an ongoing resource for those who decide to implement a University School program).that can be expected enthusiastically endorsed by all stake holders. As a value added, we will also lead a discussion of the importance of maintaining the flexibility to seek partnerships outside of the normal local focus if doing so provides advantages to the community, even in the face of adversity.

How applicable is the project to other local governments? Totally applicable to all local governments/ school boards who have access to appropriate in state or out of state university partners.

What results/outcomes will you be able to share? See above

Please include any *performance measures* if applicable. All of the outcome statistics included herein also serve as impressive performance measures.

4) Case Study Presentation

Briefly describe the components (PowerPoint, Handouts, Live Demonstrations, etc). This presentation will include a Powerpoint presentation supported by handouts with a focus on audience participation/discussion.