

Enhancing Dual Credit/Concurrent Enrollment Quality Through NACEP's National Standards and Accreditation

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Board of Directors

National Alliance of Concurrent Enrollment Partnerships



National Alliance of

Concurrent Enrollment Partnerships

Advancing quality college courses in high school

Who Said This?

“I am a huge fan of dual enrollment.”



Accelerated Learning Options for High School Students

Dual Enrollment
Dual Credit

Other
Models



Concurrent
Enrollment



Credit by Exam

Advanced
Placement



International
Baccalaureate

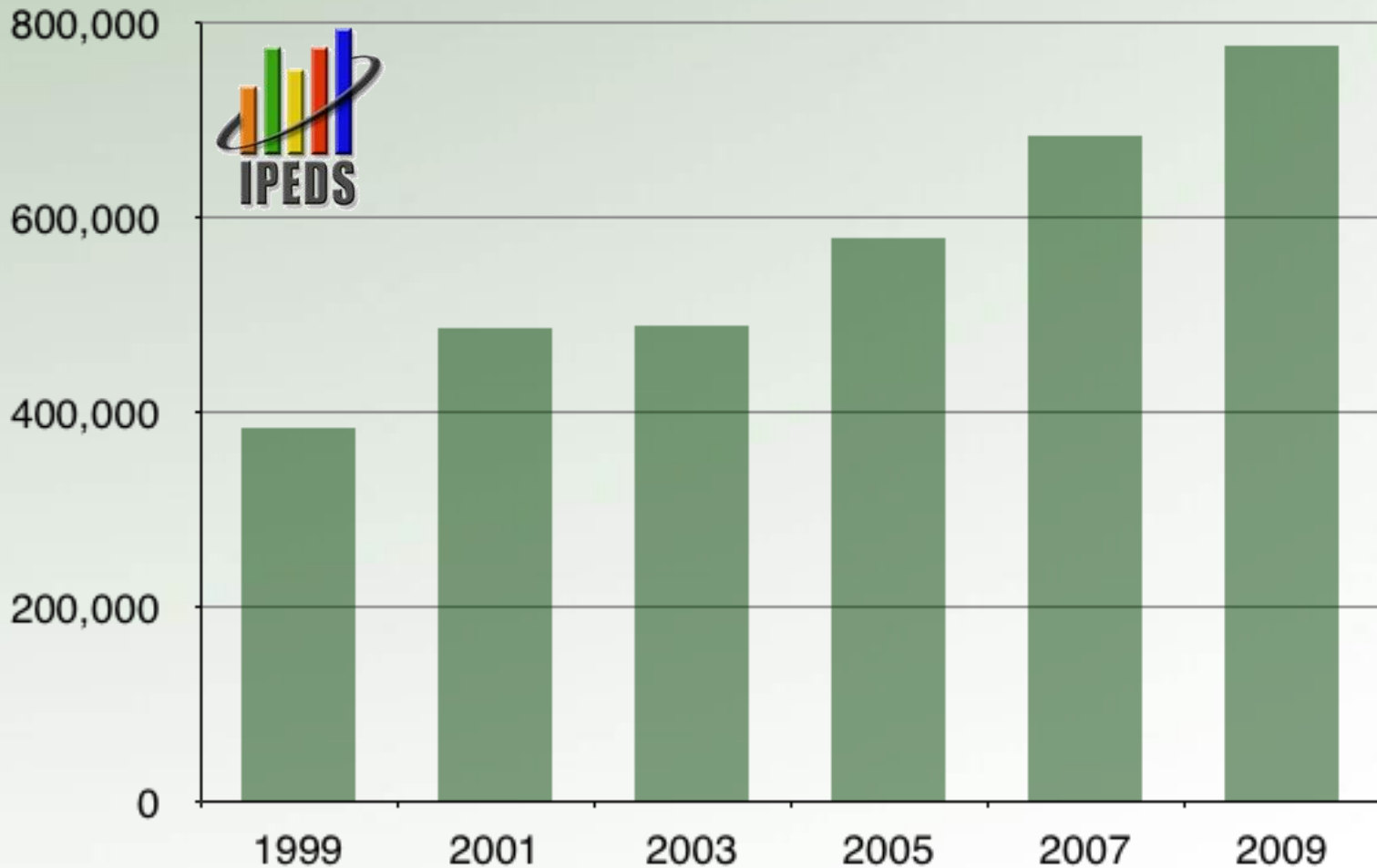


Dual Credit

Articulated Credit

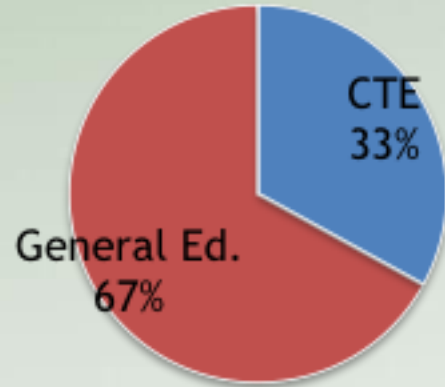
<i>Registration</i>	<i>In college and high school course simultaneously</i>	<i>Only in high school course</i>
<i>College Transcript</i>	<i>At the time the student passes the course</i>	<i>“Credit-in-escrow” awarded retroactively after matriculation to the partner college, often after passing subsequent courses in the same field</i>
<i>Curriculum and Assessment</i>	<i>Same as taught on college campus</i>	<i>Secondary curriculum deemed sufficiently equivalent by college</i>
<i>Faculty</i>	<i>Must meet college’s credentialing standards</i>	<i>High school credentials and industry certifications sufficient</i>
<i>Credit Transfer</i>	<i>Generally accepted just as other credit issued by the college</i>	<i>Limited</i>

Number of Students Under 18 Enrolled in Higher Education Doubles in the Past Decade

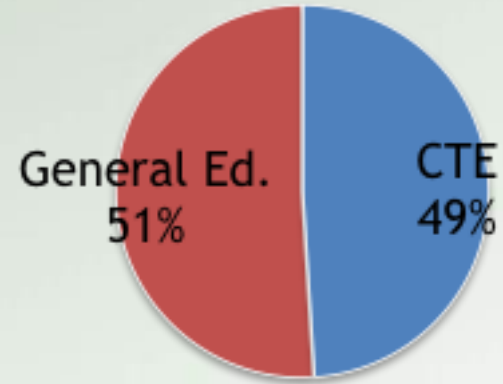


CTE Course Share of Dual Enrollment

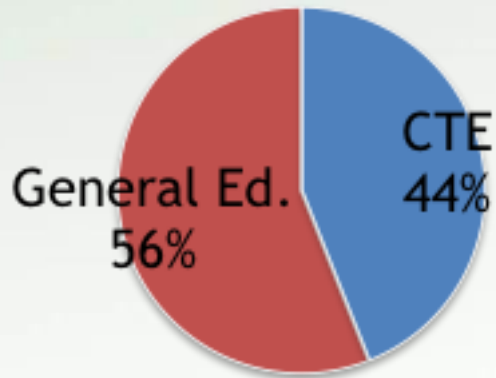
Utah



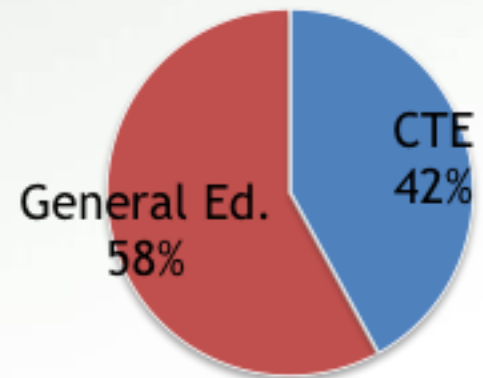
Illinois



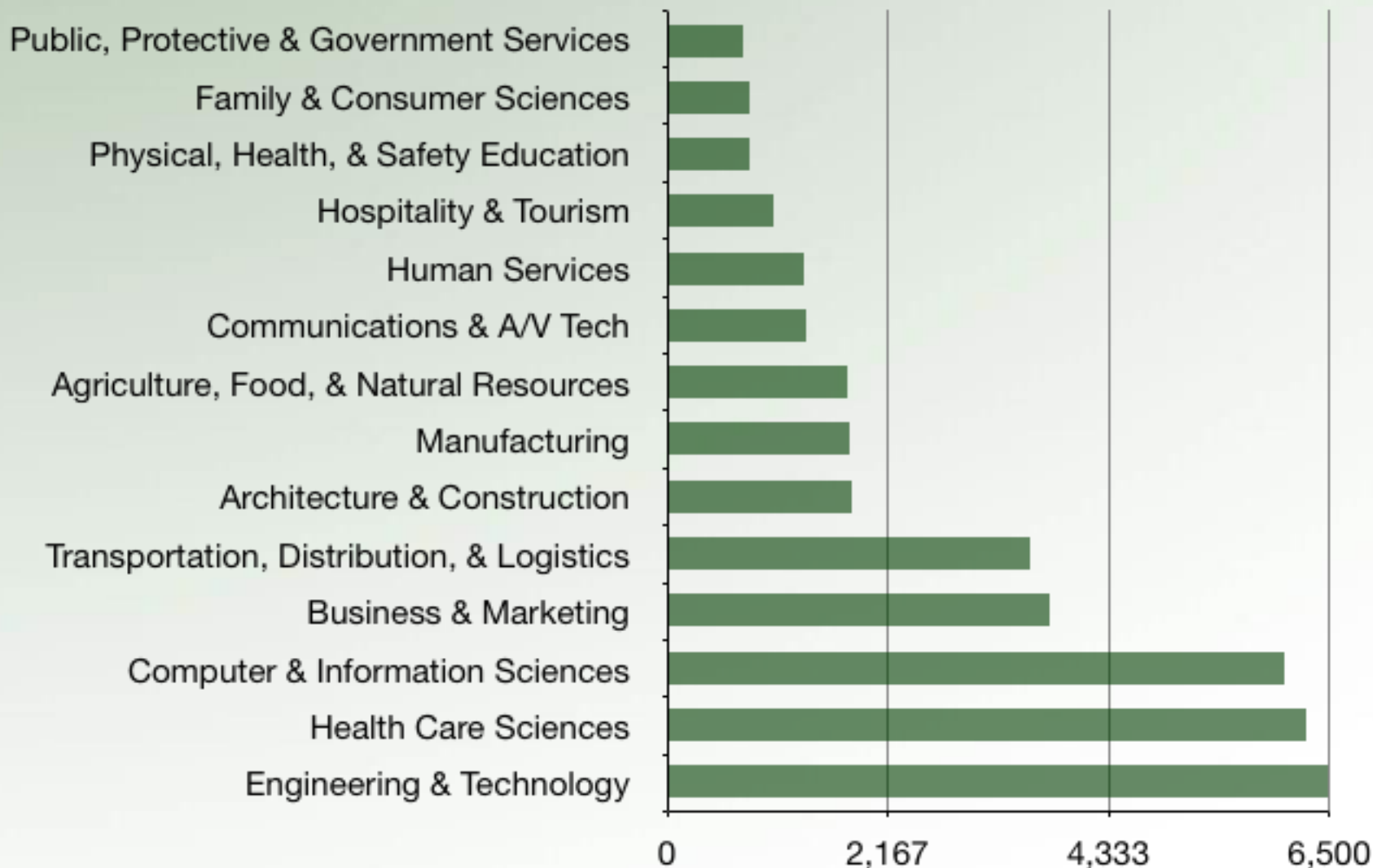
Iowa



Oregon



Iowa Concurrent Enrollment Top CTE Subject Areas Taken



Dual /Concurrent Enrollment & Perkins

2008 Perkins Amendments

- ★ Mandated that states include dual and concurrent enrollment programs in their 6-year state plans
- ★ Allowed Perkins funds to support professional development and equipment for dual and concurrent enrollment CTE courses

2012 Administration CTE Blueprint

- ★ Would require states and regional consortia to provide dual and concurrent credit opportunities

Importance of Standards and Quality

**The Dallas
Morning News**

Not all colleges accept dual-credit hours
amassed by Texas high school students

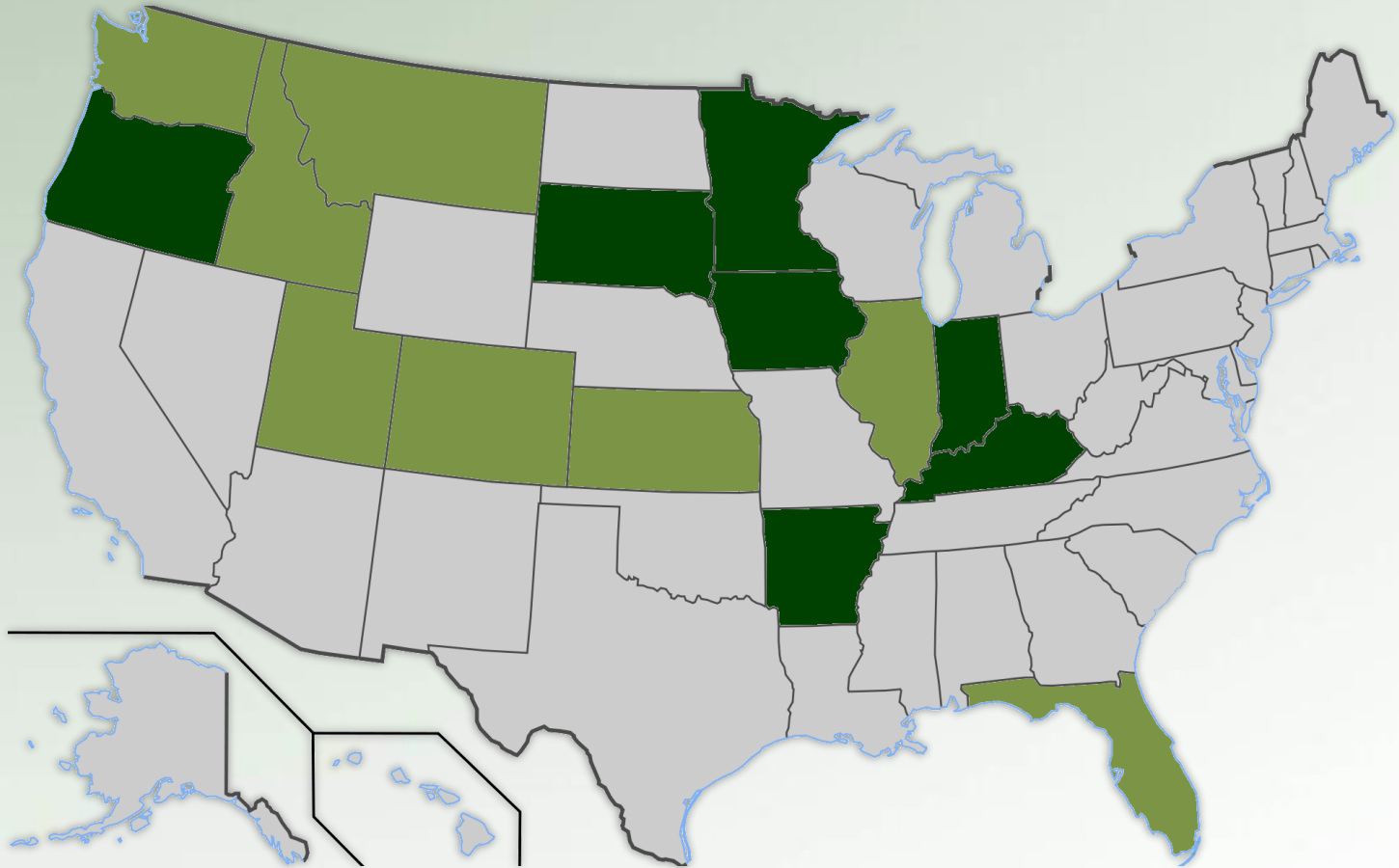
INSIDE
HIGHER ED

NYU Downgrades Dual Enrollment

EDUCATION WEEK

**Report Shows Dual Enrollment
Best When on College Campus**

Quality Standards: NACEP in State Policy



- ~ State standards modeled on NACEP standards
- ~ State requires or incentivizes NACEP accreditation

NACEP Standards: Guiding Principles

A high quality concurrent enrollment program (CEP) is one where:

- ★ College courses offered in high schools are **as rigorous** as courses offered on the sponsoring college campus
- ★ **CEP students** are held to the same expectations and standards of achievement as on campus students
- ★ **CEP instructors** meet the same requirements for on campus adjunct instructors, and are provided support by faculty in their discipline
- ★ **CEP program oversight** is sufficient to ensure the academic integrity of its courses, regardless of where they are taught and by whom

Faculty Collaboration is Critical

- ★ Instructors must be approved **by the academic department**
- ★ Instructors must receive **course-specific orientation** prior to teaching the course
- ★ Ongoing **annual, discipline-specific** professional development
- ★ Mechanisms for alignment of **curriculum, assessments, and grading scales**
- ★ **Faculty site visits** to ensure that the college course taught in the high school is the same as the course offered on campus

Consistent Expectations

- ★ Students meet the same **academic criteria to enroll** in course (placement testing, course prerequisites)
- ★ Courses must include same course **content, learning outcomes, and grading scales**
- ★ Students must be **assessed** using consistent methods
- ★ Course **registration and transcripting** is consistent with on campus procedures

Displaying Greater Accountability

Because of the added scrutiny that concurrent enrollment faces, programs can display greater accountability by:

- ★ Conducting **end of course student evaluations** for every CEP course section each term, regardless of the frequency of on-campus evaluations
- ★ Preparing **program evaluations** through surveys of participating instructors, guidance counselors, and principals
- ★ **Research longitudinal student success**, including student alumni surveys

Practitioner Perspective on the Value of Standards

- ★ Gives students assurance that they enroll in true college courses
- ★ Aids students seeking credit recognition by adding legitimacy to their transcripts
- ★ Ensures that the college follows best practice
- ★ Enhances reputation of college and high school partners
- ★ Leverage to gain commitments from college faculty & staff
- ★ Deepens high school/college partnership and enhances communication among stakeholders

NACEP National Conference

Navigating Changing Tides in College Readiness

Jacksonville • Ponte Vedra Beach, FL | October 19-21, 2013 | www.nacep.org



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