NATIONAL ALLIANCE OF CONCURRENT ENROLLMENT PARTNERSHIPS

ADVANCING QUALITY COLLEGE COURSES IN HIGH SCHOOL

State Policy Leadership Committee
February 24, 2014

Dial-in Number:	(866) 394-9514
Passcode:	528-1997#

Thank you for joining us today. We will not stream audio over the internet, please use your phone to dial in. Please mute your phone when you are not speaking. This call will be recorded so we can provide member access to the presentations.

Today's Agenda

Welcome and Introductions

1. **State Policy Highlight: Illinois**
   Brian Durham, Senior Director for Academic Affairs & CTE, Illinois Community College Board

2. **Dual Enrollment: Where We Are and Model Policy Components**
   Jennifer Dounay Zinth, Senior Policy Analyst, Education Commission of the States

3. **Dual Credit in U.S. Higher Education**
   Jason Taylor, Postdoctoral Research Associate, University of Illinois at Urbana-Champaign and Victor Borden, Associate Vice President, Indiana University

4. **Setting the Committee's Priorities**

Dual Credit in Illinois: Presentation for the NACEP State Policy Leadership Committee

Brian Durham

Senior Director for Academic Affairs and Career & Technical Education

Illinois Community College Board

Amanda Corso

Director for Career & Technical Education

Illinois Community College Board

illinois policy development

- Illinois Board of Higher Education
- Illinois Community College Board
  - ICCB Administrative Rules
- Dual Credit Task Force
- Dual Credit Quality Act

what is dual credit?

- An instructional arrangement where an academically qualified high school student enrolls in a college-level course and, upon successful course completion, concurrently earns both college credit and high school credit

  – A college course, offered for high school credit

NOT VICE-VERSA

Dual Credit Vs. Dual Enrollment

What credit is earned?	Concurrently earns college credit and high school credit	College credit is earned; High School credit is not necessarily awarded
Is there secondary-postsecondary articulation and alignment?	YES. Reflects strong / well established secondary – postsecondary articulation and alignment	NOT REQUIRED.
Who initiates?	Students do not need to initiate contact or petition the high school to accept the credit	Often student initiated, not administratively facilitated
Where are courses offered?	At the college, high school, area career center, online or via distance learning	At the college

models of dual credit

Model A	• Taught at high school, by high school teacher
Model B	• Taught at high school, by college instructor
Model C	• Taught at college, by college instructor

ICCB administrative rules

A. State Laws, Regulations, Accreditation Standards

B. Instructors

C. Qualification of Students

D. Placement Testing and Prerequisites

E. Course Offerings

F. Course Requirements

G. Concurrent Enrollment

http://www.iccb.org/pdf/manuals/systemrules10-08.pdf

b. instructors

Instructors for dual credit courses shall be:

1) selected, employed and evaluated by the community college
2) selected from full-time and/or adjunct faculty with:
   - ✓ Appropriate credentials
   - ✓ Demonstrated teaching competencies at the college level

**High school instructors are often used as adjuncts.*

c. qualification of students

Students accepted for enrollment in college-level courses must:

- Meet all college criteria
- Follow all college procedures for enrolling in courses
- Have appropriate academic qualifications
- Have a high level of motivation
- Have adequate time to devote to a college-level course

"…ordinarily restricted to students in the junior and senior years of high school."

dual credit quality act

- 9 Standards based off ICCB Admin Rules and NACEP Standards.
- Impacts all institutions offering dual credit
  - Universities (IBHE)
  - Community Colleges (ICCB)

*May adopt policies to protect the academic standing of students who are not successful in dual credit courses:

- late withdrawal from a course
- taking the course on a pass-fail basis

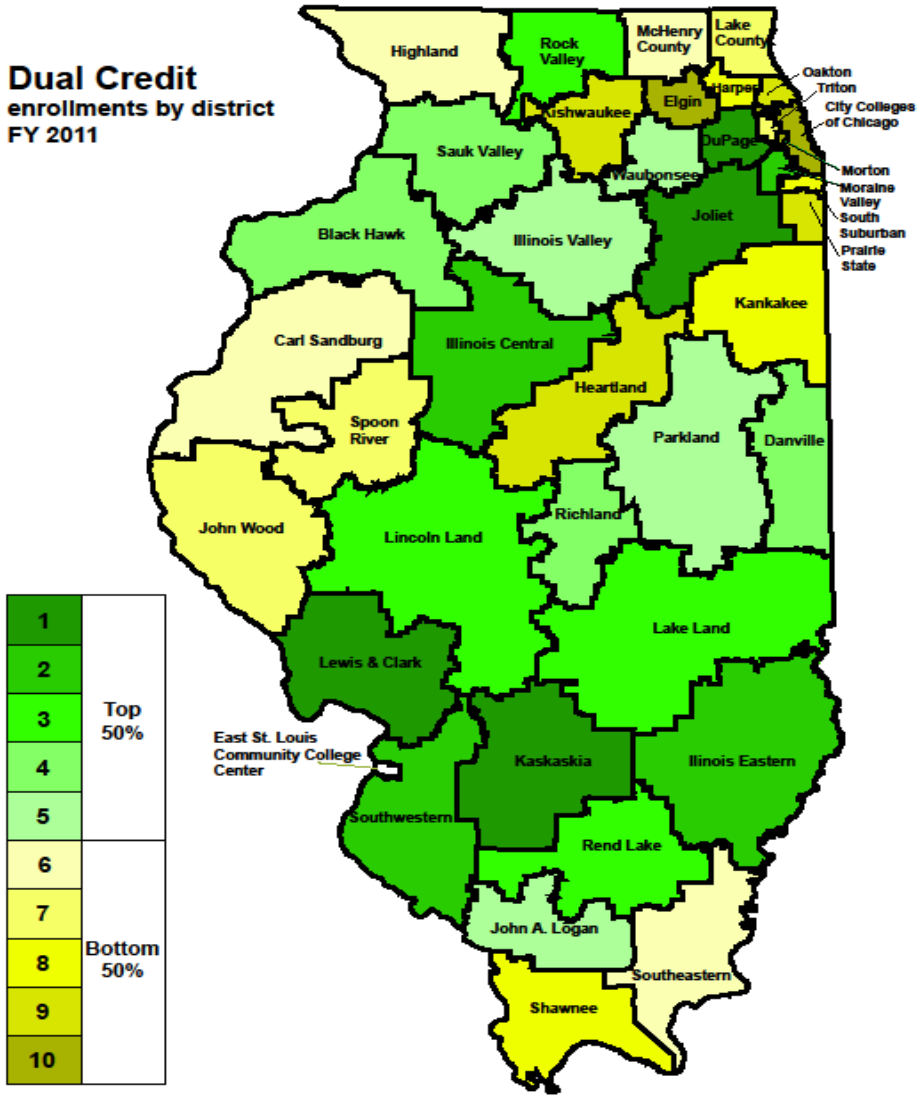
http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3117&ChapterID=18

evaluation

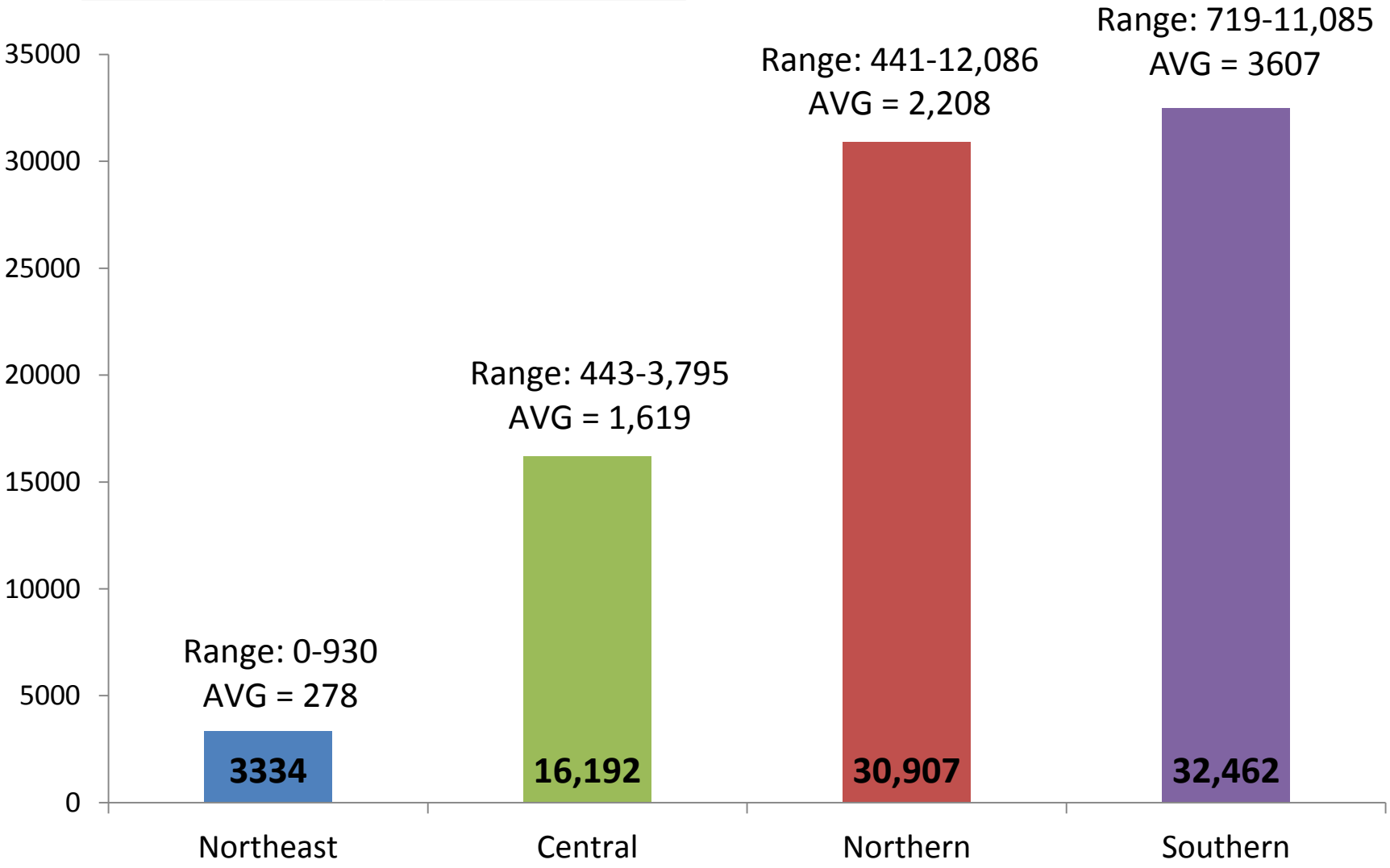
- ICCB Recognition Process

1. Colleges must be recognized to be eligible for state funding
2. Recognition is an evaluation that assures colleges are in compliance with ICCB Admin Rules
3. All colleges are evaluated on a select number of standards during the same five-year cycle
4. Dual credit is included in the evaluation. Items reviewed include:
   - Campus Dual Credit Policies
   - College faculty records / ICCB faculty records
   - College student records
   - Articulation agreements
   - Course outlines / syllabi
   - College Recognition self-study

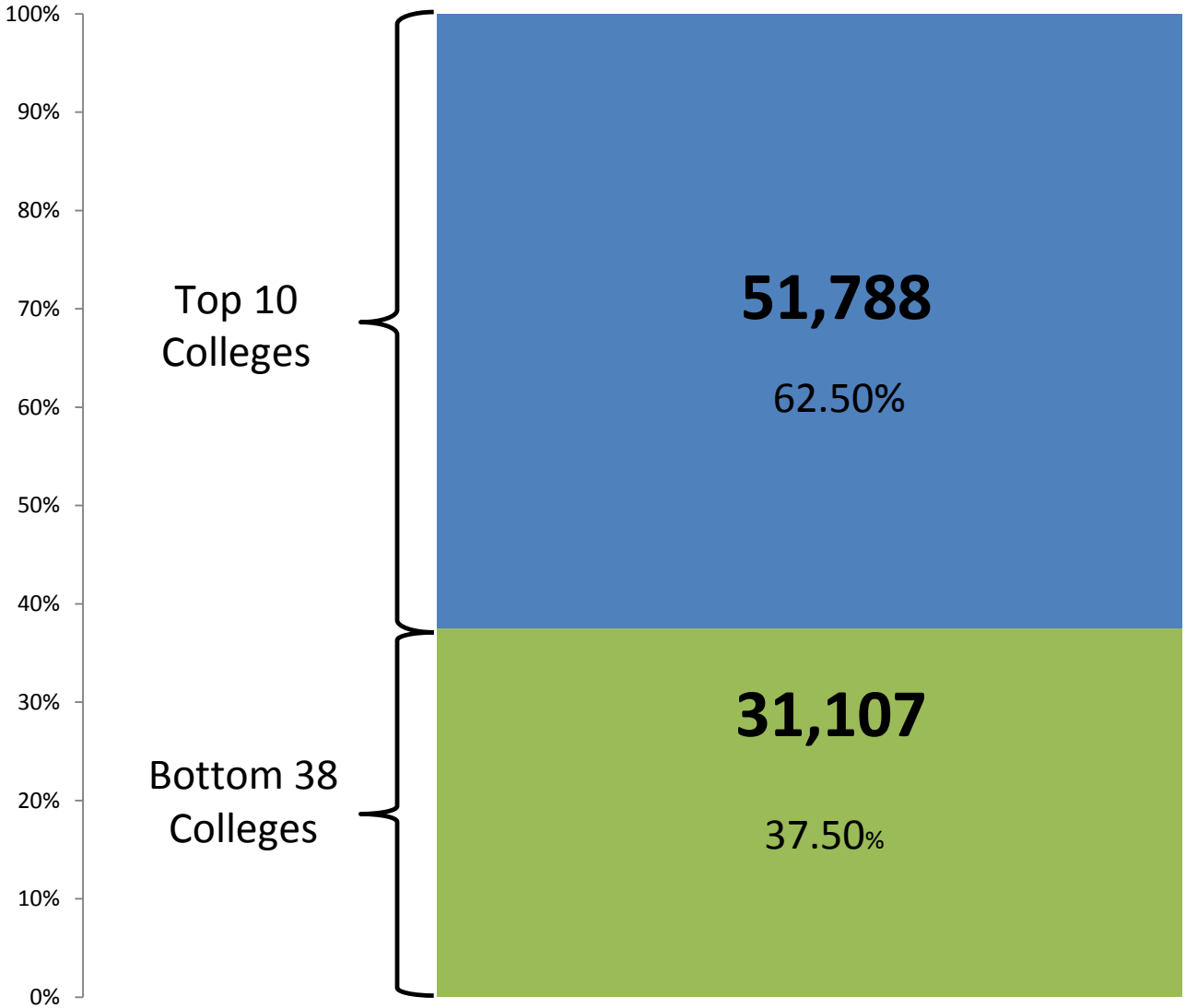
DATA AND STATEWIDE TRENDS



FY 2011 Enrollments	
RANGE	0 – 12,086
AVERAGE	1,727

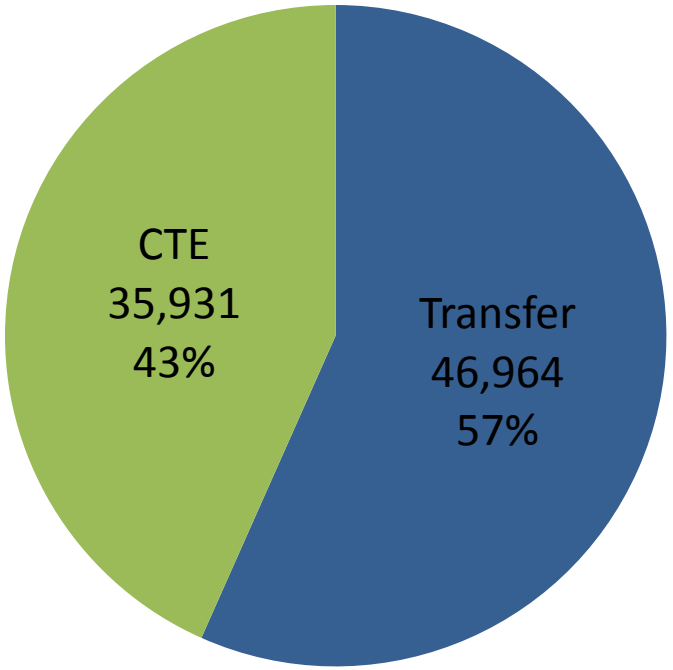


Enrollments – FY 2011



Course Enrollment Patterns – FY 2011

PCS Code	Enrollments	
	#	%
1.1 Transfer	46,964	56.7%
1.2 CTE	35,931	43.3%
TOTAL	82,895	



Each course offered at Illinois community colleges is classified according to The *Program Classification System* - or PCS code:

- 1.1 Baccalaureate/Transfer Instruction
- 1.2 Occupational/Technical Instruction

Top 10 Enrollments – FY 2011

Course	Enrollments
English Composition	10,574
General Office	4,816
Mathematics General	3,659
Spanish Language and Lit	3,454
Psychology General	3,397
Speech and Rhetorical Studies	2,763
American History	2,659
Welding Technology/Welder	2,540
Business Office Automation	2,346
Nurse/Nursing Assistant/Aide	2,157

Source: http://www.iccb.org/pdf/reports/DataTablesfy11.pdf

future direction

- Administrative Rule Changes
- Series of dual credit workshops
  - Focused on Peer to Peer sharing of Best Practices
- Dual Credit Enhancement Grants – 20 colleges
- Dual Credit Study
- NACEP Conference in Chicago, October 26-28, 2014

contact information

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Education Commission of the States

Dual Enrollment: Where We Are and Model Policy Components

Jennifer Dounay Zinth

Education Commission of the States

About ECS

- ✓ National organization based in Denver, CO
- ✓ Non-partisan, nonprofit
- ✓ Funded by state fees, grants/contracts, corporate support
- ✓ Cover the P-20 spectrum
- ✓ Primary constituents = state-level education leaders in 50 states, D.C. and territories:
  - ➢ Governors
  - ➢ Legislators
  - ➢ Chiefs and state boards
  - ➢ Postsecondary leaders

Overview

- ✓ ECS database on dual enrollment
- ✓ Trends in state-level dual enrollment policy
- ✓ ECS brief on model components of dual enrollment policy

Dual Enrollment Database

- ✓ Accessible from www.ecs.org

Dual Enrollment Database

Education Commission of the States

High School topics online

www.ecs.org/html/educationIssues/HighSchool/HighSchoolDB1_intro.asp

High School: Online Database

High School Topics

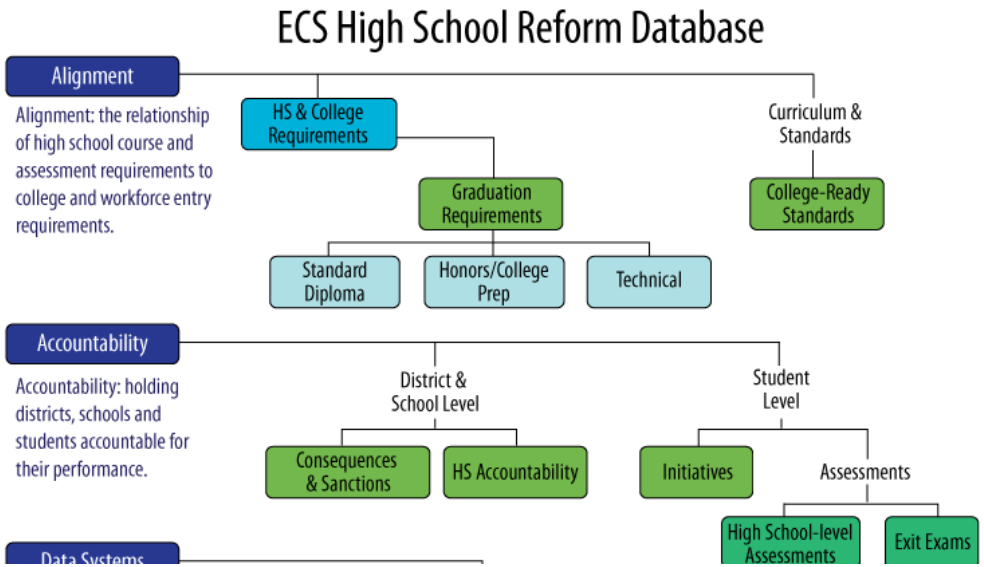
- Adolescent Literacy
- Advanced Placement
- Career and Technical Education
- College-Ready Standards
- Dual Enrollment
- Early/Middle College High Schools
- Exit Exams
- Graduation Rates
- Graduation Requirements
- High School/College Alignment
- High School-Level Accountability
- High School-Level Assessment
- Highlights of Local Initiatives
- International Baccalaureate
- P-16/P-20 Councils
- Postsecondary Feedback Systems
- Special Populations in High School Assessments
- State Initiatives to Improve High Schools
- STEM

Welcome to the Education Commission of the States' High School Database

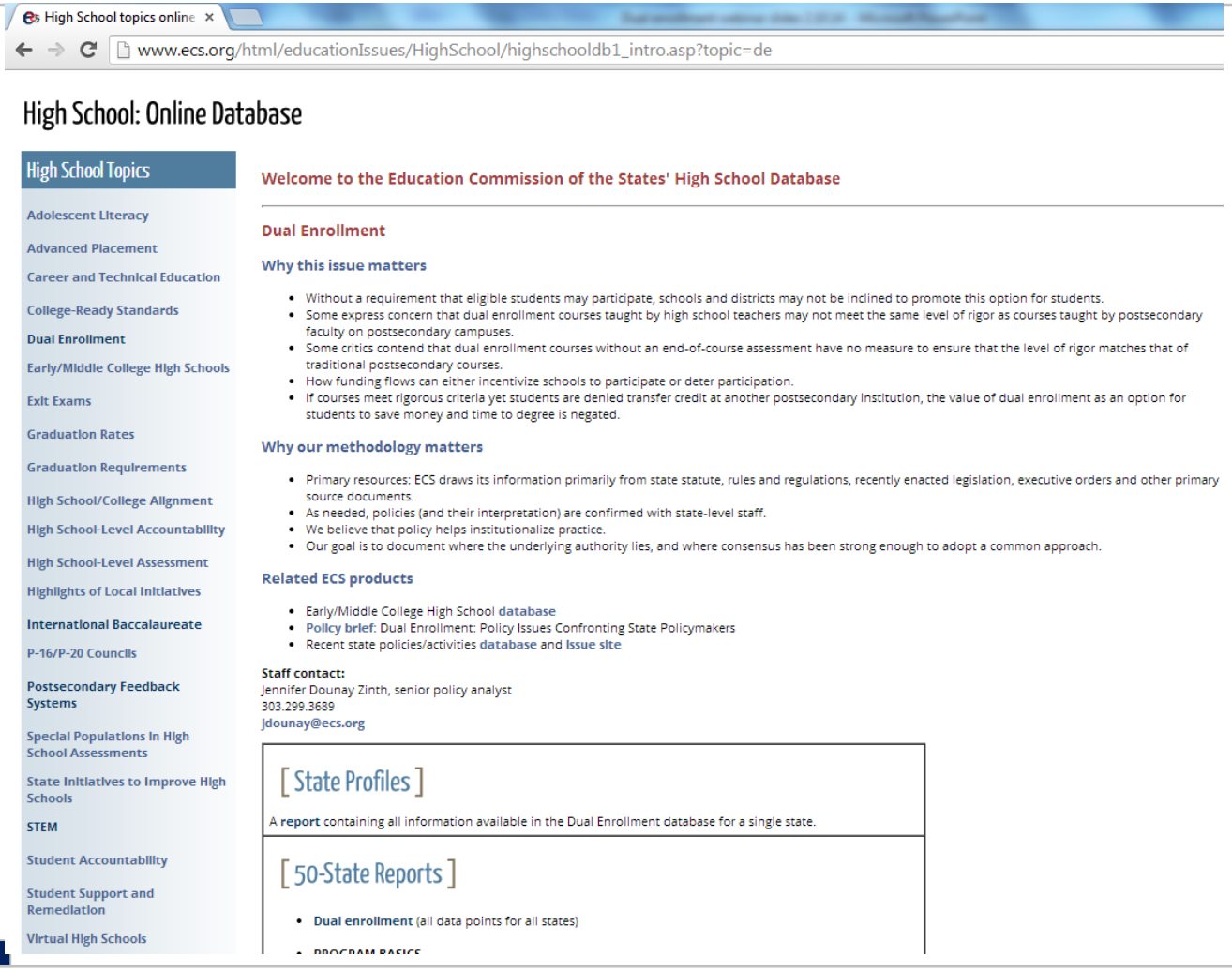
Please choose a topic of interest from the list at left or the diagram below.

Use the diagram below to view the components of state-level high school reform, and their relationship to one another.

Please contact Jennifer Dounay Zinth (Jdounay@ecs.org or 303.299.3689) with any questions on the High School Policy Center, or on high school p



Dual Enrollment Database



Dual Enrollment Database

Education Commission of the States

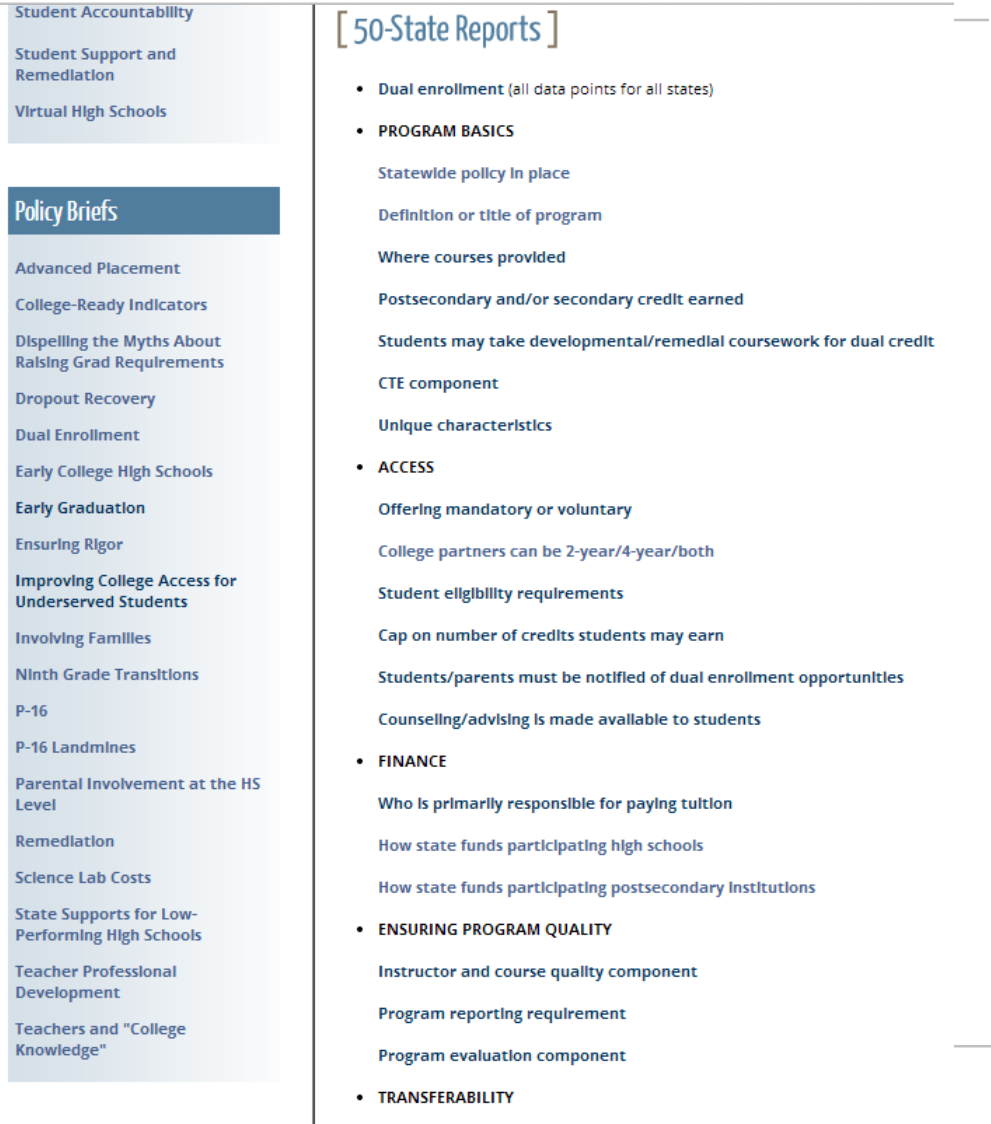
Kentucky

Program Basics	
Statewide policy in place	Yes
Definition or title of program	State has two programs: In a **Dual Credit** course, a student receives credit from both the high school and postsecondary institution in which the student is enrolled upon comple designated program of study, including participating in the Gatton Academy of Mathematics and Science in Kentucky. In a **Dual Enrollment** course, a student is enrolled in a high school and postsecondary institution simultaneously, including participating in the Gatton Academy of Mathematics Kentucky. Instances where dual credit policies differ between courses offered by public technical/community colleges and public four-year institutions are noted in the profile.
Where courses provided	Generally: Not specified Dual Credit: • At high school • At postsecondary institution • Virtual program • Other. Course may be delivered at another site other than the high school or postsecondary campus. Course may also be delivered in combination of delivery methods abov
Postsecondary and/or secondary credit earned	**Dual Credit**: Both **Dual Enrollment**: Postsecondary credit only
Students may take developmental/remedial coursework for dual credit	Not set in state policy
CTE component	Yes. A "career pathway program of study" is defined as a coherent, articulated sequence of rigorous academic and CTE courses, including dual credit opportunities, that prepare postsecondary study leading to postsecondary degrees, industry certifications, or licensure. One of the purposes of the career and technical education accessibility fund is to dev and programs of study in high-demand occupational fields for middle and high school students.
Unique characteristics	Each secondary school-based decision making council must establish a policy on the recruitment and assignment of students to AP, IB, dual enrollment, and dual credit courses students have the right to participate in a rigorous and academically challenging curriculum. All students willing to accept the challenge of a rigorous academic curriculum must b courses provided they meet prerequisites. Any student whose scores on the grade 8 EXPLORE indicate a high degree of readiness for high school must be counseled to enroll in Any student whose scores on the grade 10 PLAN or grade 11 ACT indicate a high degree of readiness for college must be counseled to enroll in accelerated courses (with an em Placement classes). Statute directs the department of education, upon receipt of adequate federal funding, to identify, in conjunction with the Council on Postsecondary Education, resources at the s postsecondary levels that can be directed toward advanced placement or dual enrollment instruction, and identify current and future funding sources for advanced placement or instructional programs and the amount of funds available or anticipated from those sources. Statute also directs the state board to establish long-term and annual statewide goa number of high schools providing accelerated classes and college credit for students. One of the responsibilities of the Kentucky Community and Technical College System is to enhance the relationship of credentials between secondary and postsecondary progra secondary students to enter programs through early admission, advanced placement, or dual enrollment. A board of education may award standards-based, performance-based credit toward high school graduation for standards-based dual credit courses. Kentucky Community and Technical College System (KCTCS) Dual Credit: A student who successfully completes a KCTCS dual credit course is given special consideration in pr matriculating to a KCTCS program with special or selective admissions requirements.
Access	
Offering mandatory or voluntary	Voluntary. However, each secondary school must offer a core curriculum of AP, IB, dual enrollment, or dual credit courses, using either or both on-site instruction or electronic i Kentucky Virtual High School or other online alternatives.

Dual Enrollment Database

Education Commission of the States

View all data points for all states + DC or all 50 states + DC across a single data point.



Trends 2008-2013

Education Commission of the States

- ✓ Notification
- ✓ Quality
- ✓ Reporting
- ✓ Evaluation

Notification

- ✓ You can't go if you don't know.
- ✓ Traditionally underserved students less likely to be aware of program, program benefits.
- ✓ No meaningful policy movement 2008-2013
  - ➢ Same 20 states both years

Quality

- ✓ If academic integrity is compromised, everyone's time and money is wasted.
- ✓ Measures of instructor/course quality vary across states
  - ➢ Teachers become adjunct faculty
  - ➢ Same syllabus, course materials, grading practices, etc.
  - ➢ Institutions/faculty provide training, orientation, professional development
  - ➢ Courses reviewed to ensure fidelity to postsecondary standards
  - ➢ Teachers evaluated in same manner as traditional faculty

Quality

- ✓ Positive growth from 2008-2013
- ✓ 2013: 37 states have embedded instructor/course quality components in state policy!
  - ➢ 2008: 29 states (28% increase 2008-2013)
  - ➢ Policies added in CO, GA, HI, MN, NV, TN, WA, WY

Reporting

- ✓ Program evaluation impossible without good data
- ✓ Positive growth from 2008—2013
- ✓ 2013: 30 states have integrated reporting requirements in state policy!
  - ➢ 2008: 18 states (67% increase 2008-2013)
- ✓ Huge variation across states in data that must be reported

Evaluation

- ✓ Evaluation helps states maximize “bang for their buck”
- ✓ Evaluation measures vary across states:
  - ➢ Student participation/outcomes data must be evaluated
  - ➢ Policy permits entity to submit recommendations for policy changes
  - ➢ Local plan must provide for regular program evaluation

Model Policy Components

Education Commission of the States

Dual Enrollment

Education Commission of the States www.ecs.org

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Increasing Student Access and Success in Dual Enrollment Programs: 13 Model State-Level Policy Components

By Jennifer Dounay Zinth

February 2014

Dual enrollment or concurrent enrollment programs allow eligible high school students to take postsecondary courses for college and, usually, high school credit. Programs are nearly ubiquitous — in 2014, courses for dual or concurrent enrollment credit are offered in every state and the District of Columbia. Statewide policies govern these programs in 47 states and D.C., and local policies or agreements oversee programs in **Alaska**, **New Hampshire** and **New York**.

While programs have various names in different states, the term "dual enrollment" will be used throughout this report. Findings are based on an ECS analysis of state dual enrollment policies and a review of relevant academic research.

What's happening in your state? Visit ECS' 50-state database on dual enrollment policy

Among some of the findings:

- The number of U.S. public high schools offering dual enrollment programs is growing, with 82 percent providing such opportunities in 2011-12, the most recent national data available.
- Academic research and state experience highlight the benefits of dual enrollment programs for improving college completion rates, particularly for minority and/or low-income students.
- However, with the possible exception of **Massachusetts**, minority and/or low-income students tend to be underrepresented in statewide dual enrollment programs. Recent analyses in **Illinois**, **Ohio** and **Washington** show white and/or more affluent students are overrepresented in these programs.

ECS identified 13 model state-level policy components that may increase student participation and success in dual enrollment programs. These components fall under four broad categories: access, finance, ensuring course quality and transferability of credit. Examples of state laws containing these

Model Policy Components

Education Commission of the States

Database and policy brief combined can help policymakers and educators to determine if policies in their state contribute – or provide unintentional barriers – to program access and quality.

Model Components of State-Level Policies on Dual Enrollment

Access

Components to increase the likelihood underserved students will participate

1. **All eligible students are able to participate**. To ensure program access, state law must be unequivocal on this point. … p. 4
2. **Student eligibility requirements are based on the demonstration of ability to access college-level content**, not bureaucratic procedures or non-cognitive factors. … p. 5
3. **Caps on the maximum number of courses students may complete are not overly restrictive**. Cost should not be a driving factor for states to establish caps. … p. 5
4. **Students earn both secondary and postsecondary credit for successful completion of approved postsecondary courses**. While it may sound obvious, such policies are not universal. … p. 6
5. **All students and parents are annually provided with program information**. Less-advantaged parents are typically less likely to be aware of dual enrollment opportunities. … p. 7
6. **Counseling is made available to students and parents before and during program participation**. State policies should promote the availability of counseling. … p. 8

Finance

Components to lessen financial barriers for students and financial disincentives for districts and colleges

7. **Responsibility for tuition payments does not fall to parents.** Requiring parents to pay tuition up front and receive reimbursement later may preclude participation by some students. … p. 9
8. **Districts and postsecondary institutions are fully funded or reimbursed for participating students**. At least one state is tying full funding to course quality. … p. 10

Ensuring Course Quality

Components to maintain consistent academic rigor across all course delivery options

9. **Courses meet the same level of rigor as the course taught to traditional students at the partner postsecondary institution.** Nearly 40 states have embedded instructor and/or course quality in state law. … p. 10
10. **Instructors meet the same expectations as instructors of similar traditional postsecondary courses, and receive appropriate support and evaluation.** This is particularly important when dual enrollment courses are taught by high school instructors. … p. 11
11. **Districts and institutions publicly report on student participation and outcomes.** Only 30 of the 47 states with state-level dual enrollment programs require such reporting. … p. 12
12. **Programs undergo evaluation based on available data.** Nearly 30 states require dual enrollment programs to undergo internal or external evaluation. … p. 14

Transferability of Credit

Component to ensure dual enrollment credit is treated equitably

13. **Postsecondary institutions accept dual enrollment credit as transfer credit, provided measures of quality are ensured.** More than 20 states require dual enrollment credits to be treated for transfer credit in the same manner as credits earned at the receiving institution. … p. 15

Model Policy Components

Education Commission of the States

Access

1. All eligible students are able to participate.
2. Student eligibility requirements are based on the demonstration of ability to access college-level content.
3. Caps on the maximum number of courses students may complete are not overly restrictive.
4. Students earn both secondary and postsecondary credit for successful completion of approved postsecondary courses.
5. All students and parents are annually provided with program information.
6. Counseling is made available to students/parents before and during program participation.

Model Policy Components

Access:

1. All eligible students are able to participate

Oklahoma: Districts prohibited from denying program participation to an eligible student; postsecondary institutions prohibited from denying enrollment to a qualified student.

Model Policy Components

Education Commission of the States

Finance

7. Responsibility for tuition payments does not fall to parents.

8. Districts and postsecondary institutions are fully funded or reimbursed for participating students.

Model Policy Components

Education Commission of the States

Finance

7. Responsibility for tuition payments does not fall to parents.

- State: Four states
- Student's district: Four states

Georgia: Tuition covered by either the Georgia Department of Education or the Georgia Student Finance Commission, depending on the participating program.

Model Policy Components

Education Commission of the States

Ensuring Course Quality

9. Courses meet the same level of rigor as the course taught to traditional students at the partner postsecondary institution.

10. Instructors meet the same expectations as instructors of similar traditional postsecondary courses, and receive appropriate support and evaluation.

11. Districts and institutions publicly report on student participation and outcomes.

12. Programs undergo evaluation based on available data.

Model Policy Components

Ensuring Course Quality

12. Programs undergo evaluation based on available data.

North Carolina: DPI and NC Community College System must jointly develop and implement a program accountability plan measuring short- and long-term outcomes. Measured outcomes must include:

- ✓ Impact on high school completion
- ✓ Academic achievement/performance of DE students
- ✓ DE impact on college enrollment
- ✓ Persistence and completion rates

Model Policy Components

Education Commission of the States

Transferability

13. Postsecondary institutions accept dual enrollment credit as transfer credit, provided measures of quality are ensured.

Minnesota: Public 2- and 4-year institutions must award credit for any NACEP-certified course.

New from ECS in 2014

- ✓ March: CTE in dual enrollment brief
- ✓ Two additional briefs to be published later in 2014
- ✓ State data elements project
- ✓ Session at 2014 National Forum on Education Policy
  - ➢ DC, June 30-July 2
- ✓ Update of 2013 dual enrollment database?
- ✓ And as always:
  - ➢ Monitoring legislative and regulatory enactments
  - ➢ Answering information requests
  - ➢ Providing presentations, testimony, technical assistance

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Higher Learning Commission
A commission of the North Central Association

National Alliance of Concurrent Enrollment Partnerships
Advancing Quality College Courses in High School

Lumina Foundation

Dual Credit in U.S. Higher Education

A Study of State Policy and Quality Assurance Practices

Victor Borden
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Research Analyst
Institute for Higher Education Policy

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Higher Education Administration
Indiana State University

Background and Context

Quality Dimensions	Dual Credit State Policy Components
Inputs	Student eligibility, faculty credentials, funding, curriculum standards
Processes	General oversight, faculty orientation and training, institutional review and monitoring, state review and monitoring
Outputs	Learning outcomes, transferability, program and course outcomes

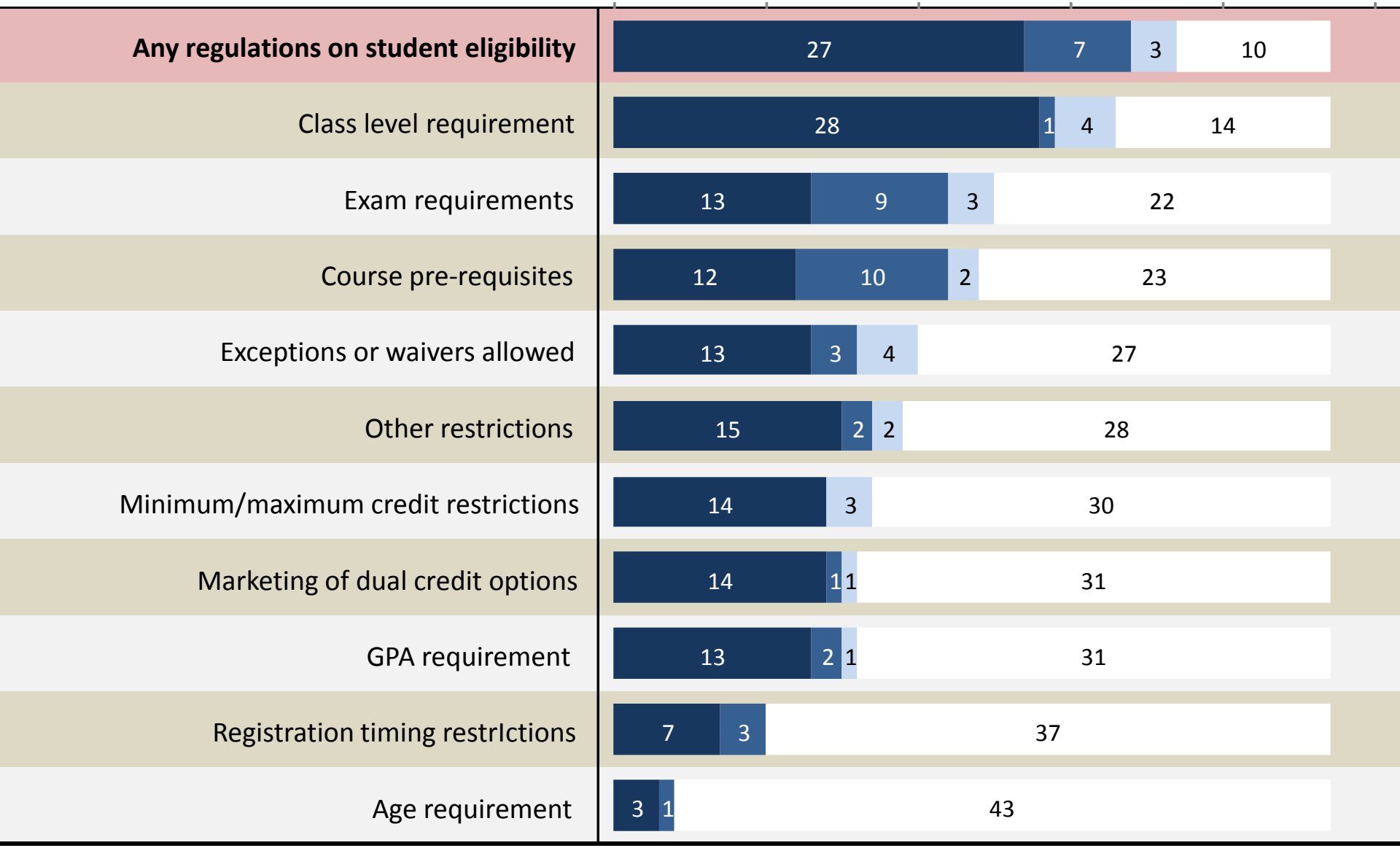
Research Questions

1. What types and forms of dual credit courses can or cannot be offered?
2. Who is eligible and who is not eligible to enroll in dual credit offerings?
3. What criteria apply to instructors who teach dual credit courses?
4. What else is included in state policy that relates to assuring the quality of dual credit course offerings (e.g., review processes, accountability, oversight provisions, etc.)?
5. How does state policy shape who pays for or otherwise funds dual credit offerings?
6. How are state dual credit policies enforced?

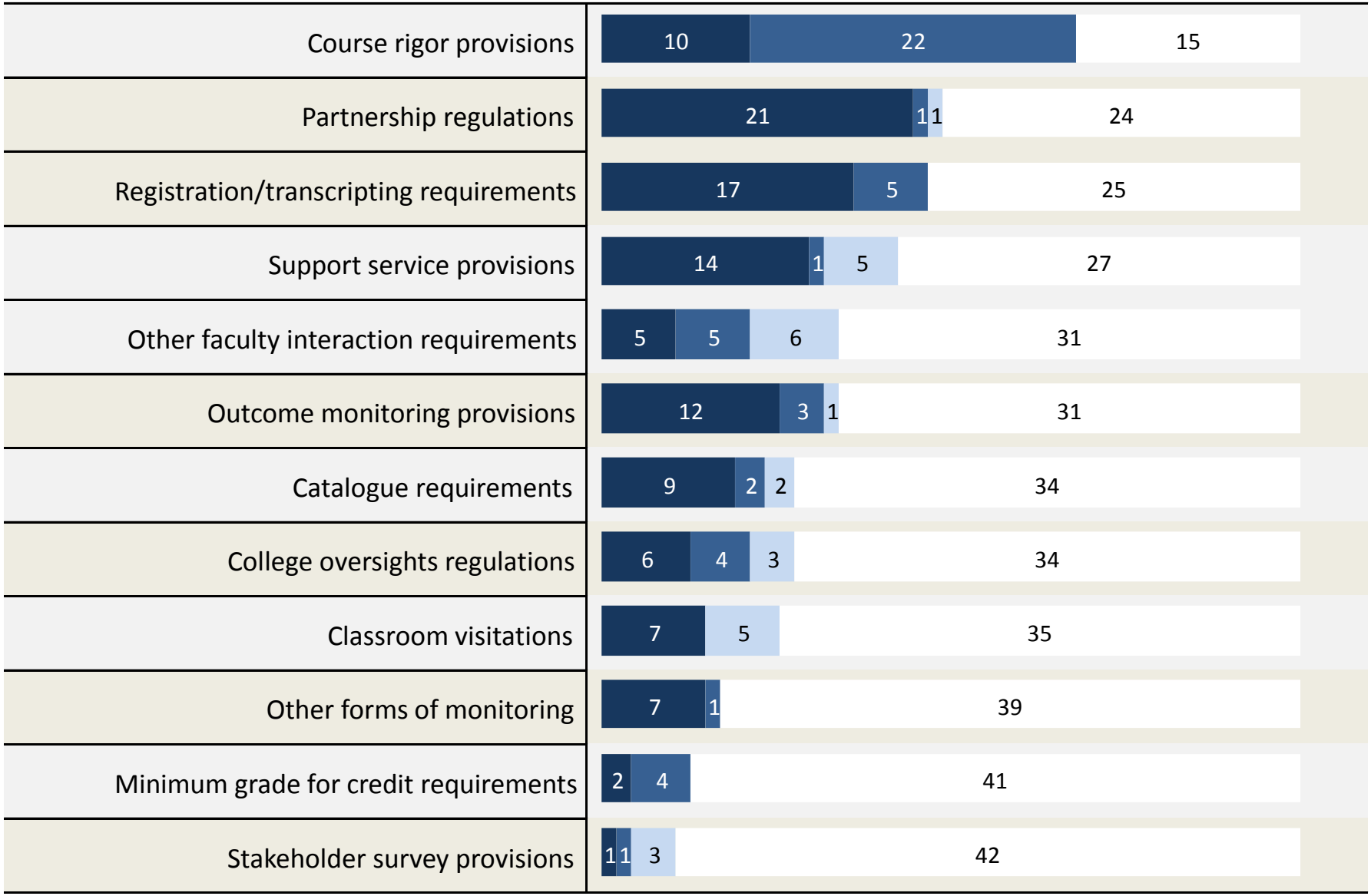
Findings

- Course offerings
- Student eligibility
- Instructor eligibility
- Quality provisions
- Funding provisions
- Policy enforcement

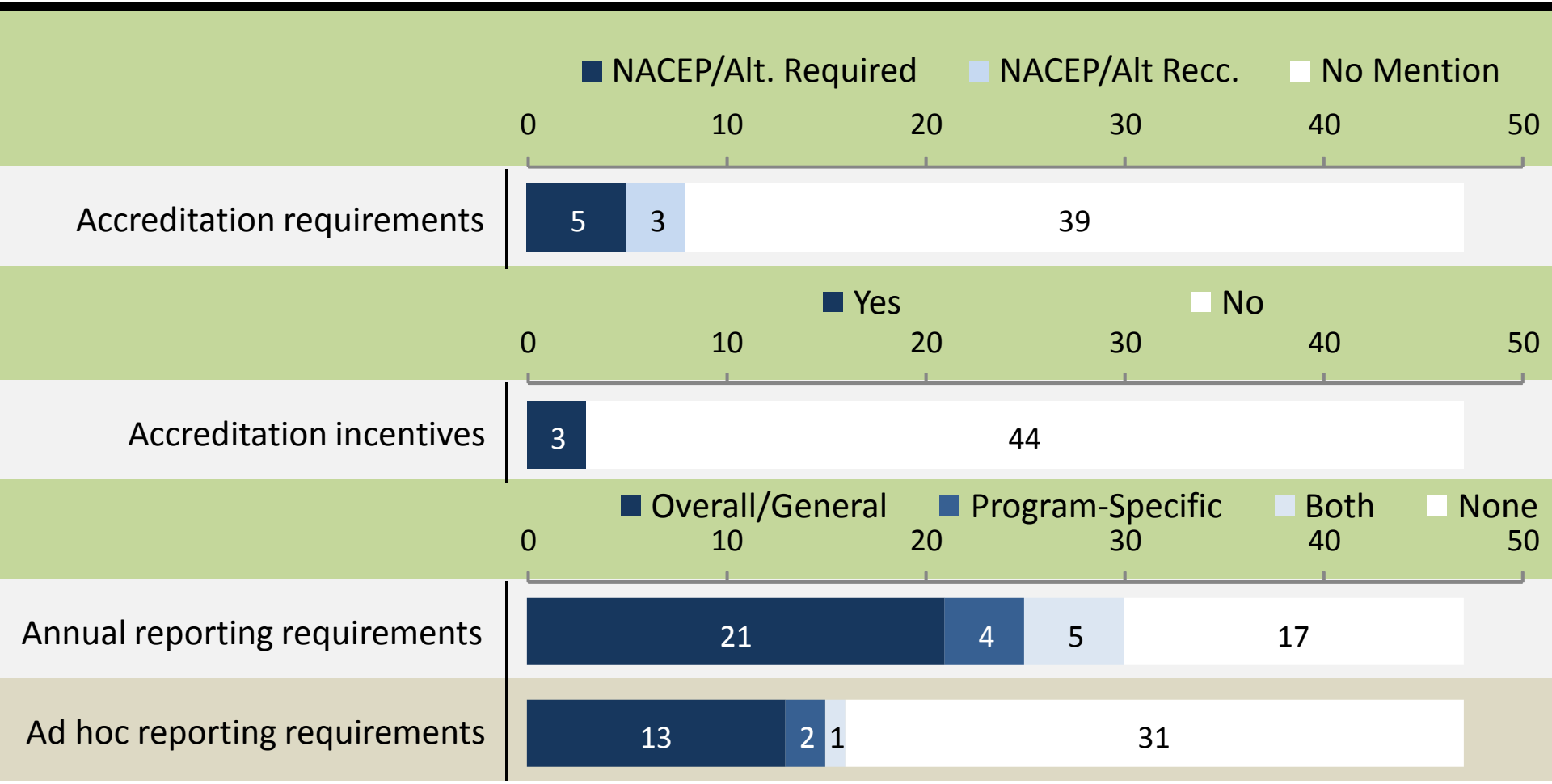
Student Eligibility



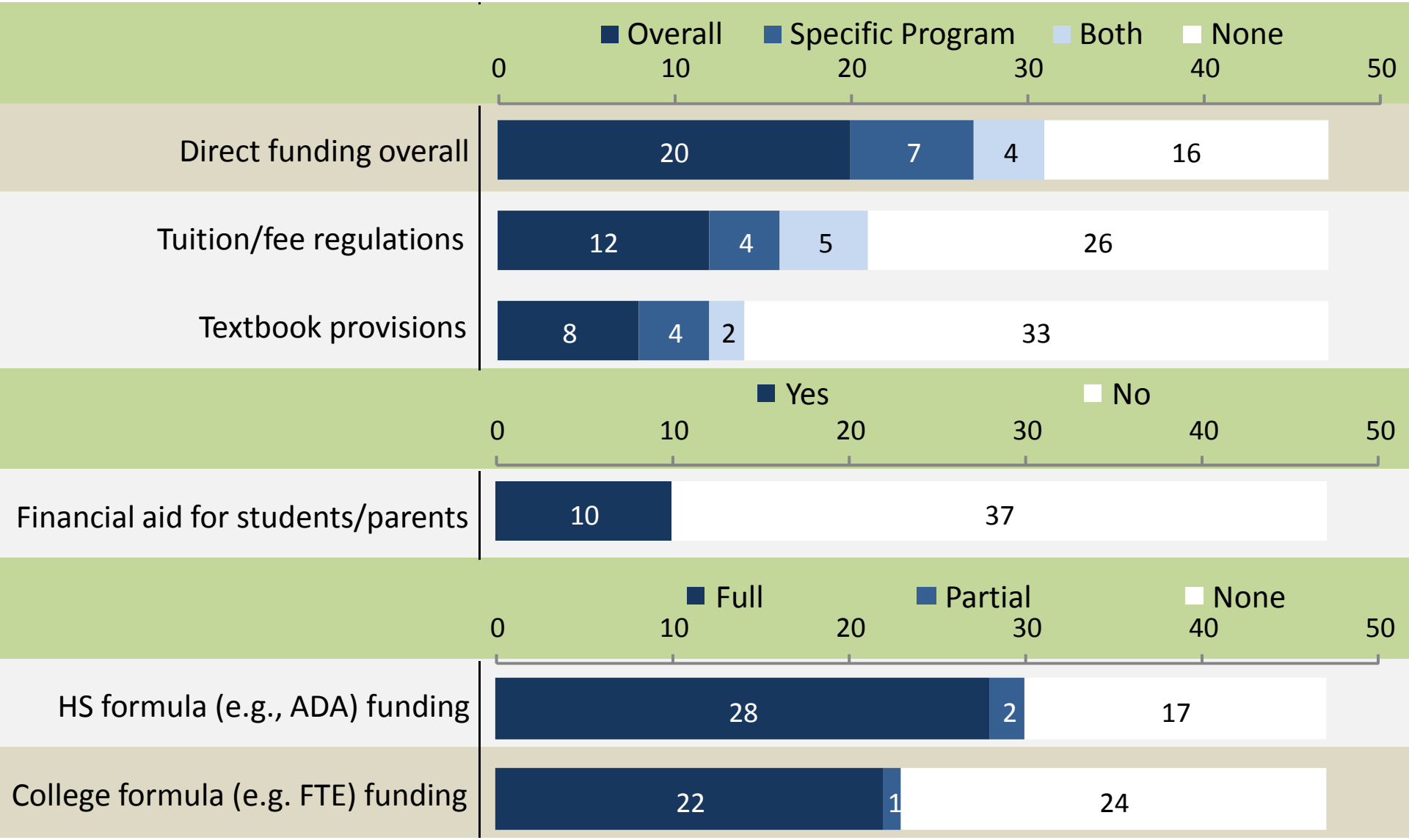
Other Quality Assurance



Accreditation and Reporting



Funding Provisions



Assuring Promises & Avoiding Pitfalls in State Policy

- Promises
  - HS curricula: Dual credit as optional or required in state policy
  - Access: 80% of state policies restrict access; financial resources for low-income students
  - HS-College collaboration & alignment: Required articulation agreements, engagement, & faculty PD
- Pitfalls
  - Rigor: Policies often require similar course content, learning outcomes, and syllabi
  - Instructor qualifications: Faculty credentials similar to college or regional accreditors
  - Transferability: Several policies mention transfer but not often mandated

Products

- Overall report and research summary
- Appendices
  - Questionnaire
  - State Summaries
  - State Profiles
  - Document Links
  - Annotated Bibliography

HLC Dual Credit Guidelines

- Guidelines for Institutions and Peer Reviewers
  - Effective September, 2014
- Five elements for dual credit quality assurance
  - Faculty credentials and qualifications, orientation and training
  - Rigor of courses or programs and curricular standards
  - Expectations for student learning and learning outcomes
  - Access to learning resources
  - Institutional monitoring and oversight

http://www.hlcommission.org/Pathways/dual-credit-programs-and-courses.html

Setting our Priorities

1. What are the issues you would like this committee to explore?
2. What should the goals, outcomes and deliverables be for the Committee in 2014?
3. What is your preferred approach for dialogue and information sharing for a committee like this?
4. Would you be interested in participating in a one-day concurrent/dual enrollment state policy convening or workshop?

Setting our Priorities

What are the issues you would like this committee to explore?			
Issue Area	**Very Interested**	**Somewhat Interested**	**Limited Interest**
Program quality	18	3	3
Funding mechanisms	18	3	3
Credit transfer and acceptance	17	5	2
College transition and reducing remediation	17	5	1
Serving low-income students	16	8	0
Teacher credentialing	15	6	3
Career and Technical Education	15	9	0
Research and evaluation	14	9	1
Integrating with college completion efforts	14	9	1
Student eligibility standards	13	8	3
High school accountability	12	9	3

Setting our Priorities

What should the goals, outcomes and deliverables be for the Committee in 2014?

"Knowing this is a busy group, I would caution against a scope of work that is too large."

Some ideas that surfaced:

- Assist states in monitoring and improving program quality statewide
- Compile research/evaluation of state programs
- Create model legislative language / sample policies
- Establish federal funding to states for dual enrollment
- Sample state funding models
- Exchange of ideas / build a knowledge base
- Funding for concurrent enrollment
- Report / white paper / publication on some of the issues
- "Lessons learned" from states which have recently systematically revised their programs
- A national report on concurrent enrollment aligned to NACEP standards

Setting our Priorities

What is your preferred approach for dialogue and information sharing for a committee like this?	
Teleconference/Webinars	13
In Person Meeting	8
Listserv/Email	7
Wiki for Sharing Resources	2
Online Discussion Board	1

Setting our Priorities

Would you be interested in participating in a one-day concurrent/dual enrollment state policy convening or workshop?	
On Sunday, October 25 2014 prior to NACEP's National Conference in Chicago	18
On Saturday, May 3, 2014 following NACEP's Washington Policy Seminar	10
SHEEO (State Higher Education Executive Officers)	5
MHEC (Midwest Higher Education Compact)	4
CCA (Complete College America's Alliance of States)	3
NCA-HLC (Higher Learning Commission)	3