



NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

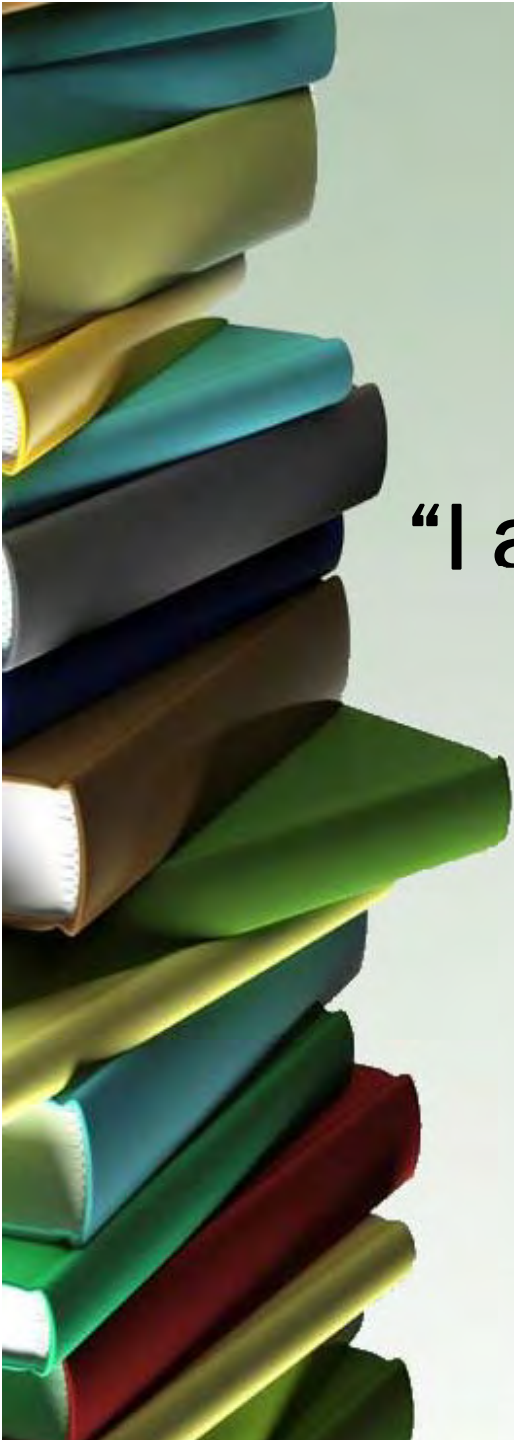
EMERGING TRENDS IN DUAL CREDIT/
CONCURRENT ENROLLMENT:
THE IMPORTANCE OF STANDARDS AND
ACADEMIC OVERSIGHT

Presented by
Adam Lowe, NACEP Executive Director
at the New Mexico Dual Credit Roundtable

Tuesday, February 10, 2015

Who Said This?

“I am a huge fan of dual enrollment.”



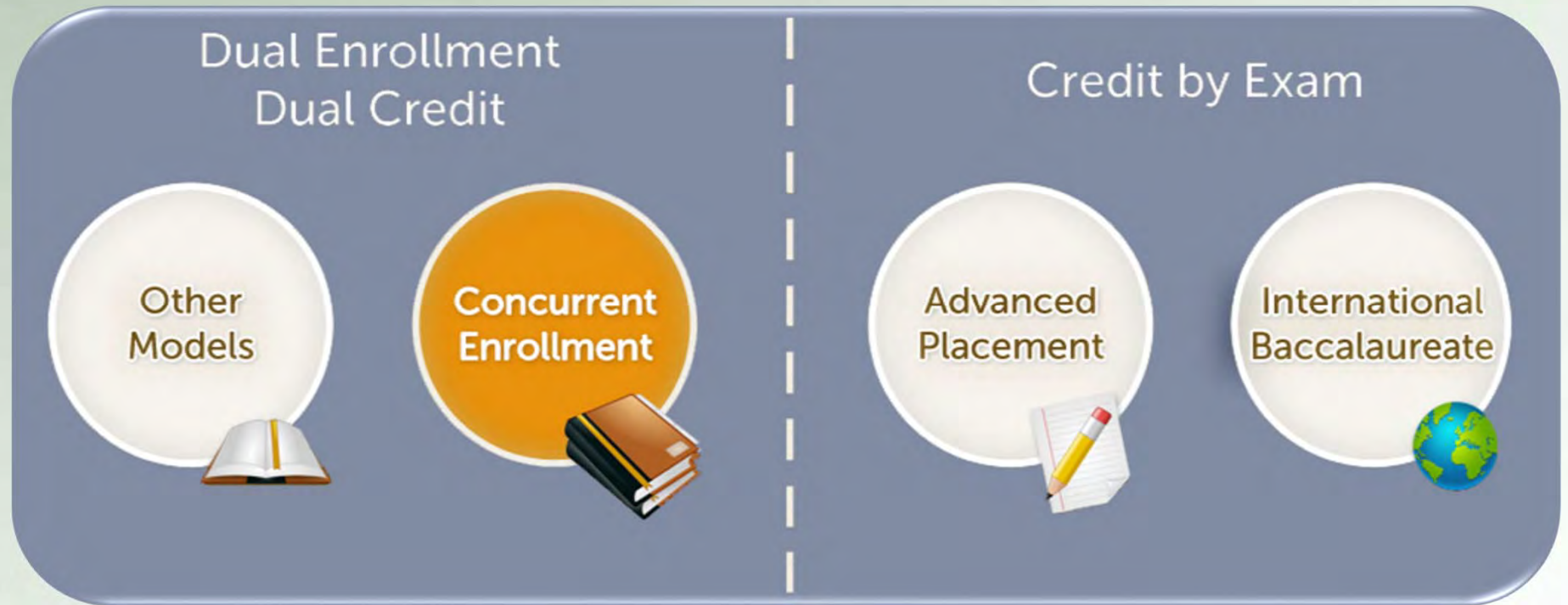


The birthplace of the public community college. In 1901 the University of Chicago and Joliet High School partnered to establish Joliet Junior College, creating an academic mirror of the first two years of University coursework for students who wished to pursue a college education in their home community.



To-may-to, to-mah-to? Po-tay-to, po-tah-to? Terminology in this field varies widely across the states and institutions. A recent study found that the term Dual Enrollment is listed in state policy in 22 states, Dual Credit in 18, and Concurrent Enrollment in 15. Note that this adds up to over 50, demonstrating the multiple and overlapping use of terms – the report documented over 30 additional terms used in state policy.

Accelerated Learning Options for High School Students



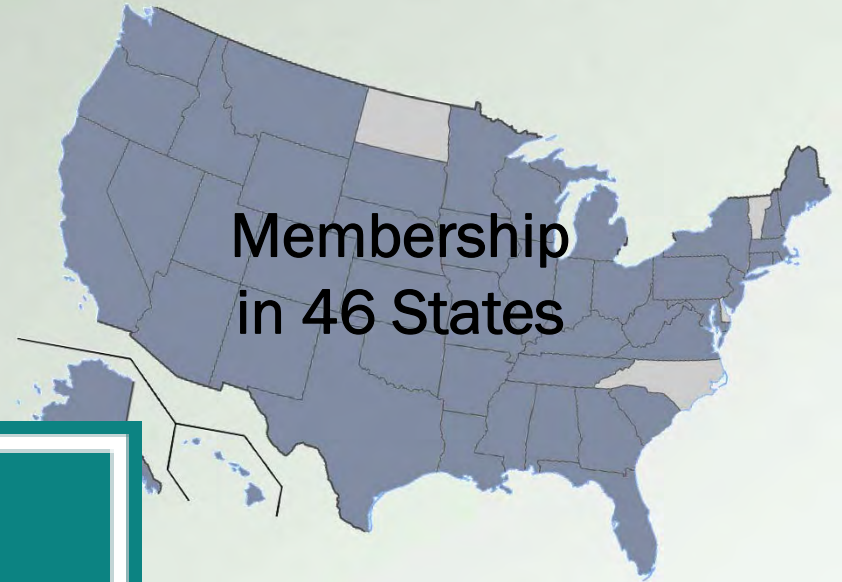
In New Mexico the term **dual credit** is used broadly to refer to opportunities for students to take a college course for both high school and college credit. In New Mexico, the term **concurrent enrollment** refers to a student who takes a college course, typically on a college campus, for college credit only.

NACEP defines **concurrent enrollment** as college-credit bearing courses taught to high school students by college-approved high school teachers. Concurrent enrollment is considered by NACEP to be a subset of dual enrollment or dual credit arrangements – we no longer distinguish on whether or not the student earns high school credit (we used to). What defines concurrent enrollment for NACEP is the unusual instructor type – a high school teacher. This model is prevalent in New Mexico, perhaps 40-50% of total dual credit enrollment.



This school is the Norwich Free Academy in Connecticut. In 1955 it was one of 7 high schools that joined the University of Connecticut's High School Cooperative Program, created at the request of the Connecticut Association of Secondary School Principals. These seven schools are the birthplace, to the best of our knowledge, of concurrent enrollment. An article in New Directors for Higher Education in 1961 identified three dozen other dual enrollment programs at four year universities and the California community colleges.

Research



Membership
in 46 States

Governmental Relations



Communications

Tweets

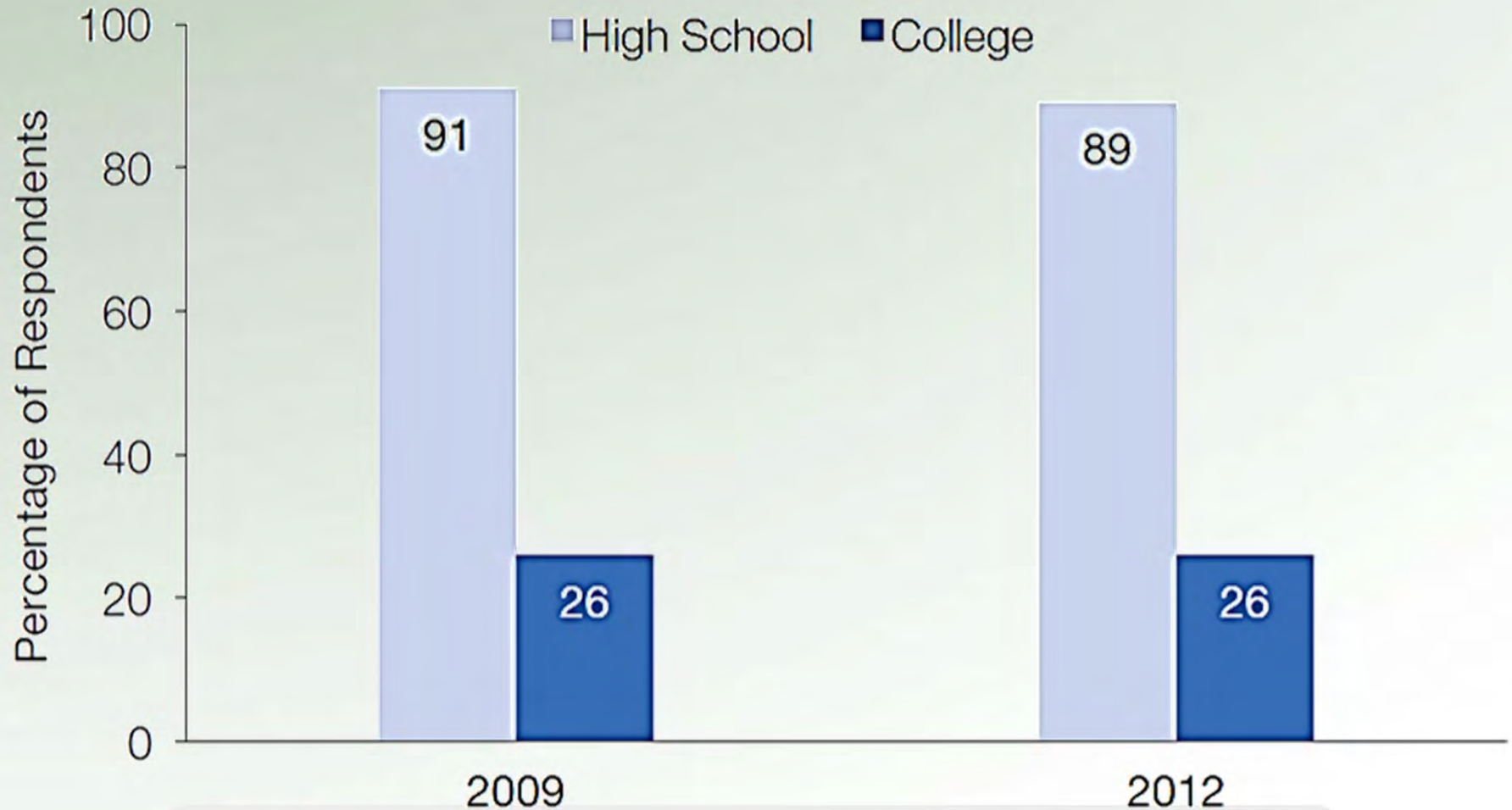
 **NACEP** @NACEPtweets · 20h
How do your statewide policies on dual enrollment stack up to the states? [ecs.org/clearinghouse/...](https://ecs.org/clearinghouse/)
Expand Retweet Reply Retweet Like

 **NACEP** @NACEPtweets · Feb 6
Don't miss NACEP's Executive Director Adam Lowe next Thursday webinar on Dual Enrollment. ow.ly/tmGgT
Expand Retweet Reply Retweet Like

Conferences/Professional Development



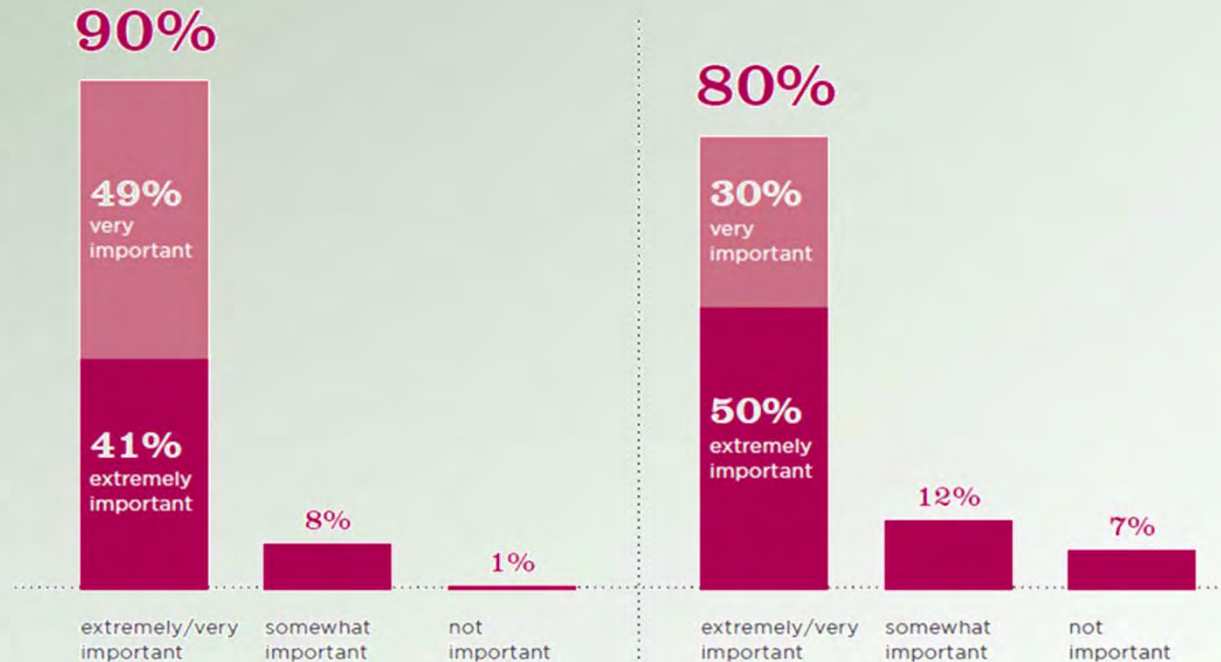
Percent of Educators Reporting that Their Students Are “Well” or “Very Well” Prepared for College-Level work in Their Content Area



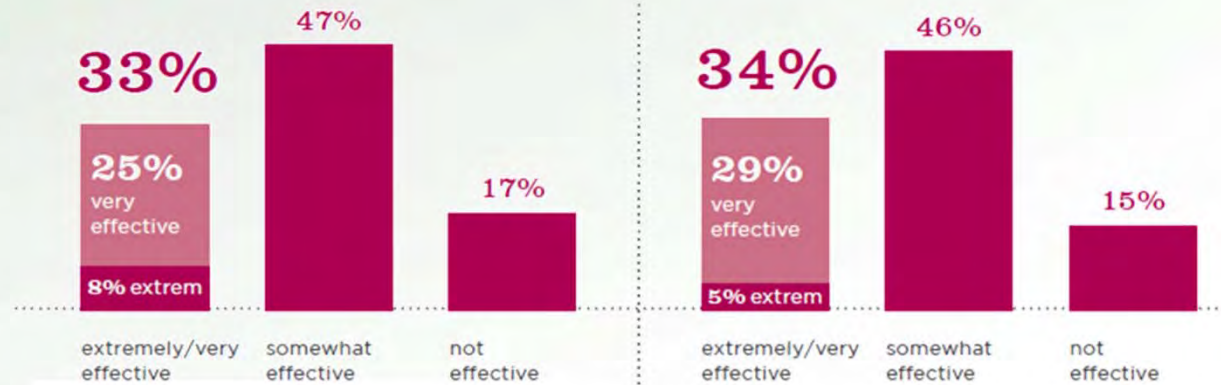
ACT National Curriculum Survey® 2012

The Collaboration Imperative

How important is effective collaboration?



How would you assess the effectiveness of collaboration between schools and colleges?



District Leaders

College Leaders

Research on the Impact of Dual Enrollment

Successfully Enroll in College

- Immediately Enroll in College
- Reduced Placement in Remedial Classes
- Change Students' Educational Aspirations

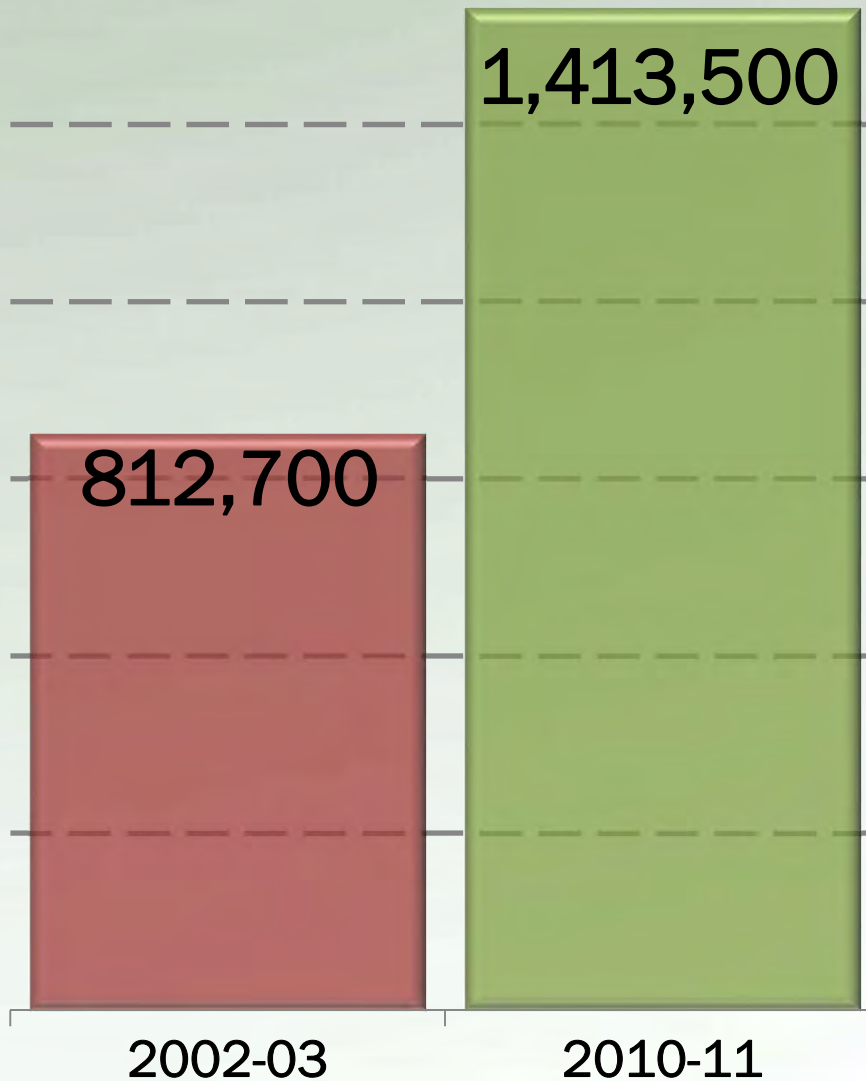
Build Academic Momentum

- Succeed in Subsequent Courses in a Sequence
- Accumulate More Credit Hours and Higher GPAs
- Persist to the Second Year

College Completion

- Increased Rates of Bachelor's Degree Attainment

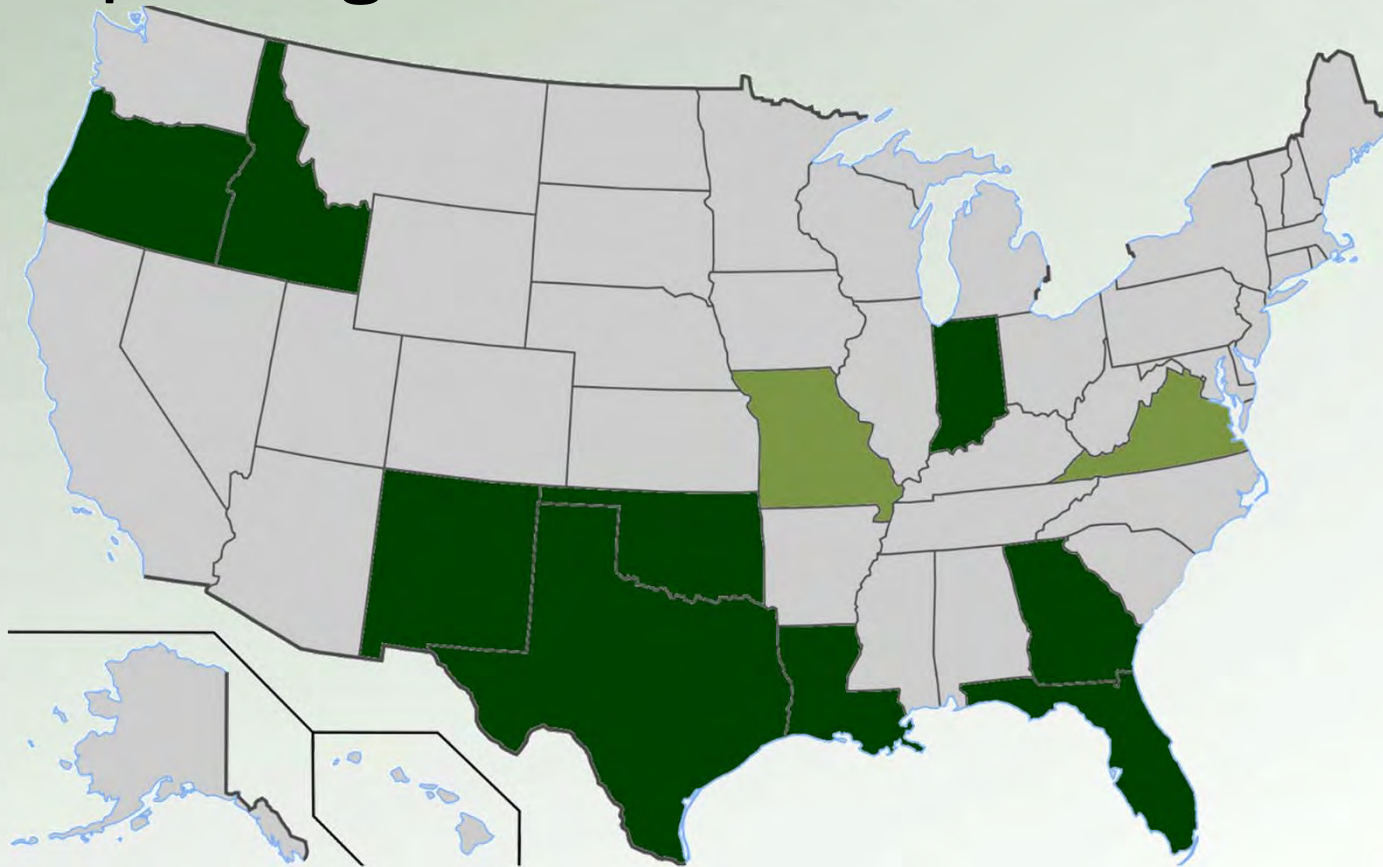
Students taking dual enrollment courses



7.2% annual growth
9.2% in New Mexico

10% of high school students nationwide
15% in New Mexico

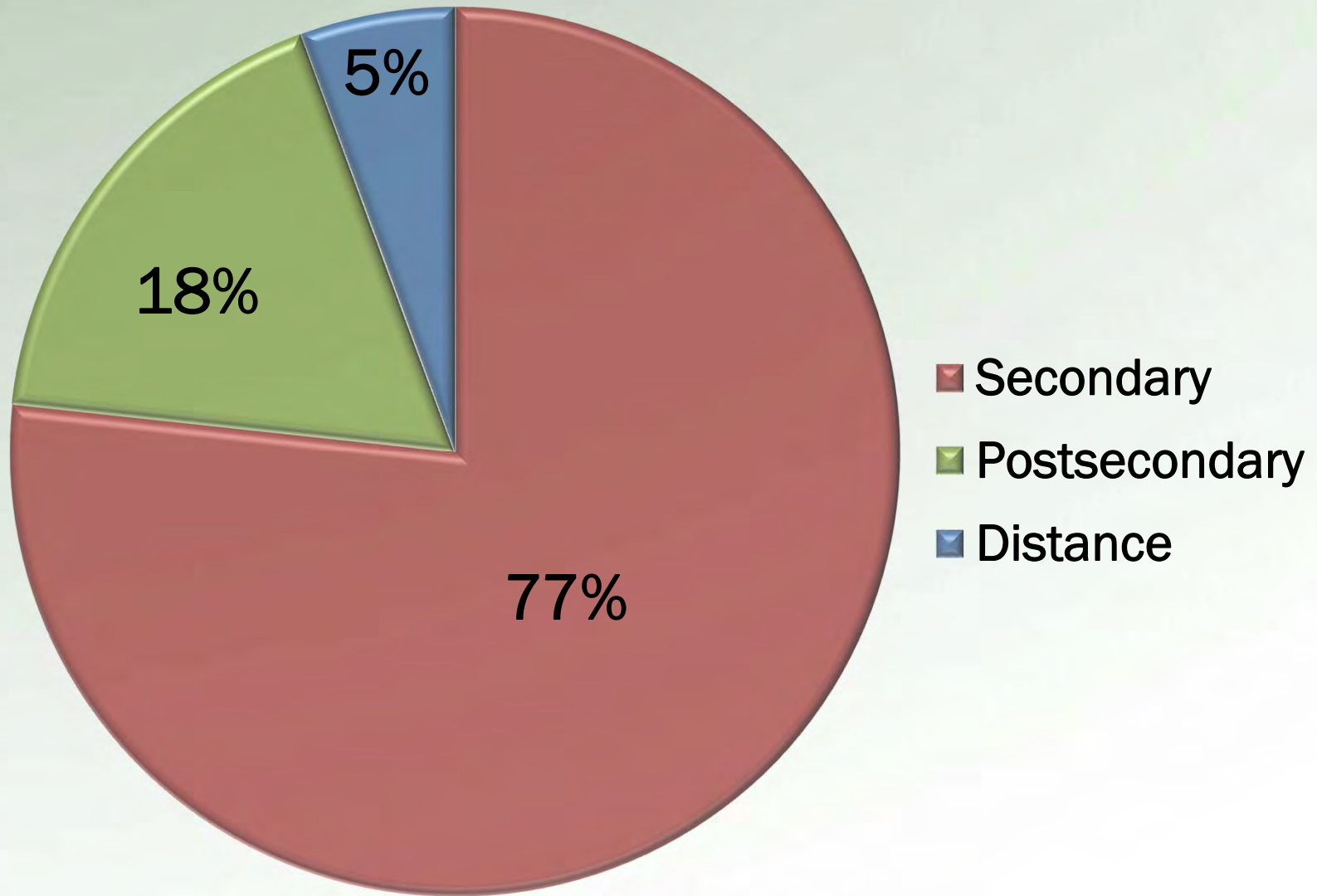
High School Accountability Systems Incorporating Dual and Concurrent Enrollment



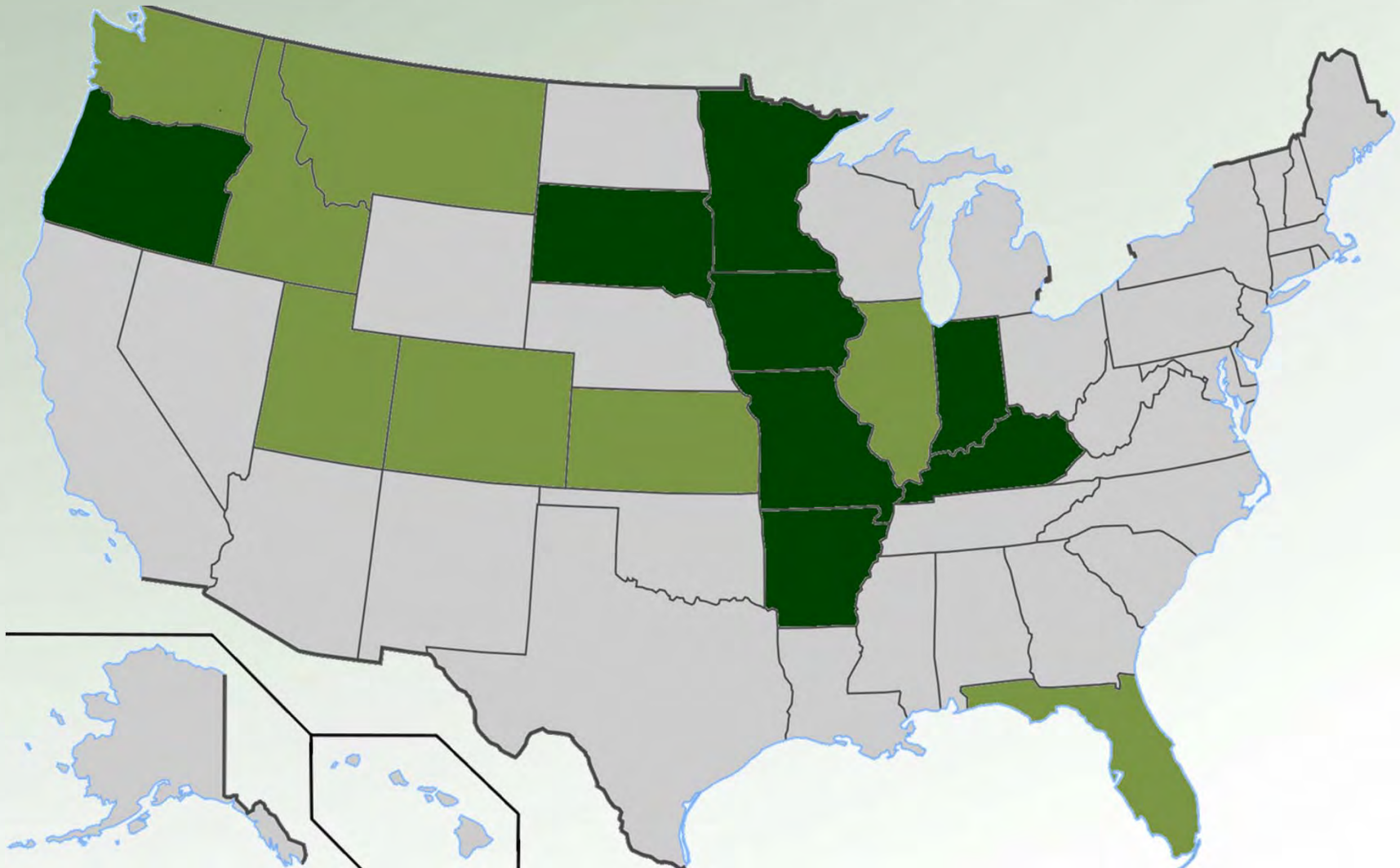
- ~ Annual measurable objectives in approved ESEA flexibility plan includes dual/concurrent enrollment
- ~ No measurable objective, but state differentiated recognition will continue to include dual/concurrent enrollment in calculations

Location of dual enrollment

By numbers of students participating

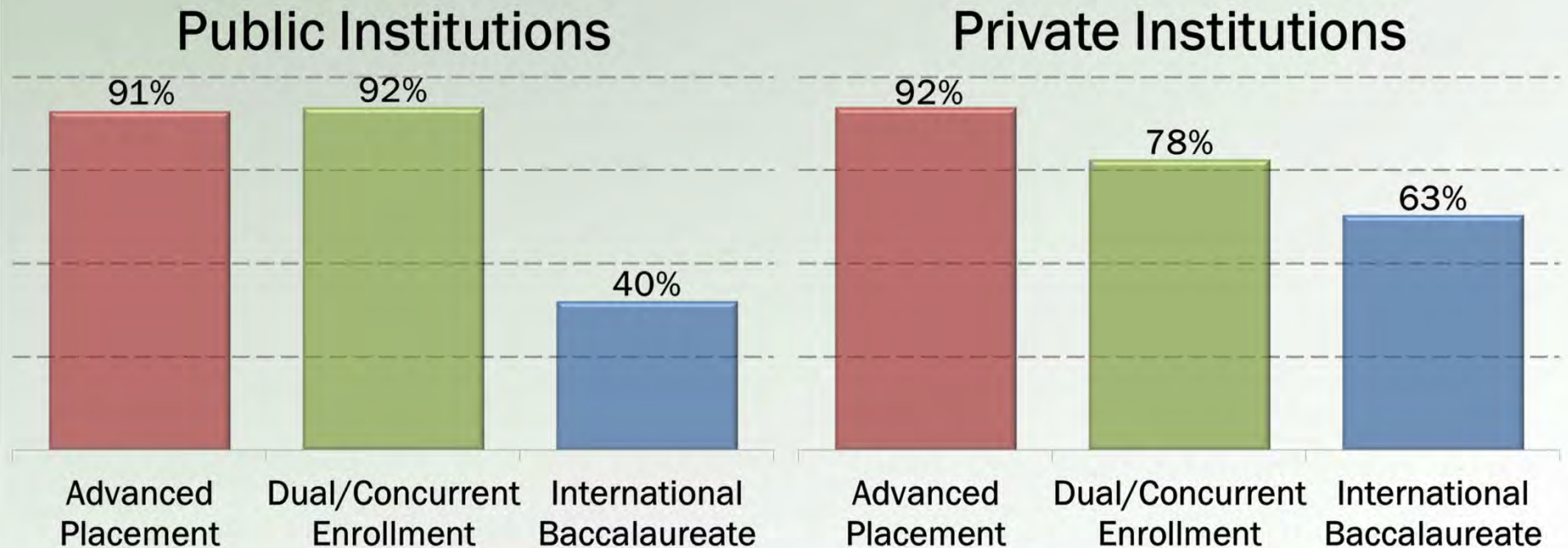


Quality Standards: NACEP in State Policy



- ~ State standards modeled on NACEP standards
- ~ State policy requires or encourages NACEP accreditation

Credit is Widely Accepted



Source: Western Interstate Commission for Higher Education, *Accelerated Learning Options: Moving the Needle on Access and Success*, June 2006.

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

THE CHRONICLE OF HIGHER EDUCATION



THE CONVERSATION
Online opinion on ideas and higher education.

The Dark Side of Dual Enrollment



Council of Writing Program Administrators

WPA-L Listserv topic: "Credit Laundering"

Higher Education Accreditation

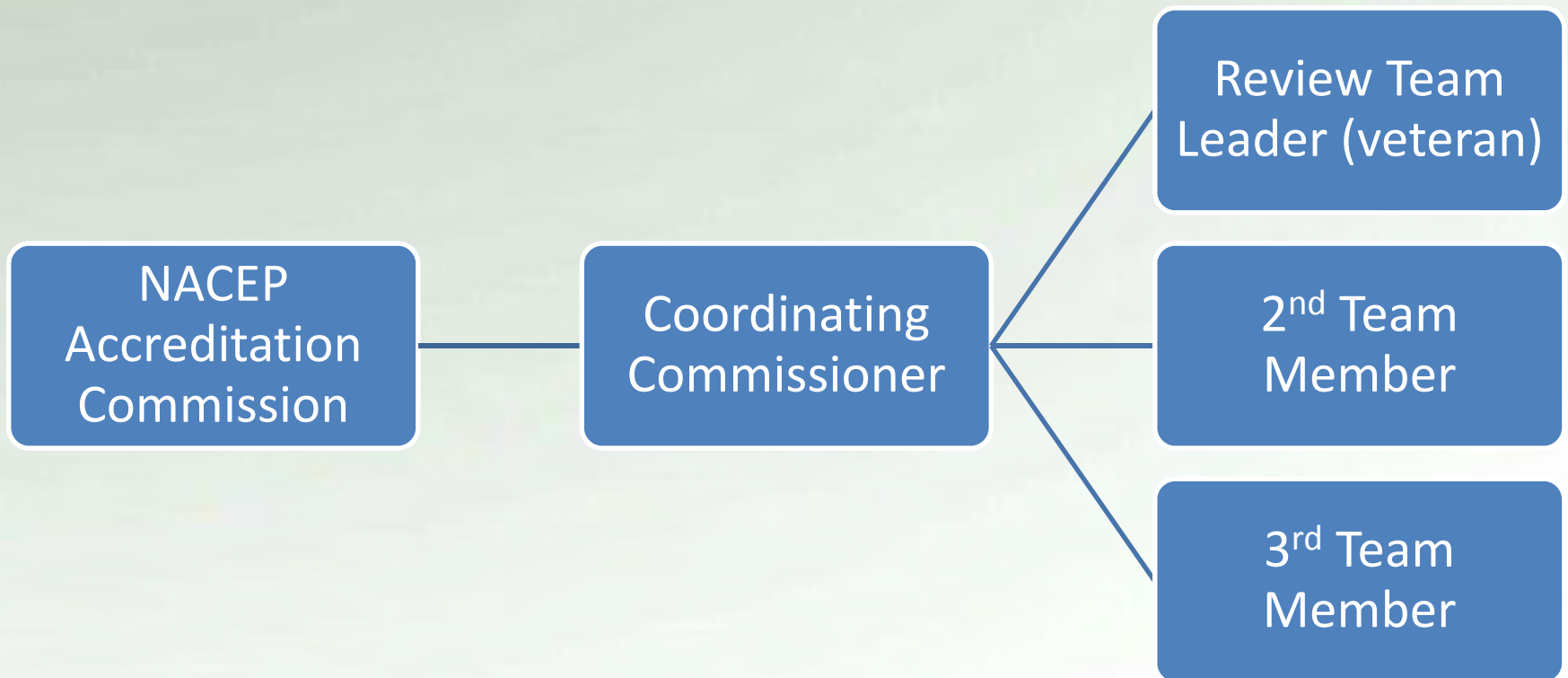
Four types of higher education accrediting organizations:

- Regional accreditors
- National faith-related accreditors
- National career-related accreditors
- Programmatic accreditors



Peer Review Process

Commission Structure



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 transcribing** 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

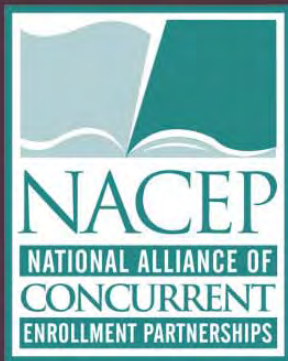
How NACEP Accreditation Strengthens a Concurrent Enrollment Program

- Gives students assurance they are taking authentic college courses
- Aids students in credit recognition
- Enhances reputation of college and high school partners
- Leverage to gain commitments from college faculty and staff
- Cooperation of school district partners who value accreditation when communicating with parents
- Schools consult with college when making new hires
- Prepares institutions for reviews by regional institutional accreditors

For many people this is the vision of high school and college -- oil and vinegar – and never the twain shall meet. If we are to achieve our goals for student transition and college completion, it is imperative for us to eliminate the artificial breaks in the continuum of knowledge acquisition.



Reaching New
HEIGHTS



www.nacep.org

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OCT. 26-27, 2015
PRE-CONFERENCE WORKSHOPS
OCT. 25, 2015
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