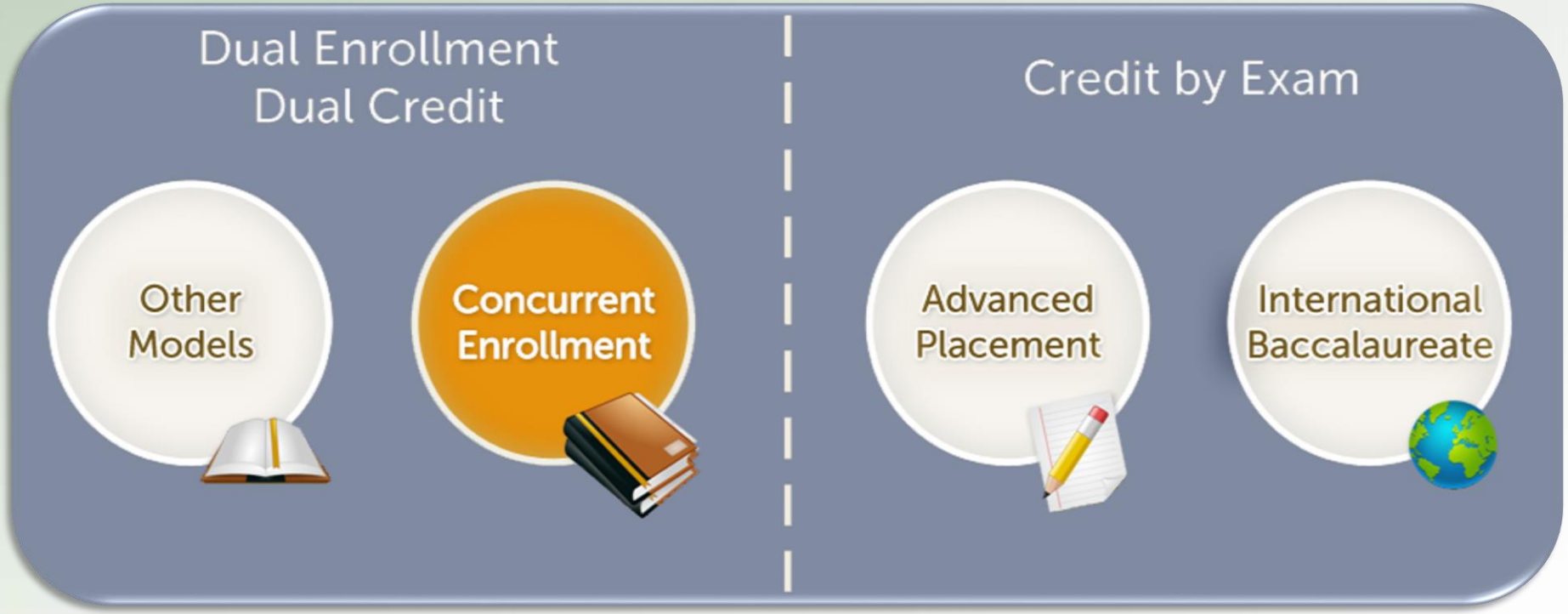
NACEP Accreditation Institute

Emerging Trends in Dual Credit / Concurrent Enrollment: External Influences and the Importance of Standards

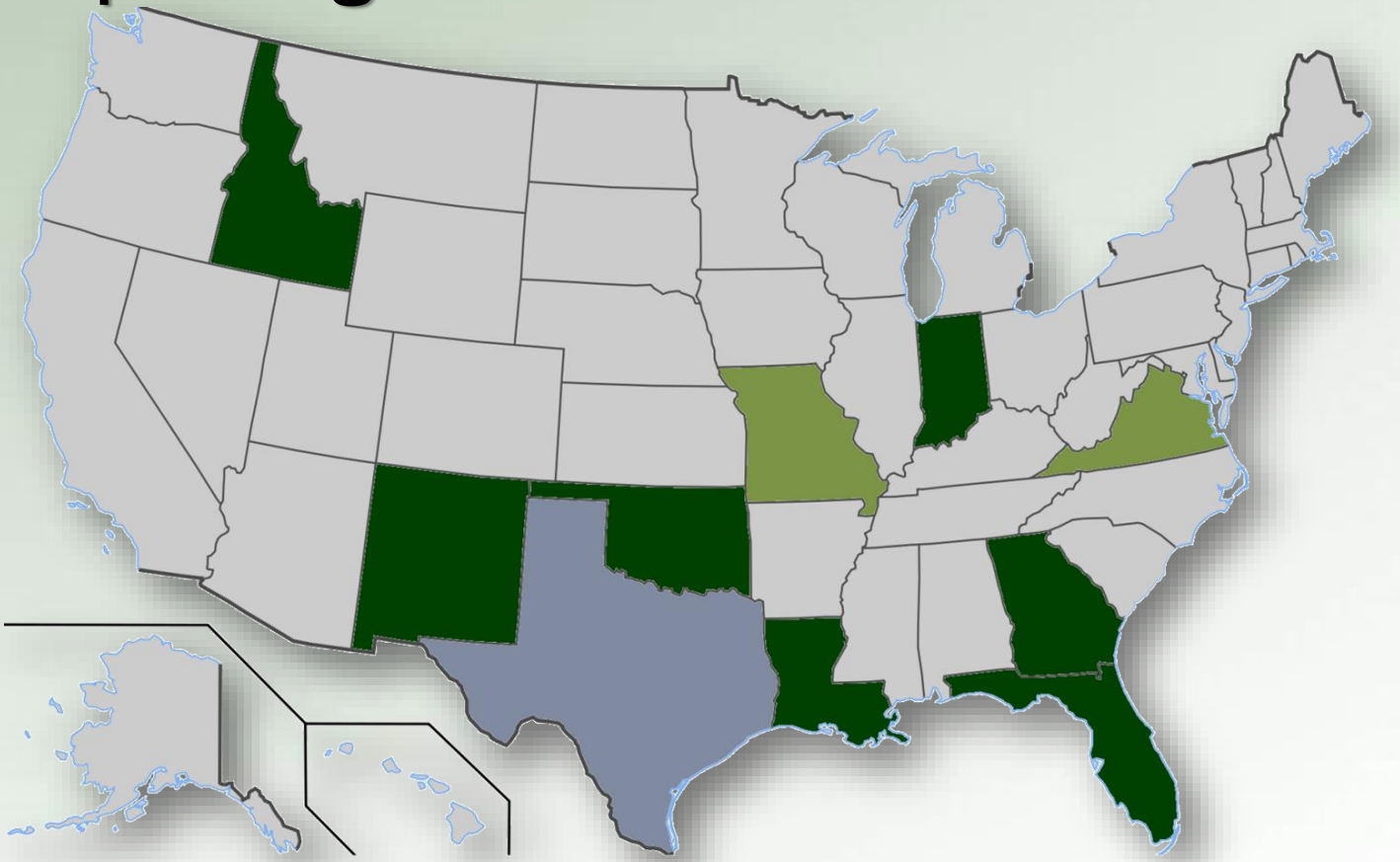
Who Said This?

"I am a huge fan of dual enrollment."

Accelerated Learning Options
for High School Students



High School Accountability Systems
Incorporating Dual and Concurrent Enrollment

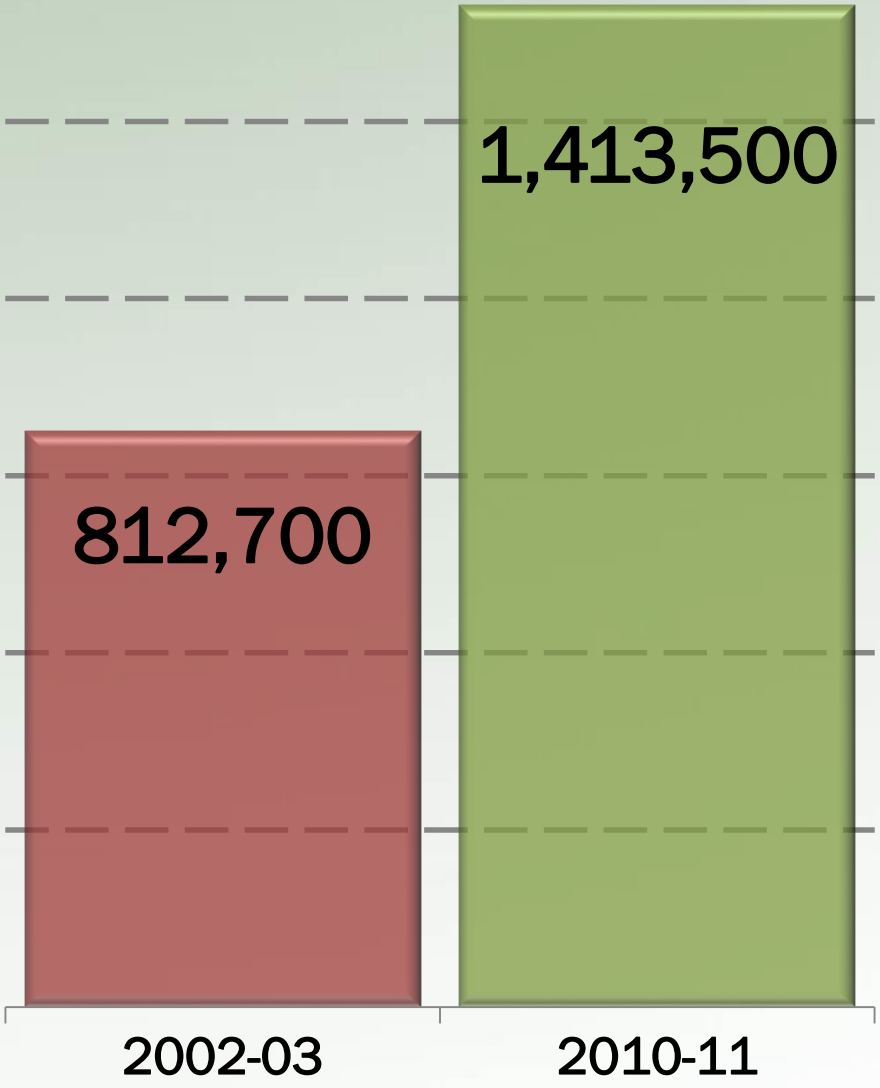


- ~ Annual measurable objectives in approved ESEA flexibility plan includes dual/concurrent enrollment
- ~ No measurable objective, but state differentiated recognition will continue to include dual/concurrent enrollment in calculations
- ~ Includes dual credit, but has not received a waiver

Additional Policy Innovations

- Integration and Transformation of **Career and Technical Education**
- Engaging Postsecondary Institutions in the Implementation of **Common Core State Standards**
- Early Accelerated Interventions to Reduce College **Remediation Rates**
- Establishing Clear Pathways to **College Completion**
- Harnessing Postsecondary Resources for **Transforming Low-Performing High Schools**
- Filling Critical **STEM** Professional Development and Curriculum Improvement Needs

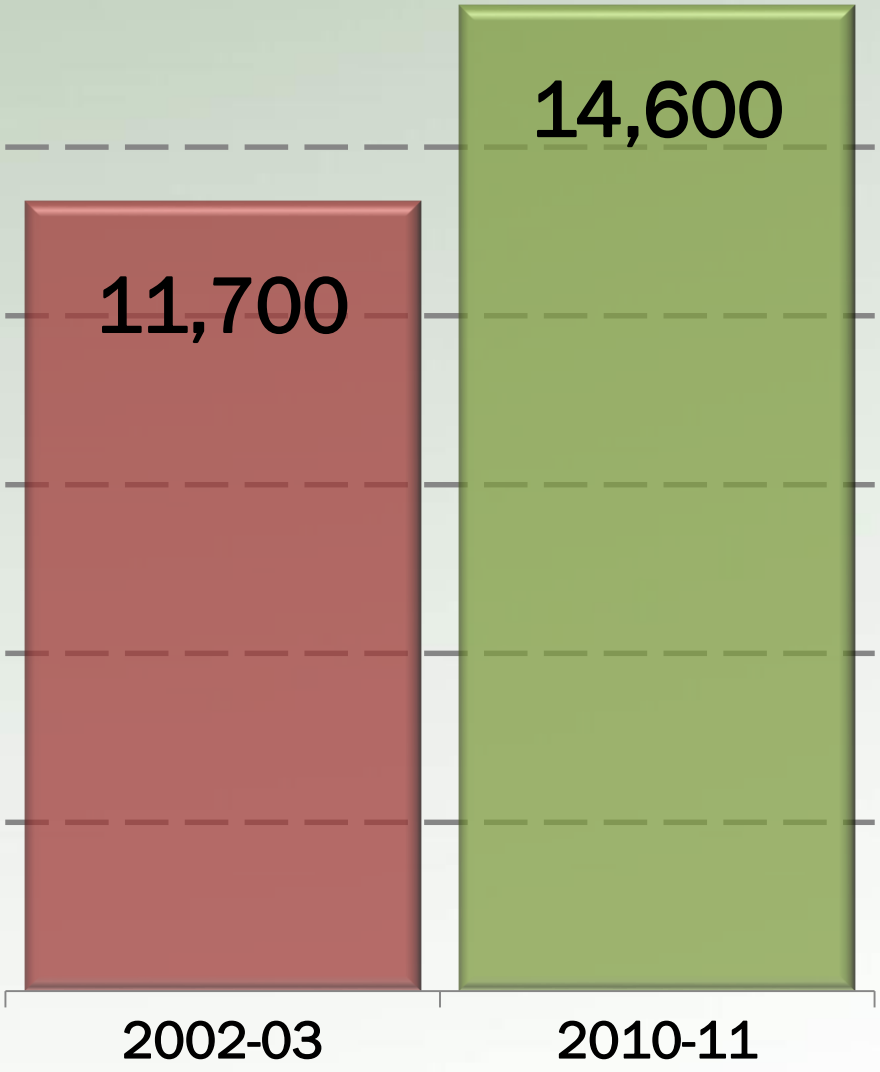
Students taking dual enrollment courses



7.2% annual growth

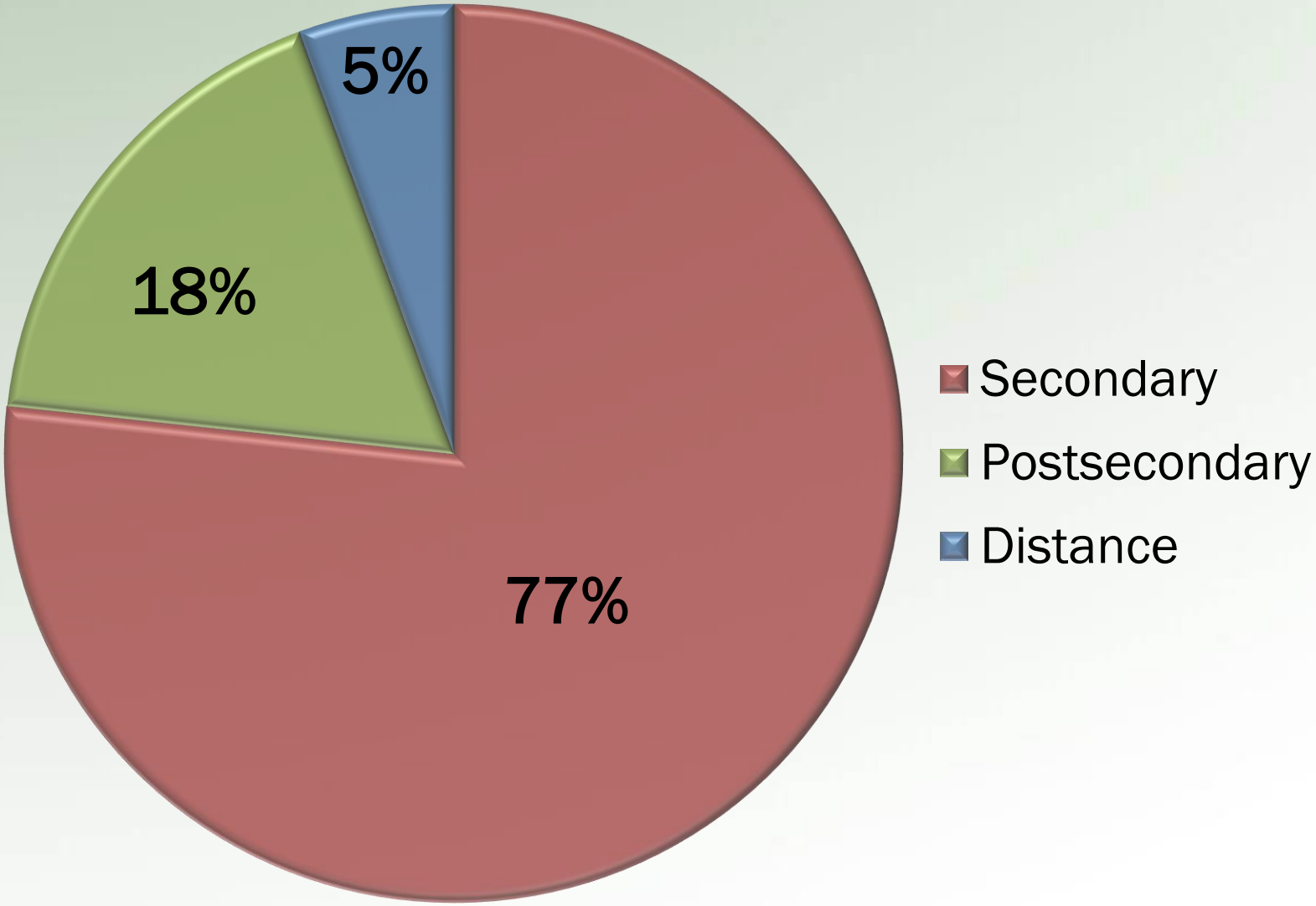
10% of high school students nationwide

High schools offering dual enrollment



82% of high schools nationwide

Location of courses by enrollment



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

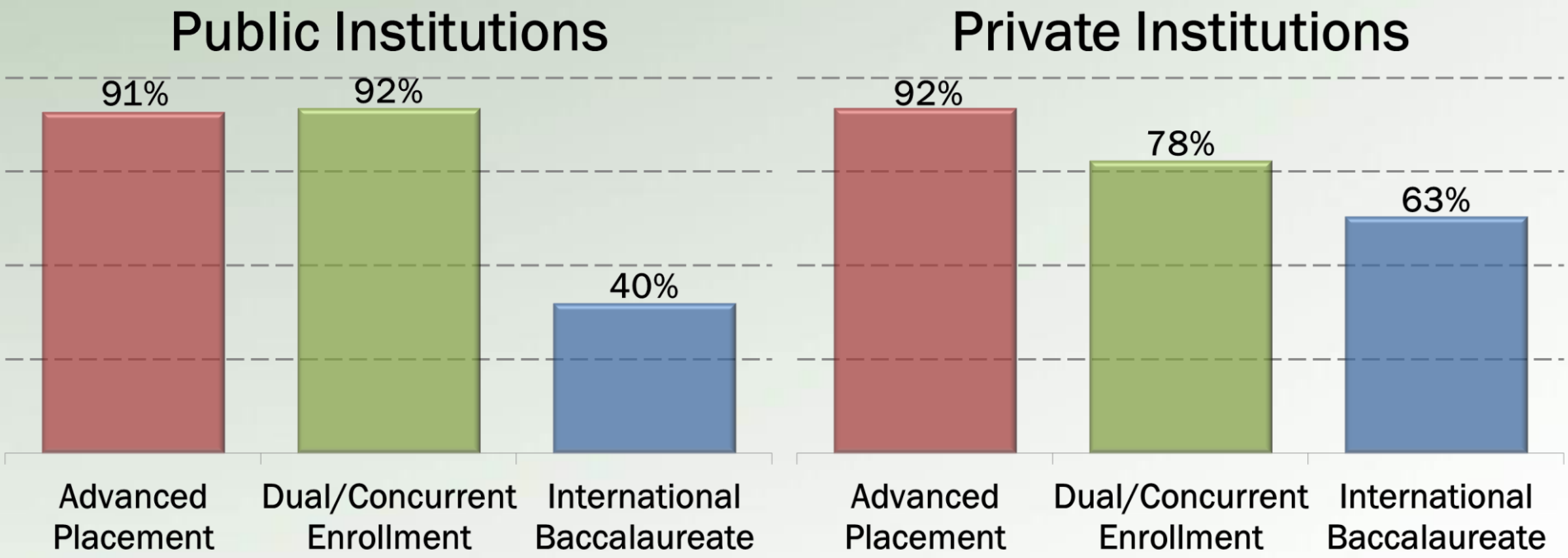
EDUCATION WEEK

Report Shows Dual Enrollment Best When on College Campus

Council of Writing Program Administrators

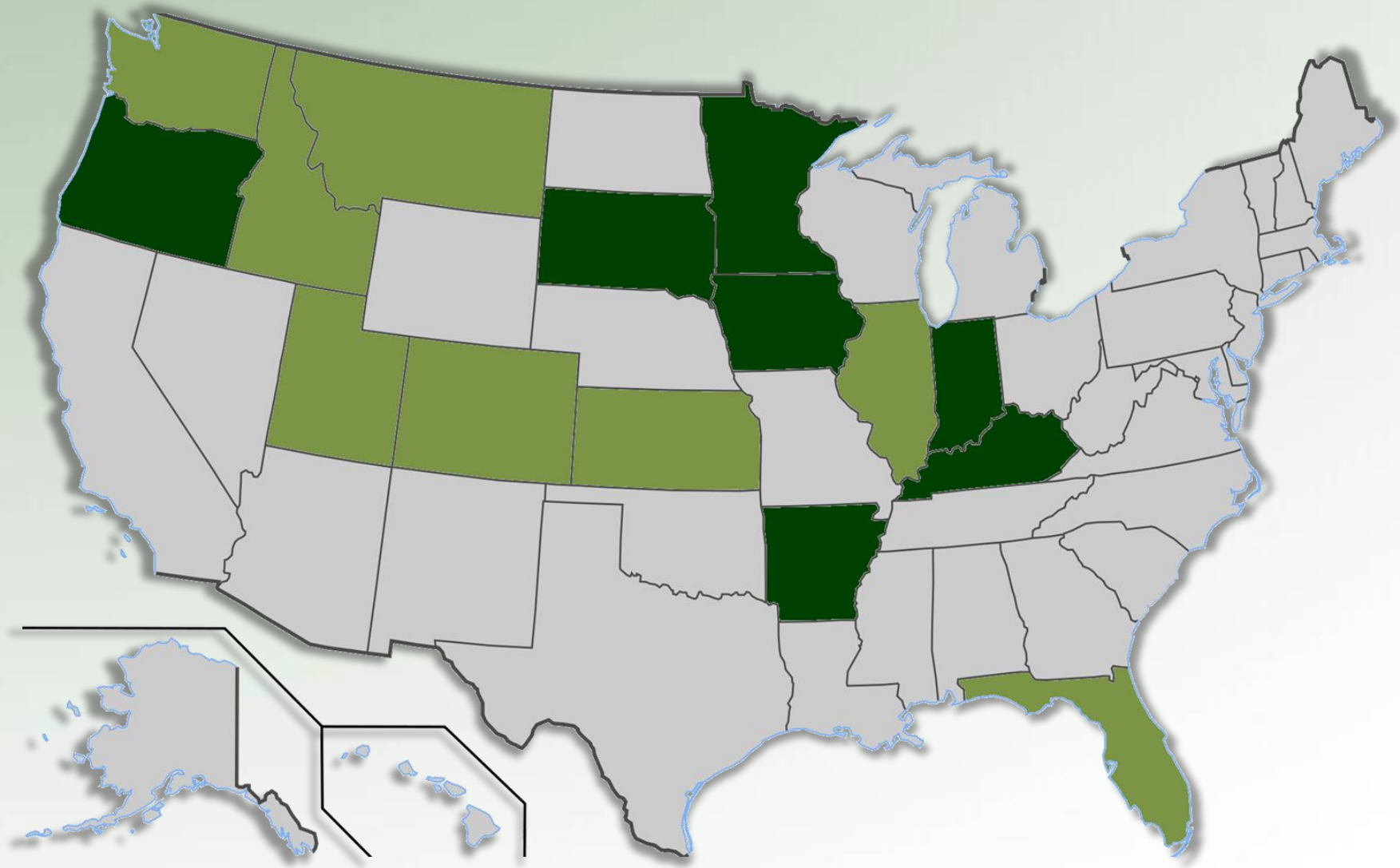
WPA-L Listserv topic March 2012: “Credit Laundering”

Credit is Widely Accepted



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

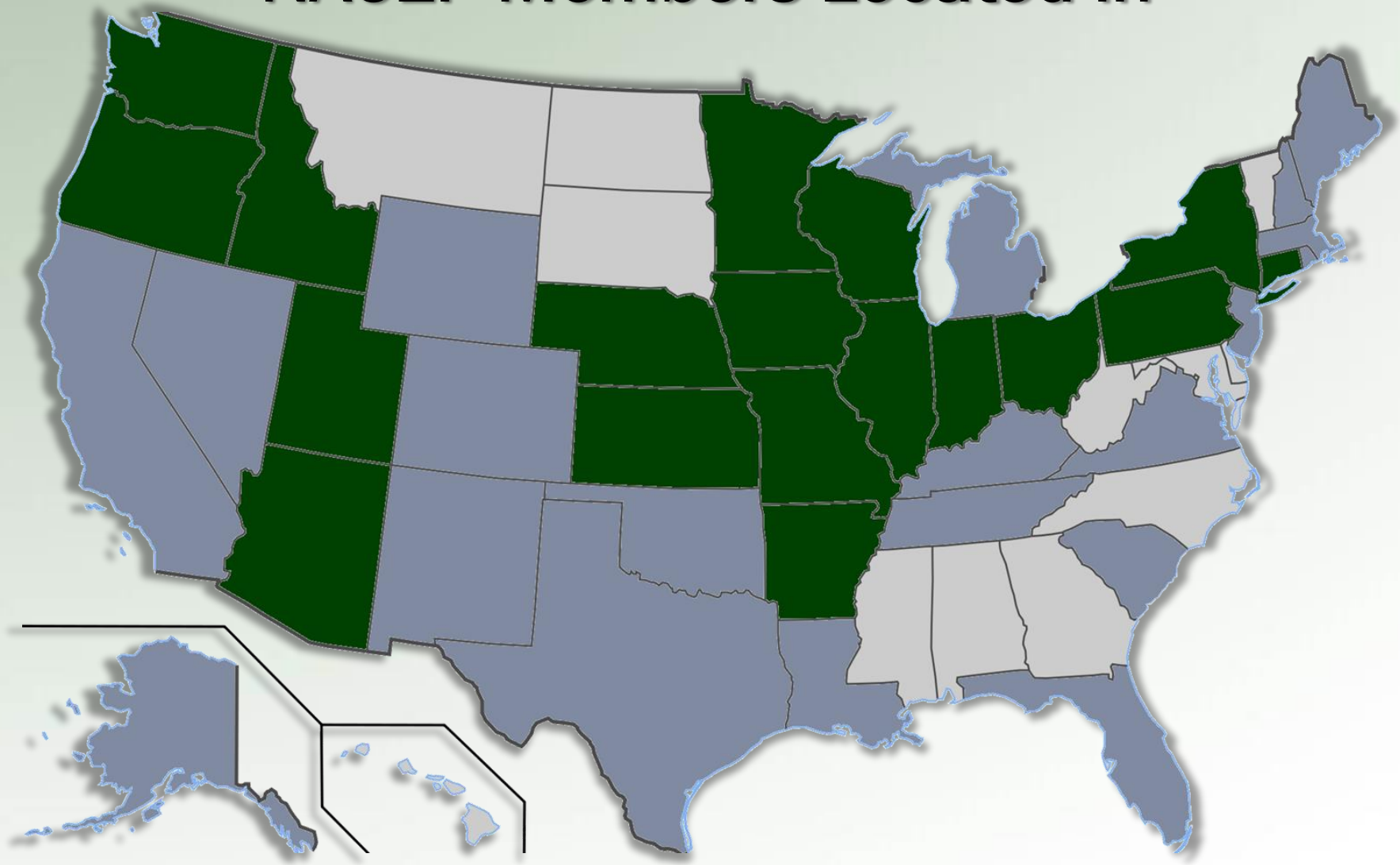
Quality Standards: NACEP in State Policy



~ State standards modeled on NACEP standards

~ State requires or incentivizes NACEP accreditation

NACEP Members Located in



~ States with NACEP-accredited programs

~ States with NACEP members

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