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The National Alliance of Concurrent Enrollment Partnerships sent a survey out to its members and the public to collect data on how dual and concurrent enrollment programs are navigating the pandemic. We collected responses from 46 different institutions all over the country. Below are the survey questions and a sample of responses:

**1. How has your institution been impacted by COVID-19? Are you suspending classes? Moving to online? What about your high school partners?**

Overall, each of the institutions were either in the process of moving online or had moved online. Below are some additional comments:

- There are a few that have a required hands on component that are doing what they can online but then having necessary labs on campus with reduced number of students per time slot so they can practice social distancing. Our Spring start concurrent enrollment courses have had to be cancelled as they were all hands on. Our secondary partners were closed for a few weeks to prepare for distance learning. (Anonymous)
- Keeping the college open for labs and other essential activities (Anonymous)
- Labs are being done in small groups. Clinicals have been suspended because no facilities in our town will accept students right now. As for high schools, they are all closed until April 12 at the earliest. We have asked our high schools to continue offering the concurrent enrollment online. Some of our high schools said point blank they are not making their students take their students continue with their concurrent enrollment because our state said high schools are to not base grades on any new content introduced during the shutdown. We are working with them to try to figure out a plan to ensure that their students have devices and internet connectivity. (Anonymous)
- Our college continued synchronous instruction as of March 23. While our local high school districts have suspended return to school until April 24, they are requiring their students to continue all dual credit courses. All dual credit courses have been moved to remote instruction and dual credit students are required to continue their college courses per the college protocols. Our city Superintendents have been meeting almost daily to agree on city wide efforts. Our college has a representative (Associate Vice Chancellor for High School Programs) at all of those meeting to help address dual credit concerns. All faculty were required to attend a 2-hour Boot Camp on using Canvas and Zoom to deliver instruction. All courses have been moved to synchronous remote instruction, meaning if the class will continue to meet via Zoom at the same days/times

as their face-to-face course. The Instructional Innovation Center on campus is providing instructional design coaching and office hours for faculty to Zoom in and receive 1-on-1 assistance. Any off-site instructor who wanted to use a LMS other than Canvas (ex: Google classroom) was required to get approval from their Dept. Chair. All dual credit students are continuing instruction. (Palo Alto College, Texas)

- Our college moved online. Our private school partners have also moved to mandatory online learning. Our public schools are still deciding. All public schools are closed in VA for the balance of the year. None are allowing grading and most are not doing new content. The DE courses remain uncertain. (Northern Virginia Community College, Virginia)
- Our institution has moved as many courses as possible to remote learning. Those courses that are absolutely not conducive to an online format (e.g., Ceramics, Swimming) have been postponed. Our support services have followed suit. We partner with our public school system, and they are moving to a remote learning environment as well. They are currently in the process of providing students in need who qualify with laptops and Internet access. (Prince George's Community College, Maryland)
- We are moving to online courses, and that includes concurrent enrollment courses. They have the option of using our course management system or their own and are working closely with their liaisons - many of whom have already taught the same courses in an online format. We have provided alternatives to observation/lab work. We are giving all students, including CE, the option to request a pass/no credit grade after they see their letter grades, but are cautioning regarding the lower possibility of transfer acceptance with a P/NC grade. We also have extended deadlines for withdrawing from courses. The system office has approved a GPA placement for courses since students Accuplacer testing is difficult and in some cases impossible. (Minneapolis Community and Technical College, Minnesota)

## **2. What role has campus and/or school district leadership played in managing your response(s)?**

Constant, clear communication and collaborative efforts were common themes across responses. There were a handful of responses where programs were having to take the initiative as their campus/school district leadership had their hands full.

- WVC has done a great job of communicating to students and WVC staff with plenty of notice on how WVC was going to move forward for Spring quarter and explaining why the decision was made in that manner. WVC made it very clear to students and WVC

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staff that safety was their priority. Leadership worked hard to provide resources, training, and support for faculty and also provide resources and support for students. This helped to provide concrete information to our students and high schools partners. (Wenatchee Valley College, Washington)

- College leadership is working very closely with school district leaders in the development of plans for each school district. (Anonymous)
- The campus has had the greatest role, as the CE program takes direction for on-campus to apply it to CE. The system office also has provided direction for management of CE courses during this time. The school districts have been very cooperative, and we have, as always, followed their adjusted academic schedules. (Minneapolis Community and Technical College, Minnesota)
- The campus administration and faculty have been very upfront with helping our high schools navigate this new normal. Everyone has been working collaboratively sharing resources. This has been very helpful. (Anonymous)
- We will follow what each district has set as a policy. I have met with several superintendents individually and in groups to discuss the best possible situation for their students. (Anonymous)
- Our Office of Distance Learning is providing training to all faculty, including our high school instructors, in a variety of platforms. Our office emailed the campus's resources and NACEP resources to our instructors. We have advised them to contact their respective department chair with any questions or concern about course delivery. (Anonymous)
- Supportive. I am in contact with my supervisor and VPAA about what I want to do as far as communication and they have supported and let me take the lead. I share all information from them that I receive through NACEP and NYS colleagues to help them as well. I am also in contact with one of our high school Superintendents and have voiced my view with him and he helps with the communication to other superintendents. I am very fortunate to have a great relationship with our high schools administration which makes this "easy" so to speak. So far I think we are in a good place and I have already put a bug in my high schools teachers and Administration as far as expectations to continue and complete the college courses even if school does not return this year. Also having daily contact with my NYS colleagues has been invaluable and I think it helps us be on the same page and that is helpful when a high school uses a few different CEP from Community Colleges. And my academic depts have been fabulous too! I share communications to them before I sent to our partners, because I want to be sure we are all on the same page and agree. I am currently working on topics for my 3rd

communication to partners which will cover our grading policy, incomplete grade contract process and where do go from here. (SUNY Broome Community College, New York)

- Our partner schools were positioning for online continuity of instruction even before our University. Both the Provost's Office and our partner school administrators were useful in creating the best scenarios possible for our student populations. Access to credits already in progress was the governing idea. (University of Wisconsin Oshkosh, Wisconsin)

### **3. If students do not have access to wifi or computers at home, how is this impacting your program?**

Answers varied here from programs not being aware or having any current concerns to creative solutions to enable students to complete the course to finally withdrawing and refunding a student for a course.

- At this point it has not. Local internet providers are providing free service until June 15th in our state. The high schools are providing technology to the families that do not have the access. (Bismarck State College, North Dakota)
- Our campus will have a computer open for students for a limited number of hours per day with a limited number of students at a time. We have not had an issue without concurrent enrollment students not having computers/wifi at home. (Anonymous)
- We do have one school where this access is problematic and not equitable. They are using photo copies, and a U.S. Postal Service mailing system. (Anonymous)
- The school districts are provided access to the internet through a variety of means. Some are providing hot spots directly to homes, some are partnering with internet providers to offer free WiFi, some have hot spots located in public places throughout the service area for students to work from their vehicles. (Highland Community College, Kansas)
- This will have a tremendous impact. We are planning to allow those students to file an Incomplete and finish during the summer. However, there are holes in this plan. It is not completely fleshed out yet. (Anonymous)
- We are allowing late withdrawals for CE students, up until May 15 (with the final grades being due June 1st We made this decision after our campus extended the withdrawal deadline through the final day of classes for university students. We have asked our CE partners to work with teachers to identify students who have "disappeared" from courses, presumably due to lack of resources, and confirm with them whether they

would like to withdraw from the class. Most of our partner districts have Chromebooks issued to every student, so the access to WiFi and/or dramatically changed schedules is the bigger concern. (Anonymous)

- We conducted a capacity survey to determine the technology needs. I also made 1-on-1 phone calls to all principals to determine their action toward supporting students tech needs (devices and wifi). 95% of our school had a plan to issue tech/support to students. Our college also sent our emails to all students informing them that they could come to the college to check out equipment. We also sent out a heat map of local wifi hotspots and set up a hot spot in our parking lots. We have agreed to offer a "WX" (withdrawal with exception) meaning that if a student is not able to continue in the course due to tech challenges, they can request a WX and retake the course. The "W" will not show up on their transcript. (Palo Alto College, Texas)

#### **4. What are the bright spots? What seems to be working for you?**

The bright spots for many were the partnerships, collaboration and flexibility happening to ensure the best for students.

- WVC services a very large area of many small rural communities. It has been amazing to see and experience how everyone within their own community has come out to help their young learners. The collaboration that high school and college administrators continue to do is heartfelt. The crisis has brought everyone virtually close to work together through this difficult time. Everyone has put countless hours to ensure learning is still occurring. (Wenatchee Valley College, Washington)
- We are having lots of conversations with partner schools and teachers who are willing to try just about anything to help the students complete the class and complete their learning for college credit. The willingness of teachers and students to jump in and figure out how to make this work is amazing! (Anonymous)
- This has been an amazing relationship building opportunity between us and our district high schools. Now more than ever, we are required to work together to solve issues that affect us both to determine the best solutions for students. (John A. Logan, Illinois)
- Communication is key. We sent out a survey to our concurrent instructors and have a good idea of how they are continuing instruction and what obstacles they are facing. By keeping in communication and connecting them to our faculty on campus, they have been very appreciative of this contact. (Anonymous)
- We are coming up with lots of cool ways for students to work with our enrollment advisors online—scheduling appointments online; submitting requests through online

forms; and having video advising appointments. This work is making our staff more accessible to students and forcing us to come up with these strategies. They are good practices for us to continue even when things go back to "normal." (Prince George's Community College, Maryland)

- The bright spot in all of this has been the response by our dean and campus personnel in reaching out to our high school partners. They have been apprised of all decisions and have participated in Zoom meetings with our dean and liaisons. These sessions fostered a true conversation about the issues being faced in the transition from face to face courses to an online format. Our dean immediately moved to contact textbook providers to make available online resources for all students at no cost. In addition, our campus Center for Scholarship in Teaching and Learning has been tapped as a source for professional development and problem solving for our high school partners. Zoom accounts have been made available to all of our high school adjuncts and technical assistance is being provided. (Southeast Missouri State University, Missouri)

##### **5. Where are you really scratching your head about how to proceed, what has you struggling to adapt?**

For this question, responses were all over the board ranging from feeling okay right now to how are we going to support students, faculty, our program overall if this continues.

- For me it is navigating with the schools need to not grade and our need to ensure students are meeting the course competencies. (Northern Virginia Community College, Virginia)
- Student equity and access. Not all students learn effectively online and they did not sign up for a CE online class. (Anonymous)
- Really the struggle is on how to do CTE labs. How do Certified Nurse's Assistant get their clinical hours. Or how do welding students get welding experience at home? How do art classes handle ceramics with remote learners? How do we get access to virtual learning to students without Wi-Fi or devices that can access Wi-Fi? How to get textbooks to students that use shared textbooks in the high school classroom? How does the high school meet college curriculum if they are being asked not to teach new material? How do we ensure college rigor for students to be successful in the future. (Anonymous)
- How quickly things change from one minute to the next. How this is going to affect the next year since testing has become more complicated and ACT scores may not reach us in time for Fall Semester. The distraction of working at home with kids, pets, spouses, etc. and not being able to get away. (Salt Lake Community College, Utah)

- Not being able to reach district officials to work together towards a unified presence concerning dual enrollment. We struggle with this throughout the normal school year as well, but at this time there's just so much for them to manage. Dual enrollment comes last on the priority list. Counselors are not in schools to be reached, so we rely on them checking their e-mails. Many are not. Also, we are without a Director in our own department, so we were already behind the curve when this hit. Also, the plan to issue Incompletes - we have many questions unanswered about how students will pick up with the courses in the summer. Will they be required to come to campus? Will we ask their high school instructor to use their summer break to instruct the remainder of the class? What is the timeline and time limits on completing an Incomplete in this situation? Et cetera. (Anonymous)
- As part of my DE responsibilities, I administer a College Readiness grant, and that program is in disarray. I am kind of lost on how to proceed. We all are awaiting guidance from the state on what is going to be relaxed and what isn't. The uncertainty is unnerving. (Anonymous)
- What is the impact if this becomes long-term? (i.e. educational outcomes, etc.) (Purdue University Northwest, Indiana)
- S/U and pass/fail conversations have been difficult, so have conversations about extending withdrawal deadlines. (Anonymous)