



Review of Dual Enrollment Programs by NEASC-CIHE

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Why does NEASC-CIHE care about dual enrollment programs?

NEASC's Commission on Institutions of Higher Education (CIHE) accredits the whole institution, including all locations and delivery formats, including contractual arrangements.

Growth in dual enrollment programs prompted the Commission to adopt a policy to clarify its expectations.

Response to the draft policy was gratifying: 34 participants in 2 call-in sessions and 17 written comments.

CIHE Policy on Dual Enrollment

- Acknowledges the benefits as well as the pitfalls



- Encourages use of NACEP standards
- Describes regular review of dual enrollment
- Identifies when a dual enrollment program is a substantive change and provides guidance on how to prepare the substantive change report

Regular review of Dual Enrollment Programs

- Dual enrollment programs are discussed in the institution's decennial self-study and fifth-year interim report.
- 1st time – write a separate section on dual enrollment and attach a copy of the agreement(s) with high schools. Subsequently, information on dual enrollment can be incorporated into the chapters of the report.
- Purpose: provide an overview of the program and demonstrate how the institution's program is consistent with the Policy and the Standards.

Is it a substantive change?

Dual enrollment program involves only courses that are part of the College's established curriculum and are taught by faculty who are employed or who are selected, supervised, and evaluated by the higher education institution, whether on the main campus, at the high school, or online

No!

Is it a substantive change?

Students can earn 50% or more of the credits toward a certificate or degree program through dual enrollment courses offered at the high school

Yes!

When in doubt, call and ask!



Why is it a substantive change?

Per federal regulation and Commission policy, when 50% or more of the credits toward a certificate or degree program can be earned at an instructional location away from the main campus, the location must be reviewed by the Commission as a substantive change.

The Policy on Off-Campus Programming provides guidance on preparing this type of substantive change proposal.

Is it a substantive change?

Dual enrollment program involves courses that are taught by high school faculty who are not **selected, supervised, and evaluated** by the College

Yes!

When in doubt, call and ask!



Why is it a substantive change?

The Policy on Substantive Change includes the following:

“engaging another organization (as by contract) to provide direct instructional services”

Since a faculty member that the College did not select, supervise, or evaluate will be offering an experience for which the College's credit will be awarded, the program needs to be reviewed by the Commission on Institutions of Higher Education as a substantive change.

Select, supervise, evaluate

Select: The higher-ed institution (HEI) decides who teaches each dual enrollment course and ensures that those selected meet the institution's requirements concerning degrees and experience.

Supervise: The HEI has established mechanisms through which the dual enrollment teacher's performance is reviewed. Generally, these will involve on-site visits by HEI personnel.

Evaluate: The HEI decides if the teacher's performance is satisfactory, using established criteria, and if the teacher can teach the course again.

From the Standard on *The Academic Program*

The institution demonstrates its clear and ongoing authority and administrative oversight for all academic elements of all courses for which it awards institutional credit or credentials. ...

The institution retains, even with contractual or other arrangements, responsibility for the design, content, and delivery of courses for which academic credit or degrees are awarded. (4.32)

“Academic elements”

- course content and the delivery of the instructional program
- selection, approval, professional development, and evaluation of faculty
- admission, registration, and retention of students
- evaluation of prior learning
- evaluation of student progress, including the awarding and recording of credit



Preparing a substantive change proposal

- Refer to the Policy on Contractual Arrangements Involving Courses and Programs
- “Walk through” each of the Standards for Accreditation
- Include a copy of the contract/MOU with each high school as an Appendix



Mission and Purposes

Provide evidence that dual enrollment programming is compatible with the institution's mission and purposes.

The mission of the institution defines its distinctive character, addresses the needs of society, and identifies the students the institution seeks to serve and reflects both the institution's traditions and its vision for the future. (1.1)



Planning and Evaluation

Describe the institution's planning for the dual enrollment program(s), including the involvement of the administration, faculty, governing board, and others such as external advisory boards. Describe how dual enrollment program(s) will be evaluated.

The institution determines the effectiveness of its planning and evaluation activities on an ongoing basis. Results of these activities are used to further enhance the institution's implementation of its purposes and objectives. (2.8)

Organization and Governance

Describe how the dual enrollment programming will be situated in the institution's organization, including the role of the Chief Academic Officer and the faculty, and how the institution will assure the rigor of the programs and the quality of the instruction.

The institution's chief academic officer is directly responsible to the chief executive officer, and in concert with the faculty and other academic administrators, is responsible for the quality of the academic program ... however and wherever offered. (3.10)

Faculty exercise an important role in assuring the academic integrity of the institution's educational programs. (3.12)

The Academic Program

Specify which courses will be offered through dual enrollment and how they are selected and approved by the institution. Indicate how the institution's academic governance will be involved in the selection and approval process.

Through its system of academic administration and faculty participation, the institution demonstrates an effective system of academic oversight. (4.2)



The Academic Program

Indicate how the institution will ensure that dual enrollment courses maintain the same academic standards as those offered on the main campus and that student achievement will be equivalent to that on the main campus.



Courses and programs offered for credit off campus ... maintain the same academic standards as courses and programs offered on campus. (4.40)

The Academic Program

Delineate the learning outcomes for the courses offered through dual enrollment and demonstrate that the outcomes are appropriate for a course for which collegiate-level credit will be awarded.

The evaluation of student learning or achievement and the award of credit are based upon clearly stated criteria that reflect learning objectives and are consistently and effectively applied. They are appropriate to the degree level at which they are applied. (4.40)

Expectations for student learning reflect both the mission and character of the institution and the general expectations of the larger academic community for the level of degree awarded and the field of study. (4.50)

The Academic Program

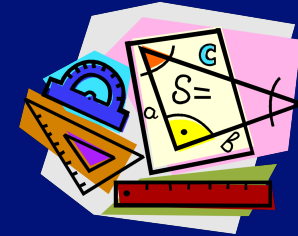
Indicate how faculty and students will be informed of the institution's academic integrity policies and how those policies will be applied in dual enrollment courses.

Faculty, with administrative support, ensure the academic integrity of the award of grades, where applicable, and credits for individual courses. The institution works to prevent cheating and plagiarism as well as to deal forthrightly with any instances in which they occur. (4.40)



The Academic Program

Describe how student learning will be assessed and how the institution will ensure student achievement is equivalent to that of students on the main campus.



The institution ensure that students have systematic, substantial, and sequential opportunities to learn important skills and understandings and actively engage in important problems of their discipline or profession and that they are provided with regular and constructive feedback designed to help them improve their achievement. (4.53)

Faculty

Identify who will teach the dual enrollment courses and what qualifications are required. Note any instances in which dual enrollment faculty do not meet the institution's usual criteria and explain how the institution has determined that the individuals are qualified to teach the course.

The preparation and qualifications of all faculty are appropriate to the field and level of their assignments. Qualifications are measured by advanced degrees held, evidence of scholarship, advanced study, creative activities, teaching abilities, and relevant professional experience, training, and credentials. (5.2)



Faculty

Describe how dual enrollment faculty will be supervised and evaluated.

Faculty are demonstrably effective in carrying out their assigned responsibilities. The institution employs effective procedures for the regular evaluation of faculty appointment, performance, and retention. (5.11)

Methods of instruction are appropriate to the students' capabilities and learning needs. (5.16)

The institution endeavors to enhance the quality of teaching and learning wherever and however courses and programs are offered. (5.18)

Faculty

Discuss the effect of the dual enrollment program on the current allocation of faculty time. If the institution's faculty will serve as "mentors" or "faculty of record" to high school faculty, describe these arrangements and how faculty will be compensated.



Faculty assignments and workloads are consistent with the institution's mission and purposes. They are equitably determined ... [and] reappraised periodically and adjusted as institutional conditions change. (5.2)

Students

Identify who is eligible to enroll in dual enrollment courses and how the institution will assure that those enrolled are prepared to undertake collegiate-level work.

The institution demonstrates its ability to admit students who can be successful in the institution's academic program, including specifically recruited populations. It ensures a systematic approach to providing accessible and effective programs and services designed to provide opportunities for students to be successful in achieving their academic goals. The institution provides students with information and guidance regarding opportunities and experiences that may help ensure their academic success. (6.5)

Students

Describe how students will be recruited; the institution should demonstrate that it maintains appropriate oversight over recruitment materials and enrollment decisions.

The institution demonstrates its clear and ongoing authority and administrative oversight for ... admission, registration, and retention of students. (4.32)



Students

Provide evidence of the institution's capacity to assure that dual enrollment students will have adequate access to student services.



The institution offers an array of student services appropriate to its mission and the needs and goals of its students ... In all cases, the institution provides academic support services appropriate to the student body. (6.11)

Library and Other Information Resources

Specify the level of proficiency with information resources expected of dual enrollment students.



The institution demonstrates that students use information resources and technology as an integral part of their education, attaining levels of proficiency appropriate to their degree and subject or professional field. (7.11)

Library and Other Information Resources

Indicate how the institution will ensure that dual enrollment students have access to collegiate-level resources and how they will receive appropriate training and support in the use of these resources.

Faculty, staff, and students are provided appropriate training and support to make effective use of library and information resources, and instructional and information technology.

(7.6)

The institution ensures appropriate access to library and information resources for all students regardless of program location or mode of delivery. (7.7)

Physical and Technological Resources

Specify where dual enrollment courses will be offered and how the instructional resources needed for the courses (e.g., labs, studios, specialized computer software) will be provided.

Classrooms and other facilities are appropriately equipped and adequate in capacity. Classrooms and other teaching spaces support teaching methods appropriate to the discipline. Students and faculty have access to appropriate physical, technological, and educational resources to support teaching and learning. (8.2)



Financial Resources

Specify all financial arrangements associated with the dual enrollment program. Discuss how the governing board has considered the financial aspects of the program.

The institution's multi-year financial planning is realistic and reflects the capacity of the institution to depend on identified sources of revenue and ensure the advancement of educational quality and services for students. The governing board reviews and approves the institution's financial plans based on multi-year analysis and financial forecasting. (9.3)



Financial Resources

Provide evidence of the institution's financial capacity to administer the dual enrollment program.

Opportunities for new sources of revenue are reviewed by the administration and board to ensure the integrity of the institution and the quality of the academic program are maintained and enhanced. The institution planning a substantive change demonstrates the financial capacity to ensure that the new initiative meets the standards of quality of the institution and the Commission's standards. (9.10)

Public Disclosure

Provide information about how the dual enrollment program will be described in official publications. Describe how the institution will ensure that prospective students understand the learning opportunities available through dual enrollment as well as the applicability of dual enrollment credits to certificates and degrees offered by the institution and the possible limitations on transfer of dual enrollment credits to other institutions.

The information published by the institution on its website is sufficient to allow students and prospective students to make informed decisions about their education. (10.1)



Integrity

Discuss how the institution's policies and procedures on integrity are applicable to dual enrollment students. Provide evidence that the institution has obtained any necessary state approval for its dual enrollment program.

The institution observes the spirit as well as the letter of applicable legal requirements ... it has the necessary operating authority for each jurisdiction in which it conducts activities.
(11.4)



Standards are being revised!

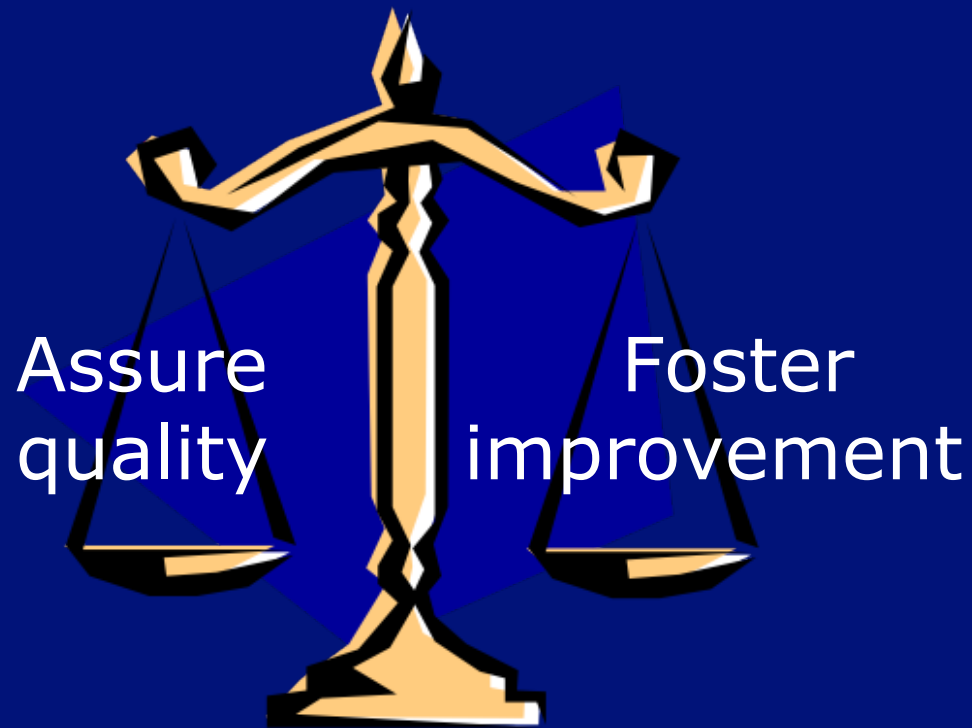
Two-year participatory process is underway.

First draft likely available by next fall.

New Standards likely to be adopted in January 2016, with implementation beginning in July 2016.

Stay tuned!

A final reminder



Dual purposes of accreditation

Questions, comments, insights ...

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Thank you!