



The National Alliance of Concurrent Enrollment Partnerships sent a second 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 11 different institutions all over the country. Below are the survey questions and a sample of responses:

1. Are there additional supports your institution is providing to partner high schools to assist with online delivery? Check all that apply.

63% are Opening access to an LMS or videoconferencing software

45% are aiding in Digital transition/online education best practices webinars

81% are providing Access to online tutoring or other online campus resources

54% are offering Online office hours to connect college and high school staff

36% were providing the additional supports below:

- Digital subscriptions, forums to share best practices
- Tablet and laptop loans for dual credit students
- Access to subject specific software such as myMathLab and Spanish assessments

2. How is your program handling concurrent and dual enrollment courses that have lab sections, are primarily hands-on (such as CTE courses), or have clinical/internship/or integrated Work-Based Learning?

Many responded that they are working and following the rules with the state and national third party accrediting agencies. Some additional responses are below:

- Labs have been moved to virtual or eliminated. We do not offer concurrent CTE courses. However, I do know many of our non-concurrent CTE courses are using virtual labs. (Highland Community College, Kansas)
- We are using simulation activities where possible and shifting clinicals to a later semester where simulation is not possible. (Anonymous)
- Soft planning summer intensives, or FALL intensives to address lab components. (Century College, Minnesota)

3. Is your institution looking at doing an extended or shortened term?

72% responded with No and the rest said Yes

4. If your state provides funds to the high school or college based on student enrollment, are you currently receiving any guidance on how students that withdraw due to Coronavirus will be handled for funding?

36% responded with No, 27% responded with Yes and the rest skipped the question

For those that responded yes, they were asked if institutions will be required to pay funds back. Below are a few of the responses:

- We receive our funds based on the number of students who complete State-determined "priority" courses. Students who drop are not included in these numbers. (Anonymous)
- Our funding for dual enrollment students is provided by the state so refunds do not go to the student. (Anonymous)
- No. We are to hold the student harmless. (Anonymous)

5. If your state or program uses standardized testing (ACT/SAT) scores or placement testing to determine eligibility for concurrent and dual enrollment, are you adjusting enrollment policies for the fall to account for the potential absence of test scores due to Coronavirus?

The vast majority are using a Multiple Measures approach to placement. Some additional responses are below:

- We do not use standardized testing or placement testing for eligibility. Student eligibility is based on cumulative GPA and meeting course specific prerequisites. (Anonymous)
- Yes. We are looking at historical grades for placement decisions for students who are unable to test. (Anonymous)

6. What approaches are working to ensure that students aren't slipping through the cracks in the shift to online to complete their courses and stay on track for graduation?

Strong Communication and Partnership efforts were the overall themes for this question. Some additional responses are below:

- Survey sent to each academic department liaison asking them to contact each instructor with very specific questions concerning course content, ability to complete the content, how, and do they need assistance with getting content to students. Have loaned a few computers to high school students without access.

We did have to cancel one small class that could not complete the curriculum. Course was not recorded on the student's college transcript. (Anonymous)

- This is a high school-university partnership and we leave the day-to-day oversight of student health and well-being to the high school. We provide tools and resources to the high schools and their students. We have been communicating with all populations regularly, created a COVID-19 section to our website. The regular outreach and surveys indicate that the high schools and students are making a good transition to remote learning. (University of Connecticut, Connecticut)
- Most schools have a weekly required virtual class or check-in. We are focusing on individual needs assessments and responding appropriately based upon each student and their needs. (Highland Community College, Kansas)
- For courses taught by college faculty, if the instructor indicates a student is not making progress in a course, the Dual Credit office is contacting students by phone or personal email addresses and asking the high schools to reach out to students as well. (John. A. Logan College, Illinois)