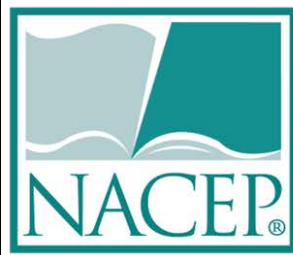# The State Role in Improving Program Quality
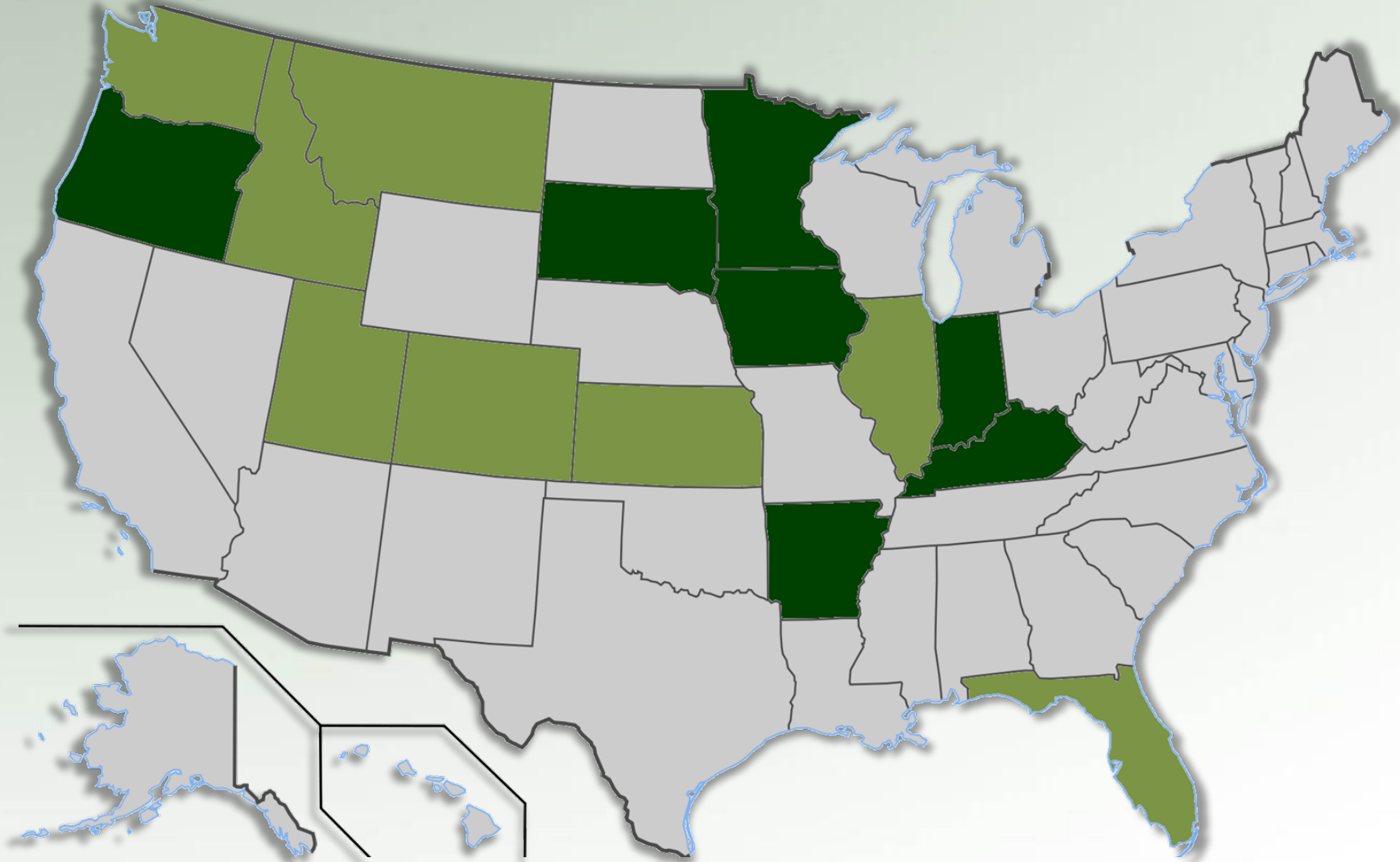
NACEP®

National Alliance of
Concurrent Enrollment Partnerships
Advancing quality college courses in high school

Quality Standards: NACEP in State Policy

■ ~ State standards modeled on NACEP standards

■ ~ State requires or incentivizes NACEP accreditation

DUAL CREDIT & TRANSFERIN

An Indiana Tool for High School to College Success

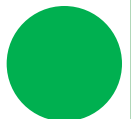# DUAL CREDIT

- Background
  - ICHE develops Policy on Dual Credit Courses in November, 2005

  - Legislatively mandated study group (HEA 1246): Concurrent Enrollment Partnership formed in 2008, final report provided in September, 2009

  - Governor's Education Roundtable formed the Dual Credit Advisory Counsel in 2010

  - Dual Credit Advisory Counsel names Dual Credit Review Subcommittee in 2010

# DUAL CREDIT REVIEW SUBCOMMITTEE
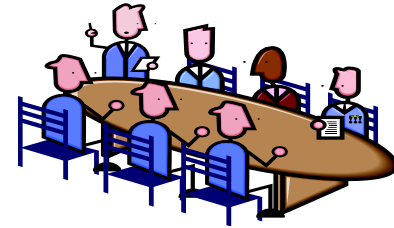
- Subcommittee of STAC

- Purpose was to develop a method of assessing dual credit programs in all State higher education institutions (public and independent)

- 2011: Developed a set of standards relating to programs where high school students are taught college courses by high school teachers in the high school during the regularly scheduled high school day

Dual Credit Approval Process

- The State process involves a National Alliance for Concurrent Enrollment Partnerships (NACEP) - like method developed specifically for State institutions (public and independent) who are not NACEP accredited

- Institutions needing State approval have completed the first stage toward approval and have begun collecting information for the second stage to be completed by November 2012
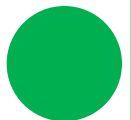
PREFERRED PROVIDER LIST FOR HIGH SCHOOL DELIVERY

- ICHE and IDOE encourage high schools to choose from the Preferred Provider List when establishing a program in the high school

- Schools may also choose to establish a program with an out-of-state NACEP accredited provider.

- This ICHE endorsement and/or NACEP accreditation are a quality control assurance that high schools should consider when entering in to a partnership.
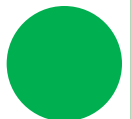
PREFERRED PROVIDER LIST FOR HIGH SCHOOL DELIVERY

- Institutions who are approved by the State approval process or NACEP accredited are placed on this list

- www.transferin.net/High-School-Students/Dual-Credit.aspx
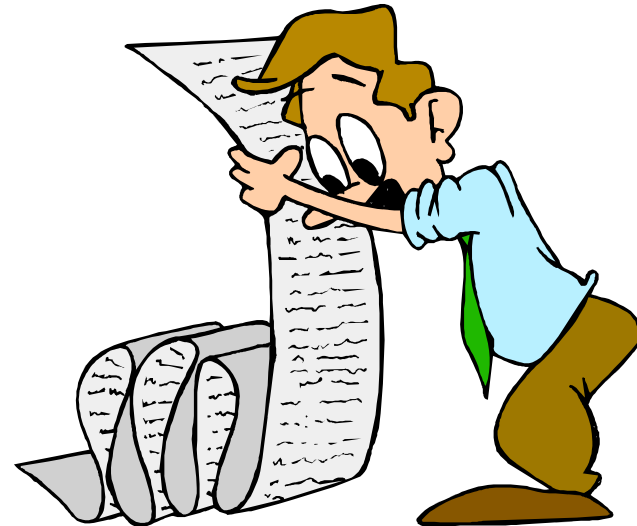
ICHE POLICY ON DUAL CREDIT

- The Policy developed in 2005 has recently been reviewed and updated to reflect the new technologies and formats available

- www.transferin.net/High-School-Students/Dual-Credit.aspx
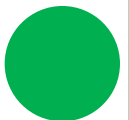
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2011 Dual Credit Survey Summary Report

Rusty Monhollon
Assistant Commissioner of Academic Affairs
Missouri Department of Higher Education

2011 Dual Credit Survey Summary Report December 2011

- Coordinating Board for Higher Education's Dual Credit Policy and Principles of Good Practice for Dual Credit Courses
- May 2011, online survey to <u>51 institutions (public and independent)</u> to assess compliance with policy
  - Developed collaboratively with COTA and COTA-AC
  - comprehensive, mixed-method, 56 question survey.
  - Selected NACEP quality measures
- 32 institutions completed; 19 not offer dual credit programs
  - Report shared with CAOs and COTA for accuracy and feedback
  - Report revised as needed per input from CAOs and COTA

Purpose of the survey

- Measure compliance with Policy
- Identify areas of policy for revision or clarification
- Identify policy gaps
- Revisit guidelines for Best Practice
- **<u>Provide a list to DESE of dual credit programs in compliance with dual credit policy</u>**

Results

- All 32 institutions completing the survey in compliance with major policy indicators
- A few areas of concern:
  - Recruitment and replacement of qualified teachers
  - Providing professional development for instructors
  - Providing instructional support and campus liaisons for instructors
  - Maintaining course content with college rigor
  - Enforcing CBHE policy regarding instructor qualifications or other state guidelines

Recommendations and conclusions

1. Improve depth of compliance.

2. Seek NACEP accreditation.

3. Review policy in context of early college programs.

4. Address recurring concerns.

5. Develop instrument for annual reporting.

6. Make out-of-state institutions accountable.

Progress on implementing recommendations

- Annual reporting instrument

- Encourage NACEP accreditation

- MDHE is institutionalizing annual compliance

Looking Forward

- Need to review and revise entire policy
  - Consider in context of all early college programs; provide policy environment for institutions to help students
- Dual credit taking on greater significance in state's completion agenda
- Increased competition among institutions to offer dual credit
  - Number of alleged policy violations has increased in last 12 months

Cumulative Summary of Dual Credit Programs in Missouri				
PROGRAM STATISTICS				
Number of dual credit courses offered				**1,132**
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011				**34,025**
Total number of student credit hours earned through dual credit programs for AY 2010-2011				**181,414**
Total number of dual credit instructors across all courses (unduplicated headcount)				**2,493**
Policy compliance based on self-reported responses to the 2011 Dual Credit Survey				
STUDENT ELIGIBILITY	**YES**	**NO**	**N/R**	**N/A**
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?	16	16		
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	30	2		
PROGRAM STRUCTURE and ADMINISTRATION				
Instructor Approval?	28	4		
Syllabus?	31	1		
Textbook?	30	2		
Teaching Methodology?	22	10		
Student Assessment Strategies?	28	4		
Does the institution have established cut-off dates for registration?	32	0		
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	28	4		
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	30	1	1	
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	32	0		

FACULTY QUALIFICATIONS and SUPPORT				
Does the liaison evaluate the instructor?	25	7		
Does the liaison provide on-site supervision of the dual credit instructor?	24	8		
Course Curriculum?	28	4		
Assessment Criteria?	26	6		
Pedagogy?	18	14		
Course Philosophy?	21	11		
Administrative Responsibilities?.	24	8		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	28	4		
ASSESSMENT of STUDENT PERFORMANCE				
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	25	7		
Is student assessment supervised by the appropriate faculty on the college campus?	28	4		
TRANSFERABILITY of CREDIT				
Are course credits earned by dual credit students recorded on an official transcript from the institution?	30	2		
EVIDENCE for POLICY COMPLIANCE				
Has the chief academic officer provided evidence that these policy guidelines have been implemented?	29	3		
OTHER GOOD PRACTICES for DUAL CREDIT				
Does the institution offer remuneration to dual credit instructors?	25	7		
Is the institution NACEP accredited?	3	29		
Is the institution seeking NACEP accreditation?	5	22		

Transforming Dual Credit in Kentucky

Dr. Michael Quillen, System Director of Academic Affairs
Dr. Lisa Stephenson, Dual Credit Project Lead

Vision for Dual Credit

- Seamless transition, continued communication, and consistency

- Smooth, seamless process for enrollment and transition to postsecondary education

- Seamless, successful access for all students and transition to college

- High quality and efficient; easy for all; maintain and build partnerships

New Memorandum of Understanding

- Based on NACEP standards

- Created collaboratively – KCTCS, KDE, and OCTE

- Outlines responsibilities of all partners

- Implemented this fall

- Moving toward all colleges being NACEP accredited

Collaborative MOU Workgroup

- 44 members – split between KCTCS and Secondary Education Partners
- 4 Sub groups
- Groups identified various deliverables
- Work completed in June 2012

Outcomes

- Enhanced communication among all stakeholders

- Increased faculty collaboration

- Move to collegiate model

- Earlier discussions on college and career readiness

- Creation of career and academic pathways

- Expect increase in matriculation numbers, credentials awarded, transfer numbers, and retention

Challenges

- Tuition and service charge

- Dual credit faculty credentials

- Earlier, effective, and ongoing communication

- Staffing and workload

- Enrollment processes

- Advising and mentoring of students

- Competition with other postsecondary institutions