

COMMISSION FOR HIGHER EDUCATION

Friday, June 10, 2011

DISCUSSION ITEM B: Dual Credit Review Process

Staff Recommendation

For discussion only.

Background

The *Policy on Dual Credit Opportunities in Indiana* approved by the Commission for Higher Education last year calls for postsecondary institutions offering dual credit courses to “demonstrate ongoing adherence to this policy and NACEP [National Alliance of Concurrent Enrollment Partnerships] standards” and “be subject to state reviews conducted on a periodic (and as needed) basis by a standing subcommittee of CHE’s Statewide Transfer and Articulation Committee (STAC).” The purpose of this agenda item is to provide the Commission with an update of how these components of the *Policy* are being implemented.

In essence, the Dual Review Credit Sub-Committee of STAC will apply the NACEP standards to all institutions offering dual credit courses in three stages, beginning with those standards that were deemed to be most critical and could be implemented readily. The first stage, which will begin this month, will conclude with a list of preferred providers, consisting of those institutions that have met all of the stage one standards. This list will be made public and shared with the Indiana Department of Education to provide guidance to high school counselors in advising students and parents on making decisions for dual credit programs.

A separate document (not attached to this agenda item) provides examples of evidence that institutions might present to demonstrate adherence to the NACEP standards, although institutions have the flexibility to provide whatever evidence they deem appropriate, irrespective of whether the evidence is mentioned in the examples or not. The evidence provided will be reviewed by teams consisting of various stakeholders, including representatives from the public and independent institutions, high schools, the Department of Education, Independent Colleges of Indiana (ICI), the Center for Excellence in Leadership of Learning (CELL) at the University of Indianapolis, and Commission staff.

Supporting Document

Indiana Dual Credit Review Process, June 2, 2011

Indiana Dual Credit Review Process

June 2, 2011

Overview

The Indiana Dual Credit Review Subcommittee (IDCRS) of the Statewide Transfer and Articulation Committee (STAC) has established the following process for review of dual credit programs offered in liberal arts, professional, or career-technical disciplines in Indiana's high schools. This review process results from legislation passed by the 2008 Indiana General Assembly (HEA 1246), which created the Concurrent Enrollment Partnership, whose work continued in 2009 with the creation of the Indiana Dual Credit Advisory Council by the Education Roundtable. As a result of the work of the council, the Indiana Commission for Higher Education adopted the *Policy on Dual Credit Opportunities in Indiana* in February 2010. The review process described here builds on the review processes established in other states such as Florida, Illinois, Oregon, South Dakota, Utah and Virginia.

The Indiana Commission for Higher Education's 2010 policy requires that the state's dual credit programs demonstrate adherence to standards advocated by the National Alliance of Concurrent Enrollment Partnerships (NACEP). NACEP has established standards for courses that are taught by trained high school teachers, in the high schools, to students for both high school and college credit. The IDCRS seeks to meet the needs of Indiana by ensuring that all dual credit programs adhere to standards similar to those advocated by NACEP. This policy applies to high school teachers who teach in a high school setting, but does not apply to college faculty who teach in a high school setting.

IDCRS Standards

The IDCRS Standards include the following standards relating to student experiences, quality of the curriculum, faculty qualifications and the continuing assessment of programs. All college/university programs must provide evidence that the following student, curriculum, faculty and assessment standards are being met.

Student Standards

- Sa) The college/university officially registers dual credit students as degree-seeking, non-degree seeking, or non-matriculated students of the college/university and records courses administered through dual credit on official college/university transcripts.
- Sb) The college/university ensures dual credit students meet the course prerequisites of the college/university.
- Sc) The college/university provides dual credit students and high schools with a comprehensive publication that outlines rights and responsibilities of enrolled registered dual credit students.

Curriculum Standards

- Ca) Courses administered through a college/university are catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
- Cb) Concurrent enrollment courses reflect the pedagogical and philosophical orientation of the college/university discipline.
- Cc) The college/university ensures that courses offered through dual credit programs are the same as the courses offered in “traditional college classes”.

Faculty Standards

- Fa) High school instructors teaching dual credit courses are approved by the respective college/university departments and meet academic department requirements for teaching the college/university course.
- Fb) The college/university provides new high school dual credit program instructors with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor’s teaching the course.
- Fc) The college/university provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research in the development in the field. The high school ensures high school dual credit program instructor participation.
- Fd) College/university procedures address high school instructor non-compliance with the college/university’s expectations for courses offered through dual credit programs (for example, non-participation in dual credit program training and/or activities).

Assessment Standards

- Aa) Dual credit high school students are held to the same standards of achievement as those expected of college students in “traditional college classes”.
- Ab) The college/university ensures that dual credit high school students are held to the same grading standards as those expected of college students in “traditional college classes”.
- Ac) Dual credit high school students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as college students in “traditional college classes”.

The IDCERS acknowledges that sufficient time is needed for substantive program evaluation. All providers will be required to submit evidence of a detailed evaluation plan for each of the evaluation standards.

Evaluation Standards

- Ea) The college/university distributes student end-of-course evaluations to all dual credit high school students, replicating the university/college student end-of-course evaluation instrument distributed to college students enrolled in a “traditional college class”. Additional dual credit program related questions may be added to the survey tool, as long as all required questions for the “traditional college class” student end-of-course evaluation are included.

- Eb) The dual credit high school conducts an annual survey of dual credit program alumni who are one year out of high school. Survey includes IDCERS questionnaire (additional questions may be added). Methodology includes one follow-up contact with non-respondents.
- Ec) The dual credit high school conducts a survey of dual credit program alumni who are four years out of high school. Survey includes IDCERS questionnaire (additional questions may be added). Methodology includes one follow-up contact with non-respondents.
- Ed) The college/university conducts surveys of participating high school instructors, principals, and guidance counselors at least once every three years. Survey includes IDCERS questionnaire (additional questions may be added). Methodology includes one follow-up contact with non-respondents.

Indiana Dual Credit Review Sub-Committee

The IDCERS will be responsible for recommending approval by the ICHE of all dual credit programs offered by public and private institutions. The committee includes, but is not limited to, representatives from regional, private, community college, and public postsecondary institutions, as well as the Indiana Commission for Higher Education, Independent Colleges of Indiana, High Schools, Center of Excellence in Leadership of Learning, and the Indiana Department of Education (IDOE).

Program Approval

Beginning in the 2011-2012 academic year, all new dual credit programs must undergo a program review and be recommended for approval by the IDCERS before implementation. Existing concurrent enrollment programs, which are accredited by NACEP, and those institutions which have begun the NACEP process, but are not yet accredited by NACEP, are exempt from this process.

Preferred Provider List

ICHE will develop a list of those dual credit providers that have obtained accreditation from NACEP or through this process. This list will be shared with IDOE to provide guidance to high school counselors when advising students and parents on making decisions for dual credit programs.

Annual Reporting

All providers of dual credit courses that are accredited through the present process must submit annual program reports demonstrating that the programs continue to meet the student, curriculum, and faculty standards. In addition, the college/university needs to submit evidence, which demonstrates compliance with the continuing evaluation standards.

Review Process Timeline

Stage 1 (June – November 2011):

Submit evidence to IDCRS of compliance with Student Standards Sa, Sb, and Sc; Curriculum Standard Ca; Faculty Standard Fa, and Assessment Standard Aa.

Stage 2 (January – November 2012):

Submit evidence to IDCRS of compliance with Curriculum Standard Cb; Faculty Standards Fb and Fd; Assessment Standards Ab and Ac; and Evaluation Standard Ea.

Stage 3 (January – November 2013):

Submit evidence to IDCRS of compliance with Curriculum Standard Cc; Faculty Standard Fc, and Evaluation Standards Eb, Ec, and Ed.

Indiana Dual Credit Review Sub-Committee Recommendations

Based on the report provided by reviewers, the IDCRS will either recommend that the program has met standards and may continue, or that the program has failed to meet the standards and recommendations and will be removed from the Preferred Provider List. Once a program has been removed from the Preferred Provider List, the college or university dual credit provider must re-apply for approval before offering the program again.

Statewide Support

Ensuring quality dual credit programs is a collaborative effort, and all those involved are encouraged to keep lines of communication open and facilitate review and approval for all providers. Meeting IDCRS standards and adhering to the Policy on Dual Credit Opportunities in Indiana determined by the ICHE benefits Indiana's entire educational system and the students it serves.