

Model State Dual/Concurrent Enrollment Policy

By Jennifer Dounay Zinth

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Introduction

What is dual enrollment, and how widespread are dual enrollment policies?

Dual/concurrent enrollment programs allow eligible high school students to take postsecondary courses for college (and usually high school) credit. Programs are now nearly ubiquitous in the states—in 2011, dual/concurrent enrollment programs are offered in every state and the District of Columbia, with statewide policies governing these programs in 46 states, and local policies or agreements overseeing programs in Alaska, New Hampshire, New York, Rhode Island, and the District of Columbia.

While programs take various names in different states, the term “dual enrollment” will be used throughout this paper to designate programs allowing high school students to take postsecondary courses for college and high school credit.

Which students participate?

Student participation data do not mirror the ubiquity of these policies and programs. According to U.S. Department of Education data for the 2007-08 school year, just under seven out of 10 (69.3%) of all public schools serving grades 9-12 offered dual enrollment programs—the number of charter high schools offering dual enrollment programs was slightly lower (62.9%).¹ Florida data for 2006-07 high school graduates indicate wide variance in the percentage of students attempting dual enrollment coursework. In eight districts, the percentage of graduates participating in dual enrollment programs was in the single digits (5% in the lowest district), while in the district with the greatest participation, 52% of the Class of 2007 enrolled in at least one dual enrollment course (state average across districts = 14%).² A 2007 report on participation in Ohio’s Post Secondary Enrollment Options (PSEO) program found that “well below 5%” of the state’s high school students had been taking part “in recent years.” Participation levels were lower in Columbus, Cincinnati and rural regions of the state than in northern Ohio.³

Similarly, the pool of students participating in dual enrollment programs does not always reflect the diversity of students in a state:

- The 2007 Ohio report found that almost nine out of 10 of PSEO participants were white, and two-thirds were female.
- In 2007-08 in Florida, 3.8% of black and 4.7% of Hispanic students participated in dual enrollment, while 13.1% of white students took at least one dual enrollment course. These figures for black and Hispanic students had not changed appreciably in comparison to 2005-06 data.⁴ Another analysis of Florida’s 2001 and 2002 high school graduates found that dual enrollment students, including career-technical education (CTE) dual

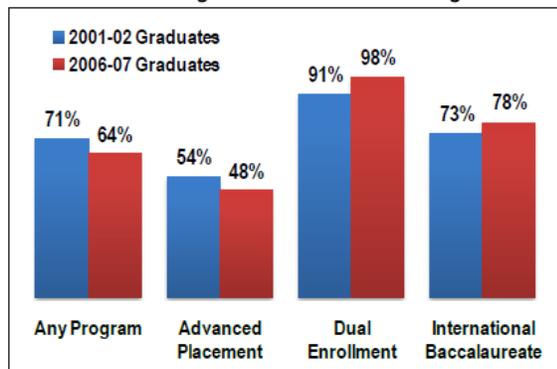
enrollment students, “were more likely to be female” and white, and less likely to be low-income.⁵ These data are all the more compelling considering that this study found that “male and low-income students benefited more from dual enrollment participation than their more advantaged peers.”⁶

- The College Now program in New York City: Participants in this dual enrollment program in 2001 and 2002 were more likely to be female, although students were more likely to be black or Asian than white or Hispanic.⁷
- Pennsylvania: Dual enrollment participants in 2003-04 were more likely to be white, and comprised 90% of dual enrollment participants, even though they represented 78% of the secondary student population. Black students, who represented 15% of the secondary school population, made up 5% of those participating in dual enrollment programs. While less than 50% of public secondary school students attended low-poverty schools (< 25% of families in poverty), such students accounted for 69% of dual enrollment students in Pennsylvania in 2003-04.⁸

What are the benefits?

Dual enrollment clearly benefits students who successfully complete their college courses. A Texas study found that, “controlling for race, socioeconomic status, and gender ... AP and dual enrollment students are twice as likely to graduate [from a four-year university] within six years” as their peers who did not participate in dual enrollment courses.⁹ Florida data found that 98% of 2007 graduates who were dual enrollment students passed their college courses, and earned postsecondary credit.¹⁰ Data on the same graduating class also indicated that dual enrollment was more likely than other acceleration options (i.e., Advanced Placement and International Baccalaureate) to culminate in postsecondary credit (see chart below).¹¹

A Smaller Percentage of Recent High School Students in Accelerated Programs Qualified for College Credit



Source: OPPAGA analysis of Florida Department of Education high school course information (2008)

The analysis of College Now and Florida dual enrollment data found a correlation between dual enrollment participation and enrollment in college (both for traditional and CTE students), increased likelihood of enrolling in a four-year institution and full-time enrollment, greater persistence to a second semester in college and likelihood of college enrollment two years after high school graduation, and higher college grade point averages (GPAs), noting that “on some measures, students with lower high school grades also benefited to a greater extent than students with higher grade point averages.”

Model policy components

Research and state experience suggest that policy components related to access, finance, quality, and transferability of credit may increase the likelihood that a more diverse group of students successfully participates in high-quality dual enrollment courses and receives credit that will be transferable to other public postsecondary institutions in their state. Each essential policy element falling under these umbrellas of access, finance, quality, and transferability of credit will be identified individually below.

Access

As the research suggests, students participating in dual enrollment programs tend to be nonminority and more affluent than nonparticipating students. To increase the likelihood that underserved students will participate, state policies should:

Requires districts/institutions to allow all eligible students to participate

To broaden access, dual enrollment programs should not hinge upon the creation of a partnership between a district and one or more postsecondary institutions. Students will be afforded greater access to dual enrollment if (1) they are allowed to participate in dual enrollment regardless of whether their high school has forged a partnership or not, and (2) public postsecondary institutions are required to accept eligible students, provided space is available in the course(s) in which students wish to enroll.

Include both two- and four-year public postsecondary institutions

While dual enrollment students (particularly in states where parents and students are responsible for covering tuition costs) will oftentimes elect to enroll in courses at community colleges, where costs are typically lower, state policies should not prohibit public four-year institutions from participating. And in many states, accredited private institutions may also participate in dual enrollment programs. Policies in a small number of states extend dual enrollment participation eligibility to tribal colleges.

Determine student eligibility requirements based on demonstration of ability to access college-level content (i.e., placement exams, etc.)

Participation should not depend on high school GPA or class rank, written approval, or a recommendation from a teacher or administrator, etc. Eligibility should not depend in part on intangible student attributes determined by school, district or postsecondary staff, such as “demonstration of ability to benefit,” “motivation,” or other difficult-to-quantify characteristics. States should be wary of predicating student eligibility *entirely* on local board or institutional policies, as local variations in expectations may create participation barriers in one community that do not exist for similarly-abled students in the high school down the road. That is to say, Community College A may simply require students to pass the COMPASS or Accuplacer to access a dual enrollment course in math; Community College B may require a passing score on the COMPASS or Accuplacer, plus a minimum ACT or SAT score, plus additional requirements. It is possible that a broader array of students in the service area of Community College A will be able to access dual enrollment courses than those in the service area of Community College B.

Rather, eligibility requirements should be based on quantifiable indicators of a student’s ability to succeed in a postsecondary course: for example, completion of prerequisite courses for courses in disciplines such as foreign languages, science, and math that build upon prior knowledge; college placement exam scores in reading, writing, or math, where appropriate to the dual enrollment course content; and/or other proxies of college readiness such as ACT or SAT scores used to admit traditional college students (using scores only in the subject in which the student seeks to enroll in a postsecondary course). Eligibility requirements should be the same regardless of whether a student is accessing the course at the postsecondary campus or at his/her high school. In those states that choose to limit program access to 11th and 12th graders, exceptions should be made for younger students who are able to demonstrate via completion of prerequisite coursework, college placement exam scores, or other proxies of college readiness that they are capable of succeeding in a postsecondary course.

States should be cautious of using state assessment scores as a primary eligibility criterion. While high scores in a subject in which a student wishes to take a dual enrollment course may indicate a strong likelihood that a student will succeed in a postsecondary course, low scores on a state assessment may be more indicative of a student’s disengagement from high school curricula or the high school environment than the student’s ability to access postsecondary-level content.

Reconsider caps on the maximum number of courses students may complete

Some states worried about potential costs or other concerns such as transportation have set caps on the maximum number of dual enrollment courses students may complete. However, states with caps on the lowest end of the spectrum (for example, two credits per semester and only for grades 11-12) may wish to reconsider these caps. Cost should not be a driving factor for states to establish caps—as discussed in further detail later in this paper, in

funding dual enrollment courses, states are not paying twice for the same course, provided the course is recognized for transfer credit at the institution where the student eventually matriculates.

In addition, the growing availability of online postsecondary classes potentially makes dual enrollment courses available to a wider audience of students without incurring the corresponding costs incurred by a traditional course in a bricks-and-mortar classroom. A 2010 report by the California Legislative Analyst's Office (LAO) notes that while the instructional costs are similar for traditional and distance-learning courses (because student-faculty ratios do not change by delivery method) and some one-time and ongoing costs are incurred for technology, online courses can result in "potentially significant cost savings" as a result of reduced facilities requirements (i.e., classrooms and parking lots) and increased collaboration in course development within and across campuses. According to the LAO report, "Research at the University of Texas found that lower infrastructure-related costs resulted in average per-unit savings of \$90 a year for the delivery of online instruction relative to campus-based instruction—or roughly \$2,500 per FTE student in general operating, bond, and other funding sources. A 2009 report to the Board of Trustees by CSU East Bay suggests a comparable level of savings from distance education."¹² An *Inside Higher Ed* article about the LAO report notes that Christopher Edley, the co-chair of the University of California Commission on the Future, "has been evangelizing about online education as a way to reach more students while cutting costs for a system that is running a \$5 billion deficit."¹³

Clearly state that students earn both secondary and postsecondary credit for successful completion of approved postsecondary courses

While it sounds obvious that dual enrollment students should receive both high school and postsecondary credit for successful completion of dual enrollment courses, an ECS analysis completed in December 2008 found that such policies were not universal. Only 26 states in 2008 specified that both secondary and postsecondary credit must be awarded; in some states, a student might earn both types of credit through one program, but only postsecondary credit through another; in still others, a student automatically receives either high school or postsecondary credit and may apply to receive the other form of credit, creating an unfair advantage to students whose parents or other helpful adults might shepherd them through the application system, and creating unnecessary bureaucracy for schools, districts, and institutions. Some programs appear to leave the decision of what type of credit will be awarded entirely to district and institutional decision-makers. Awarding both types of credit incentivizes student participation, and has the potential to reduce time-to-degree. And many would argue that it simply makes sense.

Some policies awarding only secondary credit (or requiring students to apply to receive postsecondary credit) may reflect concern that dual enrollment courses do not truly reflect postsecondary content. A subsequent section of this paper, "Ensuring Course Quality and Transferability," identifies policy approaches to ensure that dual enrollment students are truly held to postsecondary expectations.

Annually provide all students and parents with program information

Students with the best-connected (oftentimes most affluent and educated) parents are most likely to know about dual enrollment options and the potential benefits. Less-advantaged parents, on the other hand, are typically less likely to be aware of dual enrollment opportunities or their potential advantages. Although providing program information to all students and their parents is a relatively low-cost approach with the potential to increase program participation among eligible traditionally underserved youth, ECS found in 2008 that only 20 states had such a requirement in state policy.

All high schools should provide program information (including eligibility criteria and costs information) to all students and their families the term before students are eligible to participate, and each academic year thereafter. Such information should describe student eligibility requirements, participating institutions and types of courses available, who pays tuition and other fees (and reimbursement procedures where applicable), processes for awarding of secondary and/or postsecondary credit, and support services available to students, among others.

New Mexico requires program information about dual credit programs to be provided during student advisement, academic support and formulation of each student's annual next step plan (first developed in grade 8, identifying the courses a student will take each year in grades 9-12 to achieve the student's stated postsecondary or workforce goal).¹⁴

Some states go an extra mile, hoping to entice dropouts to return to high school to participate in the dual enrollment program. **Oregon** makes it a priority for districts to provide information about the state's dual enrollment program (the Expanded Options Program) to students who have dropped out of school, and requires districts to establish a process to identify dropouts and send information about the program to the last known address of the student's family.¹⁵

Make counseling/advisement available to students and parents before and during program participation

It is likely that a single information sheet or brochure is not going to answer every question parents and students have before signing on the dotted line to participate in a dual enrollment program. State policies should promote the availability of counseling. For example, **Idaho** requires a district "to the extent possible," to provide counseling services to students and their parents before the student enrolls in postsecondary courses, to ensure that the student and parents are fully aware of the risks and possible consequences of enrolling in postsecondary courses. The required information includes: who may enroll; what institutions and sources are available under this program; the decisionmaking process for granting academic credits; financial arrangements for tuition, books, and materials; eligibility criteria for transportation aid; available support services; the need to arrange an appropriate schedule; consequences of failing or not completing a course in which the student enrolls; the effect of enrolling in this program on the student's ability to complete the required high school graduation requirements; and the academic and social responsibilities that must be assumed by the student and parents. Counselors are supposed to encourage students and their parents to also use available counseling services at the postsecondary institutions prior to the semester of enrollment to ensure that anticipated plans are appropriate and adequate. After receiving such counseling but prior to enrolling, the student and parents must sign a form indicating that they have received all the aforementioned information and that they understand the responsibilities associated with enrolling in this program. Statute requires the superintendent of public instruction to provide technical assistance on request to a district in developing appropriate forms and counseling guidelines.¹⁶

Texas is one state that even makes students in dual-credit courses eligible to utilize the same or comparable support services afforded college students on the main campus. The college is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), as well as to learning materials (e.g., library resources), and to other benefits for which the student may be eligible.¹⁷

States can also use advising to help prevent students from taking courses that will repeat dual enrollment courses they have already taken, or from taking excess credit hours that may not count toward a degree—thus also saving the state money. **Utah** legislation enacted in 2011 directs the state board of regents and the state board of education to coordinate advising to students participating in the state's concurrent enrollment program. This advising must include information on general education requirements at higher education institutions and how the student can efficiently choose concurrent enrollment courses to avoid duplication or excess credit hours.¹⁸

Finance

Mechanisms for funding dual enrollment programs can create barriers for middle- and low-income student participation, or may disincentivize district or institutional participation. Optimal policies would:

Reduce barriers to participation

In many states, parents are required to pay tuition up front and receive reimbursement later, which may reduce participation even among middle-income families. Alternatives could (1) make either the district, state education agency (SEA) or postsecondary institution responsible for the cost of tuition, or (2) provide "scholarships" to cover tuition and other student costs.

Fully fund or reimburse districts and postsecondary institutions for participating students

States should reconsider policies that fund districts for dually-enrolled students as less than a 1.0 FTE if the student is enrolled in high school courses at least a certain number of hours a day or a certain percentage of the day. If the dual enrollment course is offered at the high school and taught by a high school teacher, the high school should be reimbursed for the costs associated with providing that course in the same manner that it would be reimbursed for the costs of providing a traditional high school course, and the postsecondary institution should receive some reimbursement for any costs (administrative, etc.) associated with student data collection, approving the teacher qualifications and course syllabus and materials, etc. **Minnesota**, for example, stipulates that if a dual enrollment course is offered at a high school and taught by a high school teacher, the postsecondary institution or system must not require a payment from the district that exceeds the cost to the postsecondary institution that is directly attributable to providing that course.¹⁹

Interestingly, states have begun to specify that districts and institutions will be fully funded for dual enrollment students only if students are enrolled in programs that meet measures of quality. **Minnesota** now makes districts eligible for aid for the costs of providing postsecondary courses at the high school only if the courses offered are accredited by the National Alliance of Concurrent Enrollment Partnerships, in the process of being accredited, or are shown by clear evidence to be of comparable standard to accredited courses.²⁰

There is a common misperception that dual enrollment courses require a state to “pay twice” for a student to take a single course. Rather than paying twice, states are paying earlier. To illustrate: Joe is a high school student taking Calculus 101 at his local community college. If he were not a dual enrollment student, the state would already be paying for him to take a math course this year in high school, and would be paying a year or two from now for Joe to take Calculus 101 after he entered college. Now the state is simply making those payments for the high school course and the college course at the same time. And in fact, the state may be reducing its cost on developmental postsecondary education if Joe takes rigorous academic courses his senior year of high school that help him perform well enough on college placement exams that he avoids placement into remedial courses once he starts college.

One caveat, however—the state is consolidating two payments into one payment *only* if that Calculus 101 course Joe took at his community college is transferable to the postsecondary institution Joe ends up matriculating at later on. More about that at the end of this paper.

Ensuring Course Quality and Transferability

The broadest-access dual enrollment policy in the nation is inadequate if students are accessing coursework that is less than postsecondary-level coursework. Inclusion of the following standards in state-level policies raise the chances that a dual enrollment course will truly introduce students to postsecondary expectations by providing the same level of rigor as a traditional postsecondary course.

NACEP Standards for:

Curriculum

- (1) Courses administered through a CEP [concurrent enrollment partnership] are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles and credits.
- (2) College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments
- (3) Faculty site visits ensure that college/university courses offered through the CEP are the same as the courses offered on the campus.

Assessment

- (1) CEP students are held to the same standards of achievement as those expected of students in on campus sections.
- (2) The college/university ensures that CEP students are held to the same grading standards as those expected of students in other on campus sections.
- (3) CEP students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as students in on campus sections.

Courses meet the same level of rigor as the course taught to traditional students at the partner postsecondary institution

This is particularly important when courses are taught by a high school teacher at the high school campus. **Arkansas**, for instance, specifies that an “endorsed concurrent enrollment course” is a course that is approved through the institution’s normal process, and listed in the institution’s catalog. The course content and instruction must meet the same standards and adopt the same learning outcomes as those developed for a course taught on the institution’s campus, including the administration of any departmental exams applicable to the course, and the use of the same book and syllabus as used at the college level. The institution must provide students enrolled in the course with academic guidance counseling, as well as the opportunity to use the on-campus library or the institution’s other academic resources.²¹ **North Dakota** eliminates the guesswork, stating that “To ensure that college course standards are adhered to, the [North Dakota University System] college/university course syllabus will be provided to the instructor and be used as the criteria and model for all such dual-credit college courses taught in the high school.”²²

Arizona has established other parameters for community college courses taught at high schools during the school day. Not only must the syllabi, textbooks and course outlines, but the grading standards must be the same as the course if taught at the community college. Policy also requires the chief executive officer of each community college to establish an advisory committee of full-time faculty to assist in dual enrollment course selection and implementation at high schools. The committee must meet at least three times each school year and review and report at least annually on whether the course goals and standards are understood, the course guidelines are followed and the same standards of expectation and assessment are applied to these courses as though they were being offered at the community college.²³

Some states are ensuring course rigor by integrating the National Alliance for Concurrent Enrollment Partnership (NACEP) [standards](#) into state policy. These standards address curriculum and student assessment, as well as faculty, student selection and rights, and program evaluation. For example, **Indiana** requires that dual credit courses in liberal arts, professional, or career and technical disciplines offered through the state’s Double Up Program at a state educational institution or campus of a state educational institution must either be accredited by NACEP or approved by the commissioner of higher education.²⁴ **Minnesota** encourages postsecondary institutions to apply for NACEP accreditation (Minnesota’s funding incentives for such accreditation are discussed in the “Finance” section of this paper).²⁵

Instructors meet the same expectations as instructors of similar traditional postsecondary courses, and receive appropriate support

This is particularly important when dual enrollment courses are taught by high school teachers at the high school. Teachers of dual enrollment courses must meet the college's hiring standards and demonstrate readiness. Some states require that any high school teacher designated to teach a dual enrollment course be appointed an adjunct faculty member by the participating postsecondary institution, or that the teacher meet the requirements of a faculty or adjunct faculty member at the participating postsecondary institution.

NACEP “Faculty” Standards

1. CEP (concurrent enrollment partnership) instructors are approved by the respective college/university departments and meet academic department requirements for teaching the college/university course.
 2. The college/university provides new CEP 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 teaching the course.
 3. The CEP 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 CEP ensures CEP instructor evaluation.
 4. CEP procedures address instructor non-compliance with the college’s/ university’s expectations for courses offered through the CEP (for example, non-participation in CEP training and/or activities).
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Arkansas stipulates that the instructor of an endorsed concurrent enrollment course have at least a master's degree with at least 18 hours of completed coursework in the subject area of the course, as well as the relevant credentials and experience necessary to teach from the syllabus approved by the institution of higher education granting the course credit. The instructor's credentials must be approved by the academic unit or chief academic officer of the institution of higher education offering the endorsed concurrent enrollment course.²⁶

Some states also specify that institutions not only appoint appropriate staff to teach dual enrollment courses, but that institutions support course instructors with appropriate orientation and staff development. The **Missouri** Department of Higher Education's [Dual Credit Policy](#) seeks to provide a one-to-one connection for dual credit instructors, requiring that dual credit instructors be designated an "on-campus faculty member to serve as a liaison." **Nebraska's** Dual Enrollment Standards, as articulated in its [Comprehensive Statewide Plan for Postsecondary Education](#), propose that "High school and postsecondary faculty maintain contact throughout the program. In some instances, this contact is facilitated by technology."

It is important that dual enrollment teachers be supervised and evaluated in the same manner as regular postsecondary instructors. In just one example, **Missouri's** Dual Credit Policy requires that the postsecondary institution "provide on-site supervision and evaluation of the dual credit faculty", and that dual-credit instructors be evaluated "according to the college's evaluation policies for other part-time/adjunct faculty." The campus academic department is responsible for making the recommendation for continuation of the instructor's role. The policy adds, "This process is best served when the instructional site is within a reasonable commuting distance from the institution of higher education."²⁷

The NACEP "faculty" standards (in the sidebar on this page) provide further guidance for state-level policy.

Institutions publicly report on student participation

States should look not just at "inputs" (course expectations and instructor qualifications) to determine program quality—but also look at outputs, i.e., data on what happens to students during and after participation in dual enrollment courses.

Perhaps surprisingly, while dual enrollment programs are active in every state and 46 states have state-level policies governing such programs, relatively few states require that data on student outcomes be gathered and publicly reported. In fact, in ECS' December 2008 analysis of state-level dual enrollment policies, just 18 states required postsecondary institutions to report on dual enrollment participation. These reporting requirements varied widely across states, both on the type of data to be reported and the entities to which the data were to be reported.

Program data can play a critical role in gauging whether diverse students are accessing and succeeding in dual enrollment courses, and whether these students are ultimately graduating from high school, enrolling in postsecondary institutions in the state, and completing postsecondary credentials or degrees in a timely manner. States should require districts, state education agencies (SEAs) and/or postsecondary institutions, as appropriate, to report (both to legislative leaders, other policy stakeholders and the public) annual and trend participation and outcome data on dual enrollment students and programs. Ideally, such data would include:

Student characteristics

- Number of students enrolling in dual enrollment at each participating postsecondary institution Data on students participating in dual enrollment courses, disaggregated by:
 - Gender
 - High school GPA
 - Composite ACT or SAT (if available)
 - District, high school, including student's high school and/or district accountability rating, and the percentage of students participating in dual enrollment programs in comparison to their representation in the district/high school student body:
 - Low-income status
 - Race/ethnicity

- Special education status
- ELL status
- Institution and institution type (are certain institutions serving disproportionate numbers of minority or non-minority students, for example?)

Course/high school completion:

- Number of dual enrollment credits attempted vs. credits earned
- The number or percentage of courses completed by the average or median student each year (and highest number of courses completed by N students by year). Are there very many high school juniors and seniors who are completing 50% or more of their coursework through college courses—and who are these students (by geography, other subgroup data described above)?
- Subject areas of courses completed, by postsecondary institution
- High school graduation rates among dual enrollment participants, disaggregated by student and institutional indicators)

Postsecondary enrollment and postsecondary readiness

- Subsequent enrollment in various types of postsecondary institutions (two- vs. four-year, selective versus less-selective) by dual enrollment students, disaggregated by student data.
- Postsecondary remediation rates of dual enrollment students (disaggregated by various student and PS institution indicators). What percentage of students who took dual enrollment English find themselves in a remedial writing course? Are students who took dual enrollment English still taking remedial English (or any other remedial course) at the same rates as college freshmen who did not take a dual enrollment course?

Transferability of credit

- The percentage of students' dual enrollment credits are recognized at the postsecondary institution in which they matriculate as freshmen
- The number of courses taken through dual enrollment that students ultimately retake because the matriculating institution did not recognize the dual enrollment course (this figure may differ from that in the bullet above given student decisions not to retake the course for which they were denied transfer credit)
- The total cost for the state and school district for students having to retake courses for which dual enrollment credit was previously awarded (cost of course plus tuition)

Persistence and success

- Second-year retention data for former dual enrollment students (disaggregated by various student and institution indicators, both for the dual enrollment institution and the matriculating institution)
- Six-year postsecondary completion rate of former dual enrollment students (disaggregated by the same student and institution indicators)
- College GPA of dual enrollment students (including and not including courses they took while still high school students). To what degree do these GPAs differ from students who did not complete dual enrollment courses?
- Degrees that former dual enrollment students complete

Reporting requirements could vary by a state's geography (are there large rural areas in the state that may have reduced physical access to postsecondary institutions? Are dual enrollment programs geared in part toward serving special populations, such as former dropouts?) **Oregon** requires the department of education to annually report various indicators on the Expanded Options program to the Higher Education Coordinating Commission and the House and Senate committees relating to education. While some indicators overlap with indicators identified above, some do not: For example, the estimated college tuition cost savings for students participating in the Expanded Options Program, the number of students who had dropped out of high school but returned to high school to participate in the Expanded Options Program and earned a diploma (effective in policy July 2012), the number of gifted and talented students who participated in the Expanded Options Program, and the level of

participation in the Expanded Options Program by rural communities, and the number of students living in rural communities who participated in the program.²⁸

Programs undergo evaluation based on available data

It may come as a surprise that in ECS' December 2008 50-state analysis of state-level dual enrollment policies, just 13 states had policies requiring dual enrollment programs to undergo internal or external evaluation. As with state policies on the reporting of dual enrollment data, evaluation policies vary widely—some policies simply require programs to establish an evaluation process or be evaluated based on local criteria, while others go farther. **Texas**, for example, requires each district board of trustees at an open meeting to establish annual performance goals, including enrollment in advanced courses (both dual-credit courses as well as Advanced Placement and/or International Baccalaureate courses), and to annually review its progress in relation to the performance indicators. Progress should be assessed based on information that is disaggregated with respect to race, ethnicity, gender, and socioeconomic status.²⁹

Oregon requires the department of education to also report recommendations for changes to the Expanded Options Program to better serve students, including changes to the age limit restrictions for eligible students, and recommendations for funding changes to better serve students wanting to participate in the Expanded Options Program.

Transferability of credit

States have taken diverse approaches to assuage postsecondary institutions' worries that dual enrollment courses for transfer credit may not meet the same expectations as postsecondary courses offered at the receiving postsecondary institution. **Minnesota**, for instance, requires the Board of Trustees of the Minnesota State Colleges and Universities and the Board of Regents of the University of Minnesota (and requests private and nonprofit and proprietary postsecondary institutions in the state) to award postsecondary credit for any course offered through a program certified by the National Alliance of Concurrent Enrollment Partnerships.³⁰

Jennifer Dounay Zinth may be reached at 303.299.3689 or jdounay@ecs.org.

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Endnotes

¹ Thomas D. Snyder and Sally A. Dillow, Table 105, "Number and enrollment of traditional public and public charter elementary and secondary schools and percentages of students, teachers, and schools, by selected characteristics: 2007-08," *Digest of Education Statistics 2010* (Washington, D.C.: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 2011), <http://nces.ed.gov/pubs2011/2011015.pdf>, (accessed October 19, 2011).

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