



NATIONAL ALLIANCE OF  
**CONCURRENT ENROLLMENT**  
PARTNERSHIPS

# **What We Know about Rigor and Quality in Concurrent Enrollment Programs**

**Joyce Hammer, Director of Transfer Education, Washington State  
Board for Community and Technical Colleges (SBCTC)**

**Gregory Kienzl, Principal Strategist, Policy Research, ACT, Inc.**

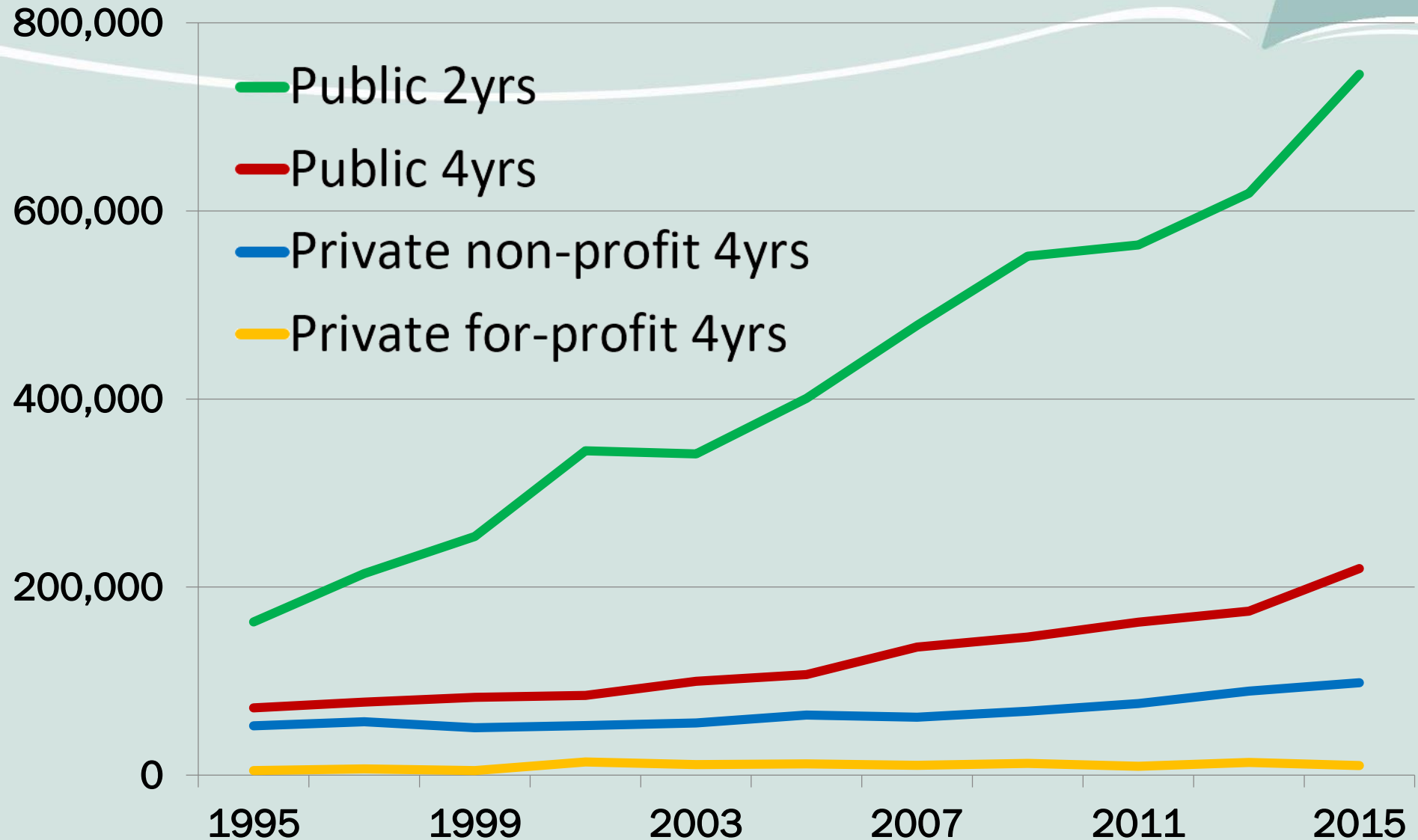
**Greg Rathert, Interim Director of P-20 and College Readiness,  
Minnesota State Colleges and Universities (MnSCU)**

**Adam Lowe, Executive Director, NACEP**

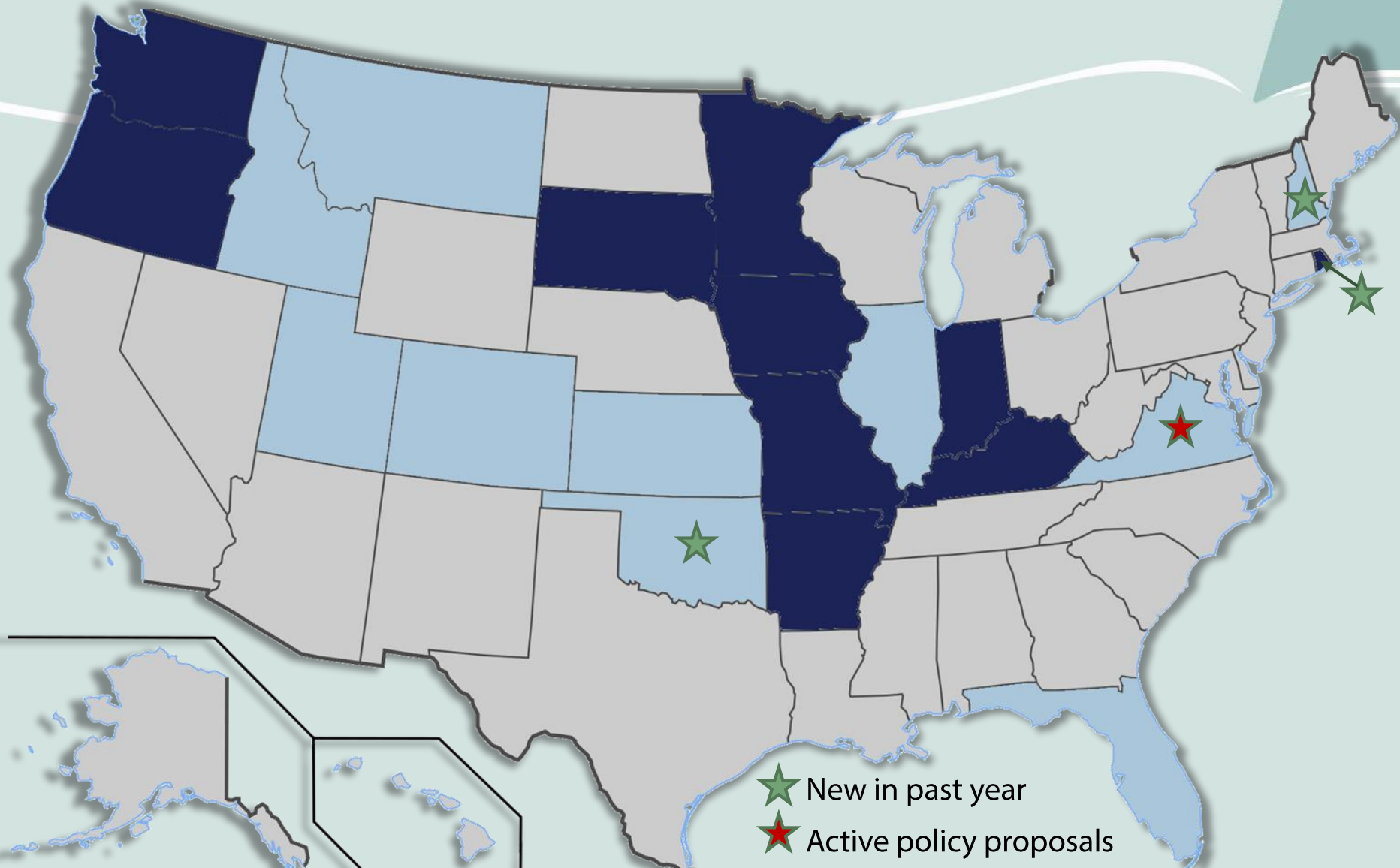
*Advancing quality college courses  
for high school students*

# Enrollment Age 17 or below (IPEDS)

## 7% average annual growth



# Quality Standards: NACEP in State Policy



■ State standards modeled on NACEP standards ■ State requires or encourages NACEP accreditation

# MINNESOTA CONTEXT

- 30 colleges, 7 universities, 54 campuses
- 375,000+ students
- 33 Postsecondary institutions offer concurrent enrollment
  - 4 Minnesota State universities
  - 29 Minnesota State two-year colleges
- 319 of 332 School districts offer concurrent enrollment
- 31,971 public school students enrolled in concurrent enrollment
  - 58% increase since 2011

# CONCURRENT ENROLLMENT PROGRAM PARTICIPATION

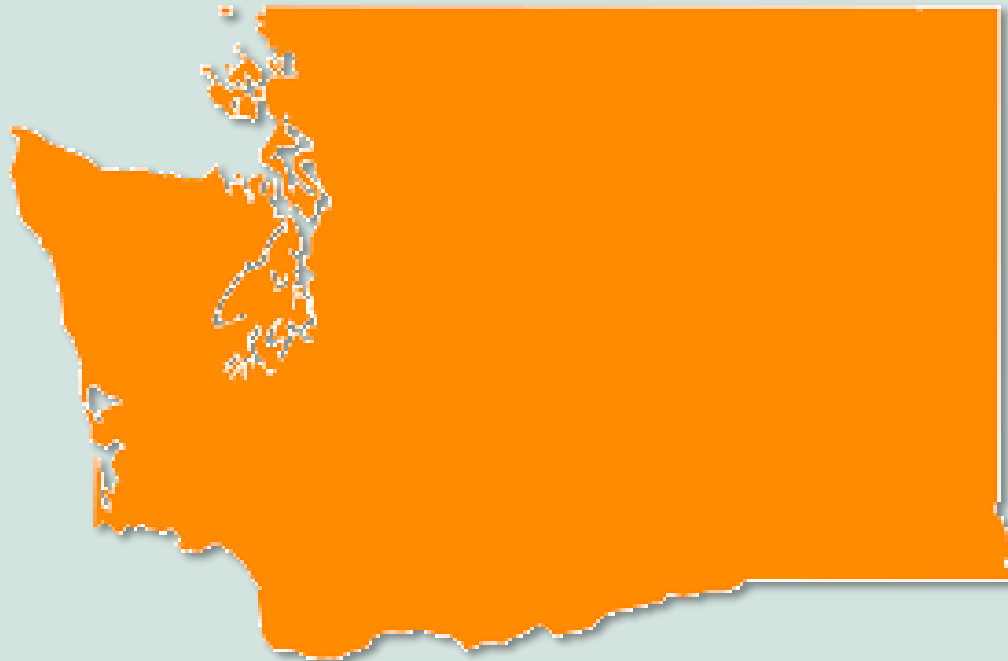
Concurrent Enrollment Eligible for Aid	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17	Percent Increase (2011-17)
Female	11,860	12,553	13,764	14,121	15,522	17,542	18,323	54%
Male	8,422	9,142	9,785	10,610	11,776	12,705	13,648	62%
Special Education	329	391	392	404	518	603	652	98%
English Learners	91	73	66	82	171	168	187	105%
Free/Reduced-Price Eligible	3,204	3,495	3,859	4,309	4,928	5,408	5,793	81%
Students of Color	1,781	1,911	2,368	2,749	3,474	4,151	5,059	184%
Public School Students Only	20,282	21,695	23,548	24,731	27,298	30,247	31,971	58%

# STATEWIDE QUALITY ASSURANCE

- State Level Policy Changes – Spring 2015
  - All institutions offering concurrent enrollment must be NACEP-accredited by 2020-2021
  - Submit all survey evaluations to the MN Office of Higher Education
  - All institutions offering concurrent enrollment must establish an advisory board
- Higher Learning Commission (HLC)
  - Dual Credit Guidelines (2014)
  - Clarification on Faculty Qualifications Guidelines (2015)

# Current Areas of Focus







# Toward a More Perfect Dual Enrollment Program:

Broadening our definition of a high  
quality dual enrollment program

Dr. Gregory S. Kienzl  
Principal Strategist  
ACT Inc

Vertex 2018  
Denver, CO

5 October 2018

# What Do We Know Thus Far

- Most studies of “quality” find no discernible difference between dual enrollment courses and credit by exam courses and first-year college coursework
- Can we dig a little deeper and/or expect more?

# Rethinking Quality

- Did a study feel challenged but still met with success?
- Was success achieved regardless of location, mode of delivery, or credential held by the instructor?
- Did the interactions between K-12 teachers and PSE faculty lead to pedagogical improvements in other courses?

# Rethinking Quality

- Speak to students before, during, and after
- Structures matter and comparisons need to be more sophisticated
- Measuring network and spillover effects

# Contact Information

Dr. Gregory S. Kienzl

[kienzlg@act.org](mailto:kienzlg@act.org)

Dr. Eric Bettinger

[ebetting@stanford.edu](mailto:ebetting@stanford.edu)

Amanda Lu

[amandalu@stanford.edu](mailto:amandalu@stanford.edu)