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ABSTRACT

The spring 2001 issue of "New Directions for Community Colleges" discusses concurrent enrollment programs and the challenges and issues associated with developing and maintaining such programs. Chapters include: (1) "State Policy and Postsecondary Enrollment Options: Creating Seamless Systems" (Katherine Boswell); (2) "A Model for Implementing a Concurrent Enrollment Program" (Brian G. Chapman); (3) "Designing an Effective Concurrent Enrollment Program: A Focus on Quality of Instruction and Student Outcomes" (Margaret K. Peterson, John Anjewierden, and Cris Corser); (4) "Concurrent Enrollment in Arizona: Encouraging Success in High School" (Donald E. Puyear, Linda M. Thor, and Karen L. Mills); (5) "Concurrent Enrollment and More: Elements of a Successful Partnership" (Steven R. Helfgot); (6) "Dual Enrollment in Virginia" (Rhonda K. Catron); (7) "New World School of the Arts: Creativity Across the Curriculum" (Nancy M. Wolcott); (8) "Dual Enrollment for Underrepresented Student Populations" (Esther B. Hugo); (9) "Dual Enrollment Options: Columbus State Community College Model for Successful Implementation" (Tammi C. Jordan); and (10) "Sources and Information: Creating Effective Collaboration Between High Schools and Community Colleges" (Gigi G. Gomez). (EMH)

NEW DIRECTIONS FOR COMMUNITY COLLEGES

Systems for Offering Concurrent Enrollment at High Schools and Community Colleges

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EDITORS

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CONTENTS

EDITORS' NOTES

The terms *concurrent enrollment, dual credit, dual enrollment, postsecondary enrollment,* and *coenrollment* are used interchangeably to describe a rising trend in academic programming at community colleges that supports seamless education. Although some institutions make minor distinctions between these terms, there are no universally consistent definitions. The concurrent enrollment programs discussed in this volume are community college–level course offerings provided to high school students on either the high school or college campus. Students enrolled in these courses usually receive academic credit that is reflected on both their high school and college transcripts. The chapters collected in this volume outline several models of concurrent enrollment programming and focus on the challenges and issues associated with developing and maintaining such programs. Funding formulas, staffing issues, marketing, curriculum, faculty development, transferability of credit, student recruitment, and quality and effectiveness issues are discussed. These topics are addressed within the framework of different regions of the United States.

The reader will see throughout these chapters how closely the profiled community colleges and high schools have worked together to integrate the learning experience of their students. Santa Monica College, Cerritos College, Salt Lake Community College, Columbus State Community College, and community colleges in Maricopa County, along with Florida's New World School of the Arts and community colleges in Virginia and elsewhere, serve as examples of powerful collaboration. These concurrent or dual enrollment programs have been devised to ensure the development of critical thinking and technical and content skills through a wide spectrum of course offerings and in a variety of high school and community college settings. These outcomes have not occurred accidentally but rather through deliberate planning and the establishment of instructional standards. Although each collaborative venture has been developed and executed differently, clear evidence exists that these programs add significant value, in the form of positive personal and educational benefits, to the high school students who participate. In Chapter Three, for example, Margaret K. Peterson, John Anjewierden, and Cris Corser provide strong statistical data to support many of these outcomes. Additionally, the partnering institutions often create unique, and perhaps unexpected, learning environments and professional development opportunities for faculty members.

The opportunities for collaboration between higher education and the K–12 system have increased over the last decade. Instead of the finger-pointing of the past, in which different segments of our educational systems lay blame on one another, higher education leaders, with the cooperation of K–12 system leaders, have begun to explore how best to participate in programs of early intervention. There is no single approach to this type of collaboration; examples of

innovation and creativity abound. Nancy Wolcott's description of The New World School of the Arts is a prime example of innovative collaboration at its best. Schools and colleges can adopt proposals to meet specific needs within their local communities. The chapters of this volume provide the reader with examples of many successful models being used throughout the country.

Certain tenets form the basis for the collaborations featured in this publication. The first tenet is that education is a continuum. Students accrue knowledge and continue to apply it at subsequent levels. If basic mathematics are not learned, students will have difficulty proceeding to algebra and calculus. If the ability to read, interpret, and understand the subtleties of the written word and to internalize information are not mastered, it is then impossible to appreciate poetry or to interpret the impact of historical events on the future. Envisioning the pattern of curricular and educational transition as a continuum addresses some of these important concerns.

The second tenet is that program course offerings complement the high school curriculum rather than supplant it. Beset by funding problems, many high schools have been forced to cut critical course offerings. For example, some large urban and small rural school districts have been forced to eliminate performing arts classes. Additionally, some school districts are now able to establish course offerings through dual enrollment that were never a part of their original offerings. As these districts work closely with college personnel, these courses can be at least partially restored to the curriculum. Examples abound of new courses that have become available because of these partnerships. A third-year foreign language class without the enrollment required by state board regulations; an advanced calculus class; an administration-of-justice class for a police magnet high school; art, music, and theater classes; and science classes—all are in high demand through dual enrollment programs. Technical courses that are not customarily available at the secondary level can be offered to enhance the curriculum of the urban, suburban, or rural high school. Salt Lake Community College, for example, has made strides in this area. The first-year experience or freshman seminar genre of courses can be offered to high school students, to instill confidence and foster goal setting among students who might not otherwise have seriously considered attending college.

The third tenet is concerned with accessibility. The setting for these programs may be the college or high school campus, or it may be a site linked through distance education technology. The precise location of the classes may have an impact on how accessible these programs are to the students. All the chapters of this volume provide a perspective on how colleges have attempted to bring the college campus to high schools students, in spite of barriers. In Chapter Eight, for example, Esther B. Hugo provides a compelling argument for access for all students, especially the underserved in California. Many program administrators have designed their programs for classes to be taught exclusively at the high school sites to save time and the costs of transportation. Some programs are offered during regular school hours; others take advantage of the empty classrooms after school or have weekend offerings, intensive sum-

mer programs, or both. Some programs effectively integrate high school students into the college campus through dedicated classes of high school cohorts or a mix of high school and traditional community college students. Access to academic resources is of paramount importance to the success of the high school student who is enrolled in a community college course; therefore, special consideration must be given to students who may not be familiar with community college resources and the expectations of college instructors.

The fourth tenet is concerned with providing financial support where necessary. In addition to considering place and time flexibility, as well as access to learning resources, program providers should carefully address financial need, because lack of financial support can be a significant barrier to higher education. Many programs do not charge students for tuition or fees, whereas others attempt to minimize the burden. In addition, the purchase of textbooks may be subsidized or other methods may be found to lower or eliminate textbook costs. High school students may not have been required to purchase textbooks in the past and therefore may not be prepared to deal with this increasingly expensive element of higher education.

The fifth tenet addresses the need for adequate academic support services for dual enrollees. Academic advising, precollege counseling, financial aid planning, study skills workshops, and assessment testing can and should be woven into these vital partnerships. Cooperation between college and high school counselors is a key element in the success of concurrent enrollment programs and the students they serve. The opportunity to attend college is transformed from an unattainable dream to a real possibility for many of the participating students. As one inner-city Los Angeles high school student stated in a Santa Monica College concurrent enrollment evaluation, "I never knew that I could go to college. I thought that I would just be lucky and get a job somewhere and not get shot before I was through."

Quality instruction is crucial to the success and credibility of concurrent enrollment programs. As witnessed by the authors of this volume, faculty qualifications and appropriate curriculum planning must be provided in order to maintain the integrity of and respect for high school–community college collaborations. Full- and part-time college instructors and credentialed high school instructors teach classes in these programs. Many programs have applied the same hiring standards to high school teachers that are applied in the selection of community college adjunct or full-time faculty members. Professional development, in-service training, orientation sessions, faculty recognition programs, ongoing instructor evaluations, and a formal faculty selection process are some of the elements that ensure quality instruction. The use of faculty liaisons from appropriate disciplines—along with the active involvement of community college department chairpersons, academic deans, and chief instructional officers—often provides the framework for an ever-improving concurrent enrollment program. High school principals, chairpersons, and faculty coordinators are also essential to the equation for success. Relationships among these individuals need to be deliberately cultivated and deepened. Faculty members from both

organizations can contribute valuable ideas and significant assessment and evaluation of the student populations being served.

The fact that dual enrollment is an excellent model of accelerated placement is appealing to state legislators. Creating a cache of students who have completed anywhere from twelve to thirty credits of college while in high school is an additional guarantee of those students' persistence in college. That they arrive better prepared academically, with more self-confidence and a positive attitude toward college work, increases the probability of their success. The legislative actions regarding dual or concurrent enrollment programs have been mixed, but in many cases they have been positive. Informed legislators have often sponsored or cosponsored legislation that has created a framework for offering college-level courses to high school students. The Virginia Plan for Dual Enrollment and the actions in California and Utah are excellent examples. In Chapter One, Katherine Boswell provides a detailed account of many of these positive legislative activities. Although criticisms and accusations have surfaced in some states, such as Arizona, colleges and high schools can easily promote and defend their programs by maintaining high-quality instructional programs, hiring the finest instructors, holding themselves accountable to a set of specified goals and objectives, and clearly conveying their goals and cost-effective successes to elected officials, government agencies, governing bodies, and taxpayers. Boswell provides a comprehensive overview of concurrent enrollment programs throughout the United States. Setting the stage for the chapters that follow, she discusses state policies from the perspective of the current educational needs of students, legislative interest and concern, approaches to quality assessment, funding formulas, and the responsibilities of participating educational organizations.

In Chapter Two, Brian G. Chapman provides a step-by-step approach to creating a concurrent enrollment program. He discusses needs assessment, goals and objectives, policy and procedural issues, planning issues, staffing requirements, program pilots, marketing, customization, feedback and evaluation, and potential outcomes.

In Chapter Three, Margaret K. Peterson, John Anjewierden, and Cris Corser describe one of the largest concurrent enrollment programs in the United States. The success of Salt Lake Community College's program is attributed to a unique course approval process, faculty liaisons, and a strong emphasis on quality through curriculum review, problem solving, instructor evaluation, and ongoing professional development. This chapter includes statistical data from institutional research and comprehensive satisfaction surveys.

Chapter Four, by Donald E. Puyear, Linda M. Thor, and Karen L. Mills, provides an overview of the varied approaches to concurrent enrollment, in addition to a valuable sampling of supportive literature. The research presented in this chapter addresses standards, evaluation, uniformity, and academic success, followed by a detailed account of concurrent enrollment challenges at the state and local levels, along with related legislative and administrative actions.

In Chapter Five, Steven R. Helfgot emphasizes the importance of establishing programs that are high school centered. The need to carefully cultivate partnerships between community colleges and secondary schools is reinforced through efforts that are balanced, equitable, and consistent. Helfgot describes programming and planning that is deliberate and that can be cultivated over many years.

Rhonda K. Catron provides a concise overview of the seminal document, the *Virginia Plan for Dual Enrollment,* in Chapter Six. After tracing the roots of concurrent enrollment in the state of Virginia from early efforts toward articulation between educational enterprises, Catron addresses student eligibility, faculty selection, and funding. She also discusses outreach to rural areas, delivery issues, and faculty workload.

In Chapter Seven, Nancy M. Wolcott describes one of the most innovative concurrent enrollment programs in the country. A triorganizational venture, New World School of the Arts has achieved national acclaim, impressive student diversity, and outstanding alumni. Wolcott traces the success of this cooperative program over the past twenty years.

Esther B. Hugo examines issues of access and outreach in Chapter Eight, using a model program that has been highly successful in both inner-city and suburban Los Angeles. She casts a positive light on efforts to provide college access and exposure to a wide range of students who might not otherwise have the opportunity to experience the broad range of curriculum provided by Santa Monica College.

In Chapter Nine, Tammi C. Jordan examines the legislative actions in Ohio that led to the creation of the Postsecondary Enrollment Options program. She highlights how this legislation was used as the basis for creating a program at Columbus State Community College. This program provides a clear example of how student eligibility, quality standards, and proper placement testing can be used to develop a sophisticated set of program guidelines and procedures.

The rewards of these collaborative relationships between K–12 systems and community colleges can be best measured by the students' success within the program, their continued advancement in higher education, and the satisfaction of school district and community college administrators and faculty members at having collectively fostered the improvement of educational opportunities for students in their local community. The secret of success is to keep in mind the ultimate purpose: to provide educational opportunities for college coursework to students in high school and afford them a high-quality, efficient way to become productive citizens.

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Hundreds of thousands of secondary students across the nation—as many as 10 percent of high school students in some states—are participating in various forms of post-secondary enrollment options. State policymakers are considering a range of new policy options to accelerate student educational progress in light of projected demands for access to public colleges and universities by the "baby boom echo."

State Policy and Postsecondary Enrollment Options: Creating Seamless Systems

Katherine Boswell

There is a growing perception of a mismatch between what America needs and what it is getting from its educational systems. Policymakers, the media, and parents are calling for high schools, colleges, and universities to work together to provide access to a reasonably priced and relevant education in order to help students develop the critical thinking, technical, and content skills they will need in a changing economy. America's centuries-old model of higher education is being challenged as never before to work with the public schools to help transform practices to meet the educational needs of the children of the baby boom generation.

Parents are alarmed by reports of the rising cost of college, and policymakers worry about the need for a highly educated and trained workforce to compete in an increasingly global marketplace. These concerns result in an increasing interest among parents and politicians in providing a range of postsecondary enrollment options to high school students that accelerate student progress toward completing the baccalaureate degree. Across the country, an increasing number of community colleges are being called upon to cooperate with K–12 school districts in order to provide a variety of post-secondary options to high school juniors and seniors.

In response to these concerns, thirty-eight states have currently adopted state-level policies that encourage the provision of postsecondary enrollment options—usually in the form of concurrent enrollment of high school students in college-level classes. Concurrent enrollment agreements in ten additional states exist at the institutional level, although no state policies have

been established to govern their use. Only two states report no policy or known practice of concurrent enrollment.

A Range of Postsecondary Enrollment Options

Over the past decade, policymakers have increasingly turned to concurrent enrollment options to provide access to college-level courses for credit in the high school. Although the terminology varies from state to state, there are typically two different approaches to concurrent enrollment courses.

College High programs represent agreements between high schools and colleges to offer college-level courses at the high school, typically for both secondary and postsecondary credit. The curriculum content and standards are determined by the appropriate college academic department, and the courses are usually taught by high school faculty members who hold the same academic credentials required of those teaching at the college (Zanville, 1999).

In contrast, concurrent enrollment programs typically enable high school students to register for college courses taught by college faculty members on the college campus, where they receive both high school and college credit for their coursework. Sometimes these college courses are delivered to the high school or home via distance education technologies such as the Internet. High schools often partner with local colleges to offer their students advanced-level math, science, or foreign language courses whenever there are not enough students to offer a similar course at the high school (Zanville, 1999).

The primary focus of this chapter is on dual and concurrent enrollment policies, but there are other enrollment programs used by state leaders to encourage educational acceleration.

AP/CLEP. The first early college admissions programs were created by the College Board in the 1950s. Advanced placement (AP) courses permit secondary students to take college-level courses while still in high school. Upon achieving a passing score on a national exam, students receive advanced standing when accepted at a college or university. The College Level Examination Program (CLEP) allows students to test out of beginning-level college courses at colleges and universities (Zanville, 1999).

International Baccalaureate. Another development that emerged twenty years ago is the International Baccalaureate (IB) program, designed for highly motivated high school students. The IB is a rigorous high school curriculum that includes foreign language study, literature, science, math, and social studies (Zanville, 1999). Upon successfully passing a national exam, students earn an IB diploma and then receive advanced standing when admitted to a college or university.

Tech Prep or 2+2. The most recent addition to the universe of postsecondary enrollment options are tech prep or 2+2 programs. Often funded by federal grants, these programs offer an articulated high school/community college

curriculum, typically in professional or technical fields. The courses are designed to reduce duplication between high school and college so that students move seamlessly between systems. Courses may be taught by either high school or community college instructors at an approved location (Zanville, 1999).

Factors Driving Interest in Postsecondary Enrollment Options

Some of the benefits policymakers name for their increasing interest in creating postsecondary enrollment options include

- Reducing college tuition costs for students and their families
- Accelerating student progress toward a degree in order to free up additional space on campus to meet the projected demands for college access by the "baby boom echo"—children of the baby boomers, who are approaching college age
- Providing greater academic challenges to high school students who have "senioritis"
- Encouraging greater collaboration between high school and college faculty members
- Increasing student aspirations to go to college
- Providing greater academic opportunities for students at small rural schools
- Building closer ties between colleges and their communities

State Policies That Support Postsecondary Enrollment Options

Most states have adopted a range of policies governing the various postsecondary enrollment options. As previously mentioned, thirty-eight states currently have some form of state policy that governs these arrangements, although these policies vary widely from state to state. Some of the questions policymakers are asking include:

- Should there be a statewide policy ensuring access to postsecondary options, or is it best to allow communities and institutions to adopt those relationships that meet local needs?
- Is statewide funding required in order to ensure equity across the state?
- What financial incentives should be provided to encourage participation among secondary schools and colleges and universities? Or does providing per diem support to both colleges and universities represent "double-dipping" at the expense of the taxpayers?
- Should financial assistance or incentives be provided to students to pay for AP or IB tests, or to reduce or eliminate the tuition burden for high school students successfully completing college-level courses?

- How do we ensure that enrollment option programs are indeed providing high-quality college-level education to high school students?

Student Financial Incentives. Fifteen states—California, Colorado, Florida, Georgia, Iowa, Maine, Massachusetts, Michigan, Minnesota, New Jersey, New Mexico, Ohio, Utah, Washington, and Wisconsin—have statutes that require either the state or the local school district to pay all or most of the tuition costs for students enrolled in concurrent enrollment programs. However, in most states, school district subsidies only cover courses that are taken for dual college and high school credit. A class that is taken for college credit only is generally not subsidized. States typically require the student to cover costs for books and transportation, although some districts may choose to cover these expenses as well. Colorado House Bill 1162, a 1998 amendment to the Colorado statute, requires a student to pay for any tuition up front. Upon successful completion of the course, the student can apply for reimbursement from the local district. In California, tuition is waived but a small enrollment fee is required.

In an additional nine states—Alabama, Idaho, Illinois, Oregon, Pennsylvania, South Dakota, Tennessee, Virginia, and Wyoming—local districts determine whether or not to subsidize student tuition costs for dual and concurrent enrollment programs. Virginia's statute encourages but does not mandate that local school districts cover the cost of tuition.

In three states—Missouri, West Virginia, and North Dakota—students pay a discounted tuition rate. Although it varies by district, concurrently enrolled high school students in Missouri typically pay a deeply discounted tuition rate—about a third of the normal rate.

In eighteen states—Arizona, Arkansas, Connecticut, Delaware, Hawaii, Indiana, Kansas, Kentucky, Louisiana, Maryland, Mississippi, Nebraska, New York, Nevada, North Carolina, Rhode Island, South Carolina, and Texas—students are generally responsible for all tuition and fees, although they may receive some support from individual districts. Community college systems in a number of states, including Connecticut, Kentucky, and Texas, offer extensive tuition waivers to high school students who are enrolled in concurrent programs.

Institutional Incentives. A majority of states (twenty-seven) allow both the K–12 school district and the community college to count the dually enrolled high school student as an FTE (full time equivalent) or ADA (average daily attendance) student for purposes of generating state support. Eight states—Colorado, Georgia, Idaho, Kentucky, Ohio, Texas, Washington, and Wisconsin—adjust the K–12 funding formula to reflect a reduction in daily funds to the high school for the dually enrolled student. Thirteen states—Alabama, Alaska, Connecticut, Delaware, Iowa, Indiana, Massachusetts, Maine, Missouri, Montana, New Jersey, Rhode Island, and Vermont—do not allow community colleges to include high school students as part of their regular FTE when generating state enrollment support.

Student Eligibility. In many states, students must meet minimum academic performance eligibility requirements before they may enroll in a concurrent education program. Other states make such programs available to any junior or senior who is accepted by a college. Georgia and Oklahoma have very specific entrance requirements, including a formula based on a student's SAT/ACT score, grade point average, and class rank, as well as a written recommendation from the principal and the student's parents. Michigan requires students to show proficiency on the MEAP (Michigan Educational Advanced Placement) test to demonstrate their ability to benefit from college-level work. A few states make special provisions for students as young as those in the ninth grade, who are identified as gifted and talented, to participate in concurrent enrollment programs.

Other Special Requirements. Recognizing that participation in postsecondary enrollment options requires planning and preparation, many states require that school districts notify all eligible students by March 1 of any postsecondary enrollment options available for the following fall term. Other states mandate counseling for students and/or a signed permission slip from parents acknowledging that they understand the consequences that accompany a high school student enrolling in a college-level course.

Model State Programs

Growing interest in postsecondary enrollment options for students is generating interest on the part of many states to document the results of these programs and to expand their efforts to reach still more students.

Minnesota. The state of Minnesota takes credit for being the first state to institute concurrent enrollment policies for high school students. Many years of practice were finally codified in 1985 with the enactment of the Postsecondary Enrollment Options program. According to Minnesota statute Sec. 123.3514, the program is intended to "promote rigorous academic pursuits and provide a variety of options" for juniors and seniors in high school by providing them with the opportunity to take college courses at state expense. A report by the Minnesota Office of the Legislative Auditor (Mar. 1996) stated, "Policymakers hoped that the competition from colleges and universities might force secondary schools to become more responsive to the needs of students and parents" (p. ix).

The Minnesota legislative auditors (Mar. 1996) studied the experience of students who left their secondary schools for at least part of the day to take one or more college courses on a postsecondary campus during the 1994–95 school year. They found that the vast majority of students, parents, and college administrators were satisfied with the program, although some high school administrators expressed a range of concerns about the program's educational, financial, and administrative burden. They found that "6 percent of Minnesota public school juniors and seniors took courses at postsecondary schools . . . [although] student participation rates varied considerably across

the state" (p. xi). This variability in student participation was related to the accessibility to college campuses in different parts of the state. The study also reported that program participants generally received higher grades than regularly admitted postsecondary students.

"School administrators, students and parents said that the most important reasons why students participated in the program were to get a head start on college credits and to save on postsecondary costs" (Minnesota Office of the Legislative Auditor, Mar. 1996, p. xiv). The auditors estimated that students who participated in the Postsecondary Enrollment Options program—as opposed to enrolling in the same postsecondary courses without the program—saved approximately $10.9 million in costs for tuition, fees, and books.

Washington. The Running Start program was created by the Washington state legislature in 1990 to expand educational opportunities for public school students. It began as a pilot program and then went statewide in 1992–93. By 1998–99, the number of students had increased to 12,355—or 6 percent of eligible Washington public high school students (Crossland, 1999).

Running Start permits eleventh- and twelfth-graders who pass a test demonstrating that they have the skills needed to succeed at college to take college-level courses, tuition-free, at Washington's thirty-two community and technical colleges. Because K–12 basic education funds are used, students who participated in 1998–99 are estimated to have saved $12.5 million in college tuition costs. Taxpayers also benefit significantly by paying only once to support Running Start students in both high school and college. It was estimated that this "two-for-one" aspect of Running Start saved taxpayers about $24.6 million in 1998–99 (Crossland, 1999).

The Running Start progress report also describes the results of a University of Washington (UW) graduation follow-up study on the original Running Start transfer students who had entered the university in 1993. Running Start students graduated with an average GPA of 3.42—significantly higher than the average GPA (3.14) of students who began their college admission at UW. The Running Start students also earned bachelor's degrees within four years at a rate of 41 percent, which was higher than the rate for students who had started their postsecondary education at UW, which was 31 percent within four years (Crossland, 1999).

Utah. The state of Utah has encouraged high school participation in dual and concurrent enrollment for many years, partly as a means to accelerate students' educational progress to cope with a burgeoning demand for access at the state's colleges and universities. In 1999, Governor Michael Leavitt announced an initiative to award a New Century Scholarship to any Utah high school graduate who had accelerated his or her education process and completed the requirements for an associate's degree prior to September 1 of his or her high school graduation year. The New Century Scholarship awards the student 75 percent of actual tuition costs for two years at

any of Utah's state-operated baccalaureate-granting institutions (Utah State Board of Regents, 2000). The associate's degree may be earned by a combination of credits earned through concurrent enrollment, AP, and/or summer school attendance.

Concerns of Policymakers

Although interest and support for postsecondary enrollment options among state policymakers remain high across the country, certain concerns are being raised, including the following:

- Policymakers in some states have become concerned about the "double-dipping" impact on taxpayers when both K–12 districts and community colleges receive state support for secondary students concurrently enrolled in postsecondary classes.
- In 1997, the Oregon Joint Boards of Education (the Board of Education and the Board of Higher Education) approved a statewide study of current practices and policies to determine the need for a more uniform early options program (Zanville, 1999). Concerns have been expressed about inequitable access to college courses across the state. Increasingly, as students attend multiple institutions as they proceed through their college careers, different transcript systems at different state colleges and universities create problems for the students.
- Although the articulation and transfer of dual enrollment credits is generally not an issue at public colleges and universities, some students who seek to transfer to elite private institutions find that concurrent enrollment credits earned while they were in high school will not transfer.
- There is concern about the quality of programs, such as the College High classes that are being offered at high schools. Liabilities include the excessive workload for the high school teachers selected to teach the college-level courses, as well as the perception that the college curriculum needs to be "dumbed down" in order to be accessible to high school students.

Conclusion

Despite these and other concerns, there is no evidence that there is less interest among state policymakers in promoting postsecondary enrollment options as a means to ensure more seamless education systems. The goals of most state early option programs will continue to focus on

- Providing challenging educational opportunities for high school students
- Improving the college preparation of all students, thus reducing the need for remediation at the postsecondary level
- Increasing the number of citizens who participate in some form of post-secondary education in order to ensure a trained, competitive workforce

- Accelerating the educational progress of students through postsecondary education, saving both students and taxpayers significant dollars
- Fostering collaboration between high schools and colleges, resulting in reduced redundancy and ensuring a more seamless K–16 public education system

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2

This chapter provides guidelines for establishing a partnership between a community college and a single high school or school district. In addition to outlining the steps necessary for developing the program, discussions of how to maintain quality and meet the needs of the individual institutions are included.

A Model for Implementing a Concurrent Enrollment Program

Brian G. Chapman

Concurrent enrollment programs enable students to earn college-level credit while enrolled in high school. These collaborations have served to make college less financially burdensome for the student participants and their parents. Students who otherwise might not have even begun a college education because of financial concerns or a variety of other factors have achieved this heretofore unreachable goal.

Concurrent enrollment also brings substantial benefits to the participating educational institutions. Although the model described here is based on a large urban community college district, it can also be successfully established in a suburban or rural setting. This chapter presents just one of the possible models for implementing a concurrent enrollment program. Using this model, one urban college was able to complete the process in just one year and increased its enrollment from six hundred to approximately two thousand students in eighteen months.

Determining the Need for a Concurrent Enrollment Program

The first step is to determine if there is sufficient interest among the potential participants. A concurrent enrollment committee or task force should be instituted at the originating college. A representative committee makeup should include at least the chief academic officer, the dean of students, a curriculum committee member, an admissions administrator, counselors, advisors, and department chairpersons, as well as faculty members representing a cross-section of technical and liberal arts programs. All of these

individuals are key players in this process, and it is imperative to have their commitment to the program, as well as that of the board of trustees and the college president.

The committee—or selected members—should arrange to meet with the administrators, counselors, and faculty members of the school districts. It is unlikely that a single meeting would be sufficient; a series of meetings will probably be required. The first meeting will serve as an opportunity to present a complete outline of the proposed program. The high school contingent should be given time to review the proposal and seek input from supervisors, peers, and reporting staff. Should there be general interest in moving forward, subsequent meetings can serve to identify student needs, curricular needs, available resources, and potential roadblocks.

Identifying Program Goals and Objectives

Candid, open communication between community college and high school administrators is necessary to define the program's goals and objectives. To develop the student-related goals, the committee or task force should address the following questions: In what areas is the high school curriculum lacking? Are the arts and science offerings sufficient? Is college attendance emphasized as an option for all students? Are students being adequately prepared for the transition to college? and Is enough attention being paid to encouraging all students to attend college, and not just the high achievers? One important goal should be to minimize the expense of the program for the student participants.

Next in line are the goals of the individual educational institutions. What result does each institution want from the program? How would each entity define success? Are the expected outcomes realistic?

Clearly defined goals and objectives will aid in gaining support for the program from parents, teachers, faculty members, administrators, elected officials, and both high school and college students. They will also provide a framework with which to evaluate the success of the program.

Under the umbrella of the larger goal of fostering improved relationships between community colleges and K–12 systems, more specific goals should be established. Some examples of other goals and objectives are to (1) provide a wide variety of college-level courses for students, (2) provide student development-oriented, first-year experience courses to high school students, (3) enhance the performing and visual arts curricula in high schools, (4) enhance science and language offerings in high schools, (5) expose as many students as possible to a college-level experience, (6) provide a college-level experience for the most academically talented students, (7) allow students to "get a jump" on their college education, (8) provide a seamless transition from high school to college, and (9) encourage students who do not aspire to attending college to explore the possibility of continuing their education.

Once the decision has been made that a concurrent education program is right for the community, special care should be taken to design a program that will successfully meet the needs, goals, and objectives identified in the preliminary meetings. This is not the time to move forward blindly; indeed, this is the most crucial stage of implementation.

Before developing the plan for the program, policy and procedural issues that could create barriers to program implementation should be addressed. Some items to consider are:

- How well do the community college and high school schedules integrate?
- Will transportation be an issue?
- Will the students be covered under community college or high school insurance in the event of an injury?
- How will registration be handled?
- How will grade reporting take place?
- How will attendance reporting be handled?
- How will concurrent enrollment courses be noted on the college and high school transcripts?
- Will there be any textbook subsidies in place through either the high school or the college?
- Will the perception of "double-dipping" for state funds be an issue in the community?
- Where will courses be held?

Next, establish a financial framework. The community college should provide funding for the required personnel. What fees and charges, if any, will apply? Will there be registration fees? Will there be any compensation for providing the facility for the classes? Will there be any tuition charge for the courses and, if so, will the high school pay the tuition or will students be individually responsible for their tuition payments? If there is a tuition charged, will there be a reduction from the regular cost?

Once procedural issues have been addressed, the committee can move on to designing the course offerings. Naturally, these courses must meet the needs of the high school and its students. Using the information obtained in the preliminary meetings, the community college should prepare a preliminary selection of courses to be presented to the participating high school(s).

Staffing Requirements

Although a program such as this will likely require coordination and management by at least one full-time college employee, initially the project can be guided and molded by a team of campus professionals who are dedicated to the concept.

The start-up process for a concurrent enrollment program can be managed by a small group of campus administrators and faculty members whose

agenda includes establishing concurrent education as an enduring college offering. As with any college instructional program, at least one full-time administrator will ultimately be required to manage and coordinate the program. Ideally, once firmly rooted, the program will include the following personnel:

1. *An on-site liaison from each high school.* This position would require at least part-time effort. A participating high school guidance counselor willing to accept the additional duties above and beyond his or her high school responsibilities often fills this role; the college should provide compensation for the additional duties. The liaison's role would include coordinating academic calendars, attending to facility requirements, managing instructional needs, and overseeing organizational procedures.
2. *A community college admissions/registration liaison to each high school.* This position also would generally be part-time, although there could be instances in which a full-time employee would fulfill some of these duties. These individuals should be considered regular employees of the college and should be trained in all aspects of the college admissions and registration process. Their duties would include assisting students in submitting and completing applications to the college and providing information to instructors regarding class rosters, add/drop deadlines, final grades, and all other admissions and registration procedures.
3. *An outreach liaison from the community college.* This position may be full- or part-time, but it is indispensable in facilitating direct communication between the community college and participating high schools. Responsibilities would include scheduling classes, working with high school faculty members and administrators, organizing and facilitating orientation sessions, answering questions as they arise, and addressing student services and faculty issues.
4. *Faculty.* Instructors can be drawn from the high school, the community college, or outside sources. High school teachers should possess the appropriate academic credentials required to teach at the community college level in their subject area. Faculty members who elect to teach in the program may already be affiliated with the college as full-time or adjunct faculty members. The program must maintain quality while extending the college's instructional services.

Selection of Faculty

A program, no matter how well designed, cannot exceed the talents of the instructors. Choosing instructors for the concurrent education courses may be difficult. Ideally, there will be a large number of applicants from which to choose. However, it is better to eliminate a course offering than to keep it on

the roster with a less than stellar instructor. Faculty members for this program must be aware of the unique nature of the courses they will be teaching and should be willing to make an effort to be responsive to their new students' concerns. Even just one mismatch between a faculty member and a course in the program could spell disaster for the success of the program.

Beginning with a Pilot Program

Regardless of the potential size of the concurrent education program, it is prudent to start with a minimum of one semester of limited course offerings. This will allow transition time for all the personnel involved. Where possible, plan carefully for future growth. This will help avoid the pitfalls frequently associated with popular programs that grow at an unmanageable rate—such as the inability to evaluate the program properly, procure faculty and staff members, and provide adequate support services. In addition, carefully managed expansion will allow for a quicker and more effective response to the inevitable but unforeseen challenges. A high-quality program will continue to grow steadily and gracefully, and the college's reputation will benefit.

Feedback and Evaluation

Especially in the beginning, a vehicle for formal feedback between community college and high school officials is imperative. These feedback sessions should involve liaisons from each administration as well as from participating department chairs and instructors. It is critical to know right away what is working and what is not. Regularly scheduled feedback sessions—perhaps once a month for the first semester or two—can ensure that problems are identified quickly and resolved expediently. There should be a formal input and response process to prevent problems and concerns from "slipping through the cracks."

Marketing the Program

Once the program has been organized, a marketing plan should be developed. Follow-up promotional meetings with faculty members and administrators at high schools can be used to present what a college has to offer students. A list of courses the program has offered or is willing to offer should be included, and it should be noted whether the courses are intended to be offered on-site at the high school or the community college or at an off-campus site. In developing the package, the transportability of the course, the availability of instructors in specific disciplines, and the geographic constraints of the instructors should be considered. The broadest set of options, when presented to the high school decision makers, will afford an opportunity to match their needs with the instructional services the college has available.

In addition, marketing should be aimed directly at the students and their parents and guardians. Such marketing can include such methods as planning for a presence at high school parents' nights, mailing fliers to parents and guardians, distributing fliers to students at the high schools, and featuring articles in alumni publications and local newspapers. It is also a good idea for colleges to include a section on their concurrent enrollment program in the college catalog. Both students and parents should be made aware of the financial benefits associated with the courses. If textbook subsidies are available, they should also be featured.

Because student interest in the program is a key factor in its success, colleges should consider putting additional effort into highlighting the benefits of the program to the students. One effective method for attracting students is to hold a concurrent enrollment fair on the community college campus. This type of event is easily tailored to showcase the hosting institution's particular strengths. The event should include an orientation session for the students—where they would be given an overview of the program and informed of application and selection procedures as well as course offerings. The day could also include a tour of the community college campus, the opportunity to sit in on an actual or staged classroom session, a showing of the art work of current students and faculty members, a display of completed or in-progress science projects, a reading by student and faculty authors of their works of poetry, fiction, or nonfiction, and a display or presentation by each department that will be offering courses to the high school students. The agenda for the day is limited only by the imagination of the organizers.

Customizing to the Unique Needs of Each High School

Once the pilot program is completed and a college has begun expanding to additional schools or course offerings, it will probably need to customize its selection of offerings for each individual high school. The concurrent enrollment program is intended to complement rather than supplant the high school curriculum, and the unique needs of each participant high school should be considered. This is the only way to ensure that the course offerings are relevant to the students. For example, a high school that has limited offerings in the art department or has no physics teacher will be especially interested in offerings in those areas. And a high school with a strong life sciences curriculum and advanced placement courses in that discipline may not need college-level biology classes.

Maintaining Program Support and Success: A Focus on Quality

The success of this type of program depends on the experience of the participating students and the perception of the quality of the program by high school administrators, parents, legislators, and taxpayers. The concurrent

enrollment program must provide college-level instruction of the same quality and academic rigor that is afforded to students enrolled in classes on the college campus. The students must be held to the same standards of excellence that incoming first-year college students are.

The college should consider providing midterm evaluations to the students and their counselors. After each semester, a team set up to monitor participant progress should review students' progress. Assessment of each student's progress should be used as a counseling tool to identify any individual challenges that he or she may face at the earliest possible stage and to provide the student with strategies for tackling these challenges. Every attempt should be made to work directly with students to increase the likelihood of their success.

In addition to the formal feedback sessions mentioned earlier, students should be given the opportunity to evaluate their instructors at the end of each semester. The academic departments of the college should provide evaluation of the participating faculty members, consistent with the campus guidelines.

A follow-up study should be performed at the end of the first semester to measure previously designated success indicators. Among these indicators may be course completion rates, course success rates, and grade point averages.

Institutional Benefits of Concurrent Enrollment

How students benefit from a concurrent enrollment program is clear, but what are the possible benefits to the community college and the high school?

For the college, a program of this type is an excellent recruitment tool. The college attracts better-prepared students who will experience fewer transition difficulties than do incoming freshmen who did not go through the program. In addition, concurrent enrollment programs generate a positive image in the community, faculty members gain from the experience of teaching a college course in a high school setting, the administrators and instructors of the community college gain in-depth knowledge of new student populations, and colleges build a solid base for future collaborations with the K–12 institutions.

The high school benefits from an enhanced curriculum that may better capture the imagination and interest of juniors and seniors, as it helps build the image of the high school as a place where students can take college courses, and the curriculum boosts student performance as well as graduation and high school-to-college transfer rates. In addition, high school teachers with appropriate credentials have the opportunity to teach courses that are more content intensive, and they can work with the community college, enhance their professional development, and become even better teachers. These opportunities will attract top-notch teachers to the

high school. Although the outcomes will likely differ among programs and institutions, these are potential outcomes for any concurrent enrollment program.

Conclusion

A thoughtfully planned and executed concurrent enrollment program can be an asset to any community college, bringing benefits above and beyond any related program costs. Through the program, the college can assist in meeting the educational needs of the high school students in the community, and it can develop effective partnerships with K–12 institutions. At the same time, the college can reap the benefits of increased visibility in the community, of having better-prepared incoming first-year students, and of having in place an effective recruitment tool.

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At Salt Lake Community College the concurrent enrollment department has structured a program that provides quality instruction for students by focusing on faculty development, and it creates a healthy partnership between public and higher education institutions.

Designing an Effective Concurrent Enrollment Program: A Focus on Quality of Instruction and Student Outcomes

Margaret K. Peterson, John Anjewierden, and Cris Corser

Each year, educators, administrators, and concerned parents grapple with the question of how to keep high school seniors engaged in learning and prevent an apathetic attitude popularly labeled "senioritis." Two questions arise from this goal: How can educators make the senior year of high school meaningful and significant for students? and How can educators make this year a solid transition into either the workforce or higher education?

Concurrent enrollment programs have been created to address these questions; they offer qualified high school students the opportunity to take college courses for college credit prior to high school graduation and have been implemented in school districts nationwide with a variety of structures and methods of operation. Salt Lake Community College (SLCC) in Salt Lake City, Utah, has created a successful program that focuses on quality instruction. The primary features of this program include a course approval process, liaisons, in-service training, and the Instructional Assessment System (IAS) evaluation instrument (created by the University of Washington), which have helped the program become a statewide model.

Background

Concurrent enrollment began a number of years ago at SLCC in response to state legislative action. The Utah state legislature passed a bill allocating $200,000 to fund the program. Their purpose was to establish a program

that would give high school seniors—and some juniors—an opportunity to begin earning college credit, thus making the third and fourth year of high school a more meaningful, challenging transition into either higher education or the workforce. At the same time, legislators hoped to save money by using secondary school facilities for higher education courses.

In conjunction with the Utah State Board of Education and the Utah State Board of Regents, the legislature also provided guidelines for constructing this program, which included

- Establishing a program that creates a partnership between secondary and higher education institutions
- Establishing a program that gives control over college courses to the sponsoring college
- Allowing only high school seniors with a "B" average in high school coursework, with the addition of some juniors and sophomores with outstanding qualifications, to participate in the program
- Specifying that the textbooks, instructional materials, and tests for the program should be the same as those used for the courses taught on the college campus
- Requiring concurrent enrollment instructors to meet the same qualifications as regular adjunct faculty members

These guidelines were intended to establish a standard of instruction for concurrent enrollment equivalent to that of courses taught on the college campus, seeking to ensure that college credit was given for college-level coursework.

Initially, the concurrent enrollment program at SLCC grew out of what was known as "early enrollment." High school students were invited to come onto the college campus, take courses, and apply the credit they earned toward a high school diploma. Officially, the concurrent enrollment program came into being during the 1989–90 academic year. In 1993, the chair of the community education division inherited a program loosely structured and growing in popularity. As a result, he faced a major problem: how to provide quality instruction, given the looseness of the structure and the potential for rapid growth. In collaboration with several deans, he began to structure what has now become a model program. The features of this program are structured to maintain quality in the face of rapid growth.

Course Proposal Approval Process

One of the most important features of the program structure is the course proposal approval process. The program requires concurrent enrollment high school instructors to submit a course proposal form for each class they wish to teach. This form asks them to identify the course, list their academic qualifications for teaching the course, and outline the syllabus, spec-

ifying the textbook and any placement tests or prerequisites students must meet in order to enroll in the class. The completed form identifies the liaison or college contact person who will be working with the instructor, and it requires signatures from two school district administrators and three SLCC administrators—namely, the department coordinator, the division chair, and the dean associated with the course offering. First-time instructors must attach transcripts of all postsecondary work, as well as résumés and cover letters.

All course proposals and attachments are sent directly to the concurrent enrollment department, where they are logged in a spreadsheet to track the approval process. Before submitting the course proposal materials to the departments, division chairs, and deans for signature, the concurrent enrollment director and liaisons analyze the proposals, transcripts, and résumés to determine the academic preparation and qualifications of each instructor for teaching the course. Based on this analysis, particularly of the potential instructor's coursework, the concurrent enrollment department makes its recommendations.

After the course proposals have gone through the approval process, the concurrent enrollment department keeps copies of the proposal, transcripts, and résumés of each instructor on file. At that point, the director prepares college-approved contracts to be signed by each SLCC dean, the SLCC academic vice president, and the contract administrators for the five school districts served by the SLCC concurrent enrollment program. Copies of each course proposal become part of the concurrent enrollment contract.

In essence, each course proposal becomes an agreement between the instructor, the school district administrators, and SLCC. As such it becomes part of the foundation for monitoring and maintaining quality instruction.

Faculty Liaisons

Another feature that assists in maintaining program quality is the use of full-time concurrent enrollment liaisons, as well as college faculty members, who serve as part-time liaisons: Currently, the SLCC program employs five full-time liaisons and contracts directly with over fifty faculty liaisons, drawn primarily from the ranks of the full-time community college faculty. The role of the liaison is to monitor and maintain the quality of instruction. Therefore, his or her primary responsibility is classroom visitation. Full-time concurrent enrollment liaisons monitor classes in subject areas that have the largest enrollment: English, math, humanities, graphic communication, and art. College faculty liaisons monitor classes in which enrollment does not justify the hiring of a full-time liaison.

The liaison job title and description were chosen with the intent of establishing communication links between the department in which the class is offered, the concurrent enrollment department, and the high school instructor. Each college department chair assigns his or her faculty members

to serve as liaisons and visit classes within their discipline two or three times a semester. Faculty liaisons will make more visits if instructors require additional assistance. During these visits, the liaisons observe instruction and interact with the students, and may participate in classroom activities. They may also give teaching demonstrations or substitute for the instructor on occasion to maintain college-level work when the instructor must be absent. The full-time visual arts liaisons often give teaching demonstrations in concurrent classrooms to demonstrate college-level art theory and skills development. The English and humanities liaisons regularly team-teach, conduct workshops on the principles of writing, and participate in peer-response groups by giving students feedback on their rough drafts as a part of the writing process. Mathematics liaisons also team-teach and work with individual students in the classrooms. In addition to these tasks, the liaisons answer questions students have about concurrent enrollment and making the transition to SLCC as a regular student.

Another primary responsibility of concurrent enrollment liaisons is to act as links between the college departments they represent and the concurrent enrollment high school instructors. For example, full-time liaisons regularly attend college faculty meetings, present any concurrent enrollment issues or concerns, and report back to concurrent enrollment high school instructors, keeping them abreast of departmental agendas. They also act as links between SLCC administrators and concurrent enrollment departments. Liaisons maintain contact with department coordinators and division chairs—answering questions, delivering messages, and carrying out department and division procedures.

In fulfilling their responsibilities, liaisons wear many hats and answer to a number of administrators. They must possess excellent written and oral communication skills and refined problem-solving ability, and they must meet the same academic qualifications as their campus counterparts in their specific disciplines. The liaisons overseeing academic disciplines must possess a master's degree and requisite teaching experience. Those overseeing vocational areas must also have the appropriate degree or experience equivalent to regular faculty members in their area. Each academic term, the full-time liaisons must teach one section on campus of the courses they visit in the concurrent enrollment program. Therefore, liaisons are departmental faculty as well as full-time concurrent enrollment liaisons. They are encouraged to stay current in their field, and money is allocated for attending and participating in conferences. The math liaisons attended two conferences during the 1998–99 academic year with colleagues from the math department; the English and humanities liaison gave a presentation addressing concurrent enrollment issues at the 1999 Two-Year College English Association–West Conference; the visual arts liaisons also participate in workshops to upgrade their art abilities as well as act as judges in the Sterling Scholar Program, a statewide college scholarship program for outstanding high school seniors.

The concurrent enrollment department has recently hired an academic advisor liaison. This liaison serves as a communication link between the academic advising department, the concurrent enrollment department, high school counselors, and concurrent enrollment students. The advisor liaison is responsible for assisting students in selecting courses appropriate for their anticipated majors and careers, as well as providing a resource for students as they make the transition from high school to college.

In-Service Training

The liaisons conduct annual in-service training for high school instructors to keep them current in the field and in harmony with the direction of on-campus instruction. Generally, the liaisons work in conjunction with department coordinators in planning and conducting these training sessions. The subject matter is discipline-specific and in-service varies according to the needs of the program. For instance, the director and personnel from the registrar's office implemented on-line registration and grade reporting to replace a cumbersome paper system, and they organized training for two hundred concurrent high school instructors to learn the new procedures. Participating school districts can now log onto the College Web site and register students, thus avoiding the need for paperwork. Although the on-line system experienced initial glitches and adjustments had to be made, it represents a much more efficient process for managing large numbers of students from multiple sites. The department also maintains a concurrent enrollment Web page that is updated regularly with new information, instructions, and deadlines. As a result, the use of on-line procedures has created room for further growth, basically turning what could be logistical problems into opportunities.

Another in-service project involved several liaisons, the director, and personnel from the assessment office in teaching the concurrent enrollment faculty and school district administrators how to use an on-line student placement testing procedure for math and English classes. All SLCC students are placed into English and math classes with CPT or ACT scores.

Each fall, the concurrent enrollment director, with the assistance of the full-time liaisons and office staff, conduct an in-service orientation for this same population. During this orientation, the concurrent enrollment staff distributes supplies, reviews policies and procedures, and updates participants on refinements within the enrollment, registration, and grading procedures. Among the materials the staff distributes to district administrators and teachers are updated editions of the program handbook and student handbooks (which contain registration instructions, disclosure statement forms, add/drop forms, and a calendar). Brochures are also provided that answer commonly asked questions and explain the features, benefits, and purpose of the program to students and parents. The program director revises and edits these materials each year in an effort to maintain the quality and integrity of the program.

In-service training for high school concurrent enrollment instructors during Summer 2001 includes an extensive off-campus session that addresses discipline-specific matters and instructional guidelines.

Throughout the year, the director holds additional quarterly meetings with district administrators, thereby strengthening the partnership between the college and the school districts. One of the problems the concurrent enrollment department faces is maintaining internal and external partnerships. Internally, problems have arisen between student services and concurrent enrollment because of the unique nature of registration, grade reporting, and maintaining student records for classes taught on a different academic calendar at multiple sites. These problems have been resolved through improved communication and coordination—although, externally, problems have arisen because of these internal improvements. The concurrent enrollment director has used in-service meetings as a means for creating dialogue and improving communications—key factors in building a healthy, viable partnership.

Another method for improving communications is the year-end awards program, at which outstanding teachers and liaisons are acknowledged for their hard work and efforts with students. This annual awards program enhances college administrators' and school district administrators' awareness of program quality and development. High school administrators nominate the teachers, each district selects its final recipient, and students from individual classes present the awards. In addition, concurrent enrollment instructors nominate liaisons from various disciplines and present awards at the program. And various students discuss the impact that concurrent enrollment classes have had on their academic success. For example, an architectural drafting student described how the concurrent enrollment class he attended influenced his decision to pursue an architectural career.

Teacher Evaluations

Beginning in Fall 1999, the program began pilot-testing a teacher evaluation instrument as an additional means of maintaining the quality of classroom instruction and as a tool for faculty development. Striving to achieve standardization with on-campus procedures, the program adopted the Instructional Assessment System (IAS) evaluation instrument, which SLCC uses to evaluate classroom performance of its full- and part-time faculty. This policy met with some resistance from the school districts because of high school faculty contract agreements. However, negotiations have resolved most of the resistance, and boundaries have been set and confidentiality maintained.

The IAS system supplies on-campus administrators with information from four questions, whereas other information from an additional series of questions goes directly and exclusively to the teacher receiving the evaluation. The first four questions provide information about students' assess-

ment of the overall effectiveness of the course, the teacher's contribution to the course, the organization of the course, and the textbook. Analysis of these items has provided valuable information that the department plans to use for ongoing faculty development.

Currently, the department is creating strategies for the director and liaisons to use in doing intervention work with instructors who need improvement. One major component of the strategies is to establish specific, written goals for improvement, helping the teachers create a plan to meet these goals, measuring progress through observation, and providing supportive feedback.

In addition to maintaining the quality of instruction, the structure also seeks to manage logistical problems that have arisen as the program has grown from year to year—in some instances at a rate above 50 percent. One of the most effective strategies for managing growth and the size of the program (which has grown from 758 students in 110 sections to over 9,000 students in 610 sections over a ten-year period) has been the use of information technology, including the Internet and extensive use of database systems.

Outcomes Achieved

As a result of implementing this structure, the program has achieved several student outcomes. In April 1999, the department surveyed a stratified random sample of 604 students (approximately 12.5 percent) of the 4,817 students registered for concurrent enrollment courses in Spring 1999. The survey asked a set of questions designed to determine students' perception of concurrent enrollment courses, their plans for six months and then one year after high school graduation, and how the program affected their decision to attend college (Salt Lake Community College [SLCC], 1999).

In relation to students' perception of the courses, the research found that 26 percent of the students were completely satisfied, 41 percent were very satisfied, and 29.4 percent were satisfied (SLCC, 1999). Therefore, two-thirds of the students were at least very satisfied—and fewer than 3 percent were unsatisfied. In comparing these results with students' perception of regular high school classes, researchers found that 8 percent of those students were completely satisfied, compared with 26 percent for concurrent enrollment (SLCC, 1999). Research findings also show that 26 percent were very satisfied with high school classes, compared with 41 percent for concurrent enrollment. Overall, a greater proportion of students were at least very satisfied with concurrent enrollment classes, compared with regular high school classes, which suggests that the quality of instruction was better in concurrent enrollment classes than in regular high school classes.

In regard to student plans six months and then one year after high school graduation, the findings reveal that 45 percent of the students planned to attend college six months after graduation. That figure dropped

to 38 percent one year after graduation. Analysis reveals that this drop might be attributed to graduates going to work, getting married, or serving religious missions (SLCC, 1999).

With respect to the effect that concurrent enrollment classes have had on students' decisions to attend college, 56 percent of the respondents reported that it encouraged them and 42 percent reported that it had no effect, and the courses discouraged fewer than 1 percent. During the summer of 1999, the concurrent enrollment department developed a research project using a stratified random sample to generate 1,097 student records. It systematically chose four years containing pertinent information from the ten years of the program's existence. It found that 55 percent of the concurrent enrollment students attended SLCC during the four-year period (SLCC, 1999).

These results indicate that the majority of participating students have been very satisfied with concurrent enrollment courses and that the program has been a positive influence on their decision to attend college, especially SLCC.

This study also indicates that during the four-year period prior to Spring 1999, 37 percent of concurrent enrollment students earned two-year degrees (SLCC, 1999). Analysis of the student records further indicates that students during this period took an average of three to four concurrent enrollment classes before high school graduation, which equates to an average total of 13.5 quarter credit hours per student. In general, the grade point averages of students in concurrent enrollment are comparable to those they have while attending SLCC, which are generally within the range of 0.3 grade points (SLCC, 1999).

The University of Utah's Department of Educational Leadership and Policy is currently conducting extensive research for the SLCC concurrent enrollment department, using data obtained for all students and concurrent enrollment students who enrolled at the college during the past seven years. Results and conclusions will be available in Spring 2001.

Other favorable outcomes of the program include the development of a state organization of concurrent enrollment programs—the Utah Alliance of Concurrent Enrollment Partnerships (UACEP). This organization acts as a sounding board for directors and assists in providing management guidelines. The concurrent enrollment program is also involved as a founding institution of the National Alliance of Concurrent Enrollment Partnerships (NACEP), which supports and promotes its constituent partners through quality initiatives, program development, national standards, research, and communication.

In addition, the program has achieved favorable outcomes with internal and external partnerships. Since its inception, concurrent enrollment has met with various forms of resistance. However, because of the strict requirements for teacher qualifications and consistent liaison monitoring since the current structure has been in place, that cloud is lifting. As a result,

the concurrent enrollment program has gained more credibility and more respect from departments campuswide as a worthwhile, viable academic opportunity for students. In conjunction with this outcome, the offerings within school districts are expanding and additional highly qualified instructors are applying.

Through these outcomes, the concurrent enrollment program has become a foundation and has paved the way for further programs, such as the legislature-sponsored New Century Scholarship, which is awarded to students who have completed the equivalent of a two-year degree by the end of the summer of their senior year, thereby funding 75 percent of their remaining coursework toward a bachelor's degree. Finally, with an emphasis on maintaining the high quality of instruction and student outcomes, the structure of concurrent enrollment has created a bright, promising future for the program at Salt Lake Community College.

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This chapter presents a brief history of concurrent enrollment initiatives and then gives an overview of activity in Arizona, including research on student achievement, as well as tracking studies. In spite of growth in the number of programs and successes in student achievement, not everyone in the state understands and appreciates the benefits of the program; the final section of this chapter describes some of the realities of politics and necessary compromises.

Concurrent Enrollment in Arizona: Encouraging Success in High School

Donald E. Puyear, Linda M. Thor, and Karen L. Mills

Studies of concurrent enrollment programs show that not only do they accelerate the attainment of a baccalaureate degree but they also create a comfortable transition to college. In addition, concurrent enrollment students perform as well as, if not better than, students who enter college at the traditional age. The literature substantiates that participation in concurrent enrollment need not be restricted to academically high-achieving students.

Overview

The patterns of concurrent enrollment programs are diverse. For instance:

- A concurrent enrollment course can be taught as an enhancement to or augmentation of a regular high school course. Unlike the regular high school students in the course, the concurrent students must do extra work to earn college credit.
- A high school teacher—generally recognized as an adjunct to the participating postsecondary institution—teaches a course, using the college curriculum or syllabus at the high school during the regular high school day, and the class is entirely composed of concurrent enrollment students or has a combination of concurrent and regular high school students. It is not unusual for this type of concurrent enrollment course to be linked via interactive television to other high schools, allowing those other students the opportunity to participate in college classes.
- A college course is taught at the high school during the school day, but the teacher is a postsecondary teacher who is not also a high school teacher.

- A college course is taught at a location other than the high school (often the college campus) but is limited to high school concurrent enrollment students.
- A college course is taught at a location other than the high school (often the college campus), and concurrent enrollment high school students are mixed with other college students.

Whatever the name and delivery model, today's concurrent enrollment programs are increasingly used to enrich a high school student's curriculum, accelerate his or her academic program, and provide that student with a smooth transition for entry into college.

The exact beginnings of concurrent enrollment are vague, but some attribute the original concept of eliminating the repetitive curriculum by awarding joint high school and college credit for a single course to J. W. Osborn. Osborn (1928) wrote about the repetition in curriculum between some high school courses and introductory college courses. About thirty years later, in 1956, his concerns were finally addressed with the development of the advanced placement (AP) examination—a single standardized test used to determine students' proficiency in certain subject areas (Greenberg, 1992).

Collins (1980) credits Jamestown Community College in New York with being the first institution to launch the practice of having high school students enroll in college courses for the purpose of receiving dual college and high school credit. In 1978, the community college invited the top eleventh-grade students to enroll in two college courses during the summer prior to their senior year. However, slightly preceding the Jamestown initiative was Project Advance, which came out of Syracuse University. According to an impact study for the university (Edmonds, Mercurio, and Bonesteel, 1998), Project Advance originated in 1973, when seven local high school principals and superintendents met with university staff members to develop a program that would "challenge high school seniors, many of whom had completed all of the requirements for high school graduation by the end of the eleventh grade" (p. 1). Although not documented in the literature, it is interesting to note that educators in the state of Connecticut boast of a concurrent enrollment program that existed as early as 1955. And Saint Louis University indicates that in 1959 they responded to pleas from the Saint Louis University High School to address the redundancy in curriculum between the last year of high school and the freshman year of college.

The literature is as rich with information about the history of how and when concurrent enrollment programs began as it is with dialogue about whether or not the programs should be provided, and whether or not students are performing at the collegiate level. This chapter, however, sets aside opposing arguments and opinions and focuses only on the research that supports the provision of concurrent enrollment.

The *Virginia Plan for Dual Enrollment* (1988) provides the best description of the relevance of concurrent enrollment programs nationwide by stating that these programs promote rigorous educational pursuits and encourage learning as a lifelong process while recognizing that high school students who accrue college credit are more likely to continue their education beyond high school than those who do not.

Although growth in the number of concurrent enrollment partnerships reflects a vibrant and far-reaching movement, presenting the demographics of this collaborative initiative is not unlike giving it a name or explaining how it works. It is dynamic in nature. Wilbur and Lambert (1995) provide perhaps the best attempt at presenting a national perspective. Their database includes information on more than 2,300 collaborative programs (not limited to concurrent enrollment), coordinated by the 861 institutions responding to the survey. The partnerships involve every kind of postsecondary institution and represent every region of the country. For concurrent enrollment specifically, the directory lists seventy programs in twenty-nine states. The postsecondary partners in these programs are both community colleges and four-year universities—public and private, large and small, well known and lesser known. A small number of the programs focus on very specific topics—for example, the International Academy at the University of Louisville's College of Arts and Sciences offers students the opportunity to explore world cultures and international affairs. Some of the institutions have programs that are offered only during specific times of the year, such as the Summer Youth College at Foothill College in California and the five-week residential summer college program at the University of Delaware. And some of the institutions work with a single high school partner, whereas others, like Syracuse University, work with a multitude.

In addition to history, research, and directories, an overview of concurrent enrollment programs would be incomplete without at least brief mention of the National Alliance of Concurrent Enrollment Partnerships (NACEP). This alliance is an association of higher education professionals who administer cooperative programs that link their institutions to secondary schools. It was created to establish and promote quality initiatives and national standards for concurrent enrollment programs, to research and disseminate information about such programs, to encourage strong relations between partner institutions (high school to college and college to college), and to support its membership through professional development and communication on issues of common concern. More information about this organization can be found by visiting their Web site (http://supa.syr.edu/nacep).

Concurrent Enrollment Activity in Arizona

Statewide reports show that all ten of the community college districts in Arizona are now participating in some model of concurrent enrollment partnership—a situation that has developed fairly recently.

Rio Salado College, in the Maricopa Community College District (MCCD), is the largest provider of concurrent enrollment programs in the state, and one of the largest in the country. Prior to 1992, their concurrent enrollment activities were limited to a single private school. But then, in the early 1990s, public high schools began to express strong interest in concurrent enrollment arrangements for their students. Therefore, Rio Salado College, along with community colleges throughout the state, found themselves addressing not only the logistics but, more important, the legalities of working with public high schools in concurrent initiatives.

Legal enablement of concurrent enrollment endeavors were substantiated within legislative statutes, which stated that high school governing boards could award Carnegie units and apply college courses toward high school graduation requirements as long as certain course stipulations were met. Additionally, a ruling by the then attorney general Bob Corbin stated that concurrent enrollment courses taught on the high school campus could be counted by the high school toward their average daily membership (ADM) calculations. ADM is the high school equivalent of FTSE (full-time student equivalent) and serves the same purpose of establishing base budget allocations. Therefore, not only did high schools aggressively pursue concurrent enrollment arrangements with postsecondary institutions, but they also became increasingly interested in having the programs be provided on the high school campus. Arizona's community colleges were committed to responding to the increasing number of requests for concurrent enrollment partnerships. However, they wanted to do so with some assurance of built-in quality. And so, the Arizona Council of Academic Administrators developed minimal standards that allow individual colleges to exceed these guidelines whenever appropriate. These standards state that (1) credit will be granted by the community college, (2) courses offered will have been evaluated and will have met the official college curriculum approval process—to include outline, competencies, grading policy, and attendance requirements, (3) students admitted to a college course will follow established admissions assessment and placement policies, (4) faculty members must have community college certification and must be selected and evaluated by the college, using approved college procedures, and (5) any text used must be college-approved.

During 1993, Rio Salado College began exhaustive efforts to track, study, and analyze every aspect of concurrent enrollment. The following summarizes what was learned from that research. Approximately one-third of the seniors who opted to enroll in a math class would not have taken the class had it not been offered for concurrent credit. Without this course, they would have chosen the "early out" option, which would have sent them home from school at 11:30 A.M. Most of the seniors taking dual enrollment classes did not need the high school part of the credit; they had met the minimum graduation requirements and wanted the college credit. Concurrent enrollment was increasing the motivation of freshmen and sophomore

students—they were looking forward to working through a curriculum that would allow them to meet placement and prerequisite requirements for college-level classes. High school faculty members reported that classroom management became easier as students no longer complained about stringent class expectations and approached their college classes with a mindset that involved more study and attention.

One of the most compelling studies regarding the achievement of concurrent enrollment students comes from the MCCD Chemistry Instructional Council. Twenty questions are included in every final exam to see if selected chemistry classes are being taught uniformly across the district, including concurrent enrollment sections, and to see if letter grades are being assigned appropriately. The study is conducted annually and continues to document that all courses, including concurrent enrollment courses, are taught uniformly at a collegiate level and that assigned grades are appropriate.

Also within the Maricopa District are colleges that provide ACE (Achieving a College Education) and ACE+ programs. These programs are college campus-based programs, and ACE students are placed in classrooms with other high school–aged, concurrently enrolled students. It is important to note that ACE/ACE+ students are recruited from all quartiles of achievement during their sophomore year in high school. A 1997 report prepared for the Phoenix Think Tank (Finch, 1997) states that more than 90 percent of the high school participants in ACE/ACE+ programs graduate from high school, compared with a rate of 49 percent for the seven high schools that feed into the program. Additionally, 83 percent of the ACE/ACE+ participants go on to attend postsecondary institutions both in and out of state.

Another Arizona college conducted a survey of previous concurrent enrollment students who had just completed their first year of college (Finch, 1997). Questionnaires were sent to four hundred students, asking for feedback on their preparedness for subsequent college coursework and their current academic status, and copies of transcripts were requested as well. Respondents had earned an average of 25 credit hours during their first two semesters at local and out-of-state colleges and universities, including Columbia, Notre Dame, Pepperdine, University of Washington, Arizona State University, the University of Arizona, and Sacred Heart. The most frequently declared programs of study included engineering, education, business/economics, biology, design fields, computer fields, nursing, music, law, journalism, mathematics, theater, and general studies.

Other findings from the survey indicate that concurrent enrollment students performed better during their first semester or year at the university than did typical community college transfer students. For Arizona State University (ASU), specifically, studies show that MCCD students dropped in median grade point average (GPA) from 2.85 to 2.32, whereas concurrent enrollment students entered with a median GPA of 3.22 and finished at 3.41. This was not a controlled sampling; the students may have had very

different abilities or levels of preparation. Students who were concurrently enrolled for high school credit only and elected to take the advanced placement test out-performed their national counterparts. For those students scoring grades of 5 and 4 (the highest grades), respectively, on the AP test, the national average was, respectively, 13 percent and 18 percent, whereas the percentage for high school students in the concurrent enrollment class (not enrolled for college credit) was, respectively, 14 percent and 27 percent. In addition, respondents to the survey reported advantages in their ability to think analytically, formulate ideas, use quantitative skills, function independently, and assess their own work (Finch, 1997).

A recent study conducted by the University of Arizona (U of A) found similar results. Of 2,351 Fall 1997 Arizona-resident freshmen, 29 percent had earned community college credit through some form of concurrent enrollment. Between high school and the U of A, these students experienced an average drop in GPA of .56, compared with .78 for those with no community college credit and .53 for those with AP credit. The university determined that "when differences in high school grade point averages and SAT scores were accounted for, both AP and [concurrent] community college credit were associated with better university grades. This held true when changes in students' grade point averages between high school and university were calculated as well as in the regression analysis" (Richardson, 1999, p. 2).

The growth spurt in concurrent enrollment between 1993 and 1998 could not have been predicted. According to a status report from the state board of directors for Arizona Community Colleges (Puyear, 1998), just under nine thousand (unduplicated headcount) high school students statewide enrolled in concurrent enrollment classes during the Fall 1996 semester. Extrapolation places this figure at well over twelve thousand for Fall 1999. The types of courses provided in the Arizona programs range from general studies to the humanities and fine arts, and from the social and behavioral sciences and the natural sciences to literacy and critical inquiry. The primary model for program delivery was high school-based, with a community college–certified high school instructor providing the instruction during the regular high school day. However, there were college districts that sent college faculty members to the high school campus to teach the course as an augmentation of a high school course, or to provide the course at a location other than the high school, to a mix of high school and non–high school students. Some colleges charge tuition and fees to concurrent enrollment students and provide financial stipends to the high schools in amounts equivalent to adjunct faculty salaries. Other colleges employ what is called a balanced-exchange financial arrangement, in which the college invoices the high school for tuition and fees, and the high school invoices the college, in the same amount, for instruction and facility usage. Invoices are exchanged but money is not.

Not everyone in the state understands the benefits of the concurrent enrollment program; program proponents have faced some significant chal-

lenges in the state legislature and sometimes in their own districts. On October 28, 1999, the newspaper *Arizona Republic* ran a front-page article entitled "Colleges May be Double Dipping." The article espoused that "the state is paying twice for high school students to take dual enrollment classes that earn them college and high school credit . . . [and that] college professors are questioning whether the classes even provide a college level of instruction" (Jones, 1999, p. A-1). The article states that both the high school and the participating community college receive funding for the same students in a concurrent enrollment arrangement and that "double dipping has the Arizona Tax Research Association (ATRA) and the governor's office looking at how dual enrollment programs are funded" (p. A-1). In addition to this commentary in the press, several other activities have contributed to a yearlong political battle. These have included the airing of a debate on the state's public television station between a key ATRA representative and a community college president about funding and quality concerns in concurrent enrollment programs. Along with the negative perception of double dipping, at issue was the practice of having mixed classes—students enrolled for concurrent college credit in the same class with students enrolled only for high school credit—and whether or not a distinction between a high school–level and a college-level curriculum could be made in certain occupational courses, such as keyboarding. In addition, some community college faculty members objected to high school teachers, rather than full-time college instructors, teaching these courses.

Along with all of the press and media attention, the state representative who served as the chair of the House Education Committee "opened a file," which is the first step in initiating legislation on funding issues related to concurrent enrollment. Legislative research analysts requested follow-up meetings with college and high school administrators for purposes of sorting through what were misperceptions and what were realities. A legislative roundtable composed of the previously noted state representative, a high school concurrent enrollment teacher, college presidents, a parent, a high school district governing board member, community college faculty members, an ATRA representative, and others convened to determine whether legislative regulation was truly needed. The ultimate outcome of this public debate was the introduction of four bills into the Arizona 2000 legislative session. Although the thrust of the first three bills was to reduce, even eliminate if possible, state funding for concurrent enrollment and establish a state-level compliance officer for these partnerships, it was only the fourth bill that received any real consideration. This bill was initiated by the Arizona Community College Association and called for the formation of a joint legislative study committee on concurrent enrollment to do three things. First, the committee was to conduct an evaluation of current guidelines and determine minimum standards necessary to ensure the highest level of quality instruction; second, it was charged with identifying and reviewing the current state funding formula and examining the long-term cost benefit of concurrent enrollment programs to

Arizona; and third, it was to examine the effect of dual enrollment courses on student success in school, high school retention rates, and the number of students who go on to postsecondary education. Two of the bills died and one was held, but the bill calling for the establishment of a study committee passed both the House and the Senate and was signed by the governor.

Simultaneous with these legislative activities, community college officials throughout Arizona attempted to address issues and concerns at both the state and local levels in order to avoid future legislative action. The Arizona Community College Presidents' Council formed a committee to propose revisions to the state board rule governing concurrent enrollment. One significant change would be the requirement that students be enrolled in four regular high school courses while taking a concurrent enrollment course, unless they are seniors who can at that point satisfy graduation requirements by taking fewer than four more high school courses. This stipulation is intended to address the "double dipping" concern, as high schools incur the costs but do not receive additional funding for students who remain on their campuses beyond four periods a day. The second change focuses on the quality issue of "mixed classes" and would require that all students in a dual enrollment class be enrolled for college credit unless designated as advanced placement or honors students. Obviously, the quality recommendation addresses only part of the concern; the issue surrounding the appropriateness of providing some of the occupational courses is still being discussed. However, there is a consensus that not all high school students are college-bound and that students who earn some college credit while still in high school have the potential of increased marketability upon entering the workforce.

Concluding Thoughts (Necessary Compromises)

Concurrent enrollment issues have consumed large quantities of high school and community college administrators' and staff members' time over the last five years, but these programs will be stronger and of higher quality as a result. There was, in fact, some inconsistency in the way different colleges went about setting up concurrent enrollment courses. There were, as well, variations in the financial arrangements between colleges and even between a given college and different high schools. These inconsistencies and variations in basic procedures created a climate of doubt regarding the manner in which the concurrent enrollment programs were being administered. Refinement of state board rules to address these inconsistencies is therefore necessary. Those responsible for educational policy must ensure that concurrent enrollment programs are administered in such a manner that the benefits to individual students and to the state are not clouded by questionable practices. It must be clear that concurrent enrollment courses are of high quality, meet rigorous academic standards, are taught by fully qualified faculty members, and are consistently administered.

A recent session of the Arizona town hall addressed higher education in the state. The town hall strongly endorsed the concept of concurrent enrollment programs as a positive step toward bridging the gaps between secondary education and higher education. Town hall participants saw this and other collaborative efforts between high schools and colleges as essential if the state is to successfully address the challenges of the emerging information-based economy.

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Although concurrent enrollment activities provide an opportunity for cooperation between a community college and local high schools, they are not the only opportunity. This chapter examines concurrent enrollment in the context of a larger working relationship between one community college and the high school districts it serves.

Concurrent Enrollment and More: Elements of a Successful Partnership

Steven R. Helfgot

Local high schools are valuable partners with community colleges and should be seen and treated as such. Cerritos College in Norwalk, California, has a history of that kind of relationship with its local high schools—a relationship that has in recent years yielded a highly successful concurrent enrollment program. Cerritos College has spent ten years cultivating multifaceted partnerships with local high schools. These partnerships have resulted in substantial benefits for Cerritos College, including increased visibility for the college among potential students, promotion of the college as a place for real academic engagement, and a small source of income for the college's own programs. The high schools have benefited from the partnership by being able to provide high-quality college-oriented programming, such as an enhanced and cost-efficient College Fair and Senior Preview Day.

The College and Community

Cerritos College is located in southeast Los Angeles County and enrolls close to 23,000 students each semester. The college district encompasses eight cities, each with a population of more than 450,000. These eight cities are highly diverse, both ethnically and socioeconomically. The population in each city is relatively stable, with a large number of long-term residents, many of whom have had a long relationship with the college over its nearly forty-five-year history.

Four unified school districts serve the eight cities, with eleven high schools feeding a significant number of students to Cerritos College.

The Impact of Free Flow

Until the late 1980s there was a legislatively mandated in-district attendance policy for community colleges in California. Students were required to attend their local community college, though they found any number of ways to get to another college if they wanted to. Nonetheless, the college assumed that it had a captive population in the high schools and therefore made only minimal outreach efforts to those high schools.

The situation began to change in the late 1980s, in part because of economic conditions. Community college enrollments dropped and enrollment fees (tuition) were introduced for the first time into a system that had previously been tuition-free. Competition for students developed and the colleges—Cerritos included—started to recruit more actively in local high schools.

This trend continued to accelerate throughout the 1990s. The California legislature enacted free-flow legislation that allowed students to attend any community college in the state. That situation remains in place today, causing a highly competitive environment in which community colleges compete aggressively for high school graduates.

For a college like Cerritos, the competition is especially intense. There are three other community colleges within a fifteen-minute drive from the Cerritos campus, and four more are within less than a half hour's drive. Add to that four campuses of the California State University in the Los Angeles Basin, as well as two campuses of the University of California, and it is easy to see why competition for students is so intense.

An Effective Relationship: More Than Recruiting

High school teachers and administrators are interested in sending their graduates to college and they are thus receptive to recruiting visits from both two- and four-year colleges. However, their ability to act on this interest is limited by their circumstances. High school principals have schools to run, counselors have a variety of duties to perform, and teachers have classes to teach. Frustration develops when high school staff perceive that their relationship with the colleges and universities is less than equal: recruiters come at their convenience but not to events to which they are invited by the high school. When enrollments are low or when diversity goals can be achieved by actively recruiting students from certain schools, recruiters are available, calls are returned, and information is provided. But when the applicant pool is large and meeting diversity goals is not a problem, college and university recruiters are nowhere to be seen. Simply put, high school staff at times perceive that high schools are important to colleges and universities only when their graduates are needed and can be ignored when there is no such need.

It was against the backdrop of these perceptions—shared among college administrators in any number of formal and informal meetings—that Cerritos College began to formulate a new relationship with its local high schools.

Building a Partnership. Cerritos College leaders determined that if their recruiting efforts were going to be taken seriously in local high schools and, even more, if they were going to be actively supported by principals, counselors, and teachers, they would have to develop a balanced and equitable relationship with local high schools. In short, college officials were determined to build real partnerships with local high schools.

Meeting Principals. The first step in establishing effective relationships with high schools involved an individual meeting with personnel from each high school. Each principal received a letter from the coordinator of high school relations (now called the executive director of school and community relations) requesting a meeting at the high school to discuss how the college could be of service to the high school and its students and staff members. The letter was followed by a phone call from the recruitment technician (today called the school relations specialist—a reflection of the changed relationships with high schools) to schedule a meeting with the principal and his or her staff.

The coordinator of high school relations and the recruitment technician went to all the meetings together. They heard a variety of requests from the high school staff for information, for services from the college staff, and for materials, as well as for regular contact with the college. Two points were made in virtually every meeting. First, each principal wanted a single contact person at the college—someone whom they would know and could call and from whom they would get a timely response; second, each principal wanted to know what other principals were saying, what other high schools were doing, and what the college was doing with those schools.

Three things occurred as a result of those meetings. First, the specific requests for information, material, and service were met immediately; second, a thank-you letter went to the principals, identifying the coordinator of high school relations as their contact; and third—and over time, the most important—the high school principals' council was established. These initial high school visits were so successful that they are now conducted on a regular basis.

The High School Principals' Council: A Vehicle for Cooperation and Collaboration

In Fall 1990, the principal of each of Cerritos College's in-district high schools was invited to a two-hour breakfast meeting on the college campus. These principals chose both the time and the location for these meetings. Key administrators from the college also attended. The first forty-five minutes of the meeting was a period for people to get acquainted and engage in informal discussion. The goal was for the principals to feel that this time was to be devoted to addressing their concerns and meeting their needs.

The formal meeting was cochaired by the college's coordinator of high school relations and the vice president for academic affairs. The early part of the meeting continued the informal discussions. The principals introduced

themselves individually and talked about current priorities, problems, and programs in their schools. Each principal also offered items for a common agenda and suggested ways in which the college and the high schools might work together.

Ten years later, the principals' council remains the foundation of Cerritos College's relationship with its local high schools. The group meets four to five times a year and the format remains unchanged. Meetings are chaired by the college's executive director of school and community relations—although his role is by design mostly that of a facilitator. Relationships and friendships among the principals and between principals and college administrators have grown strong. As principals have moved on, their successors have joined the group, as have administrators from the school district offices. Trust and confidence are high and allow for extensive cooperation among the districts and between the districts and Cerritos College. Indeed, the principals' council has spawned a number of cooperative programs, including an extensive dual enrollment program.

Activities to Meet High School Needs

Three specific activities illustrate the way in which the principals' council has spawned programs to meet high school needs, resulting in the building of trust and confidence between Cerritos College and local high schools. These activities are the Peer Power Conference, College Night, and Senior Preview Day. Experience with these programs has allowed for easy introduction of the college's new concurrent enrollment program.

The Peer Power Conference. In the early 1990s, peer counseling programs were popular in a number of high schools in the Cerritos College service area. Cerritos also had a well-established peer counseling program. At principals' council meetings, several principals lamented that tight budgets prevented them from sending their peer counselors to state and national conferences. Responding to the concern, the school relations and counseling departments at the college offered to provide a low-cost one-day conference for high school peer counselors.

The conference was held annually for seven years (and ended only because peer counseling programs were being replaced by mediation and conflict resolution programs). It drew between 250 and 600 students from up to thirty high schools. The program was always substantive and fun—and received rave reviews.

Each year's program began with a keynote presentation delivered by a motivational speaker. For example, one year, Olympic gymnast and actress Cathy Rigby, who spoke about her struggle with eating disorders, delivered the keynote speech. Workshops covered topics ranging from AIDS and STDs (sexually transmitted diseases) to substance abuse, from interpersonal communications to basic helping skills, and from domestic violence to gang violence. Members of the college faculty and staff often served as workshop

leaders. The conference ended each year with a performance (drama or dance) with a socially relevant theme.

Evaluations were always positive. They praised the straightforward way in which the workshops addressed important issues, as well as the quality of the workshop leaders. They also contained favorable comments about the way in which the program validated high school peer counselors and the work they did. And the high schools were thrilled with the opportunity to send sometimes as many as forty students to the conference.

The conference had positive results for the college, as well. A number of high school students have chosen to attend Cerritos after graduation on the basis of its own strong peer counseling program. And the money generated from the conference fees was sufficient to support an annual two-day retreat for the college's peer counselors.

College Night. Another frustration that has emerged in the principals' council concerned the "college nights" that each district—and in some cases each high school—held annually. The principals and counselors found them to be an administrative burden. Attendance lagged, especially when one high school in the district sponsored the night for all the schools in the district. Participation by universities, whose recruiters were stretched very thin in the wake of statewide budget cuts, was minimal. And both students and parents were dissatisfied with the events. At a principals' council meeting, the college was asked if it could sponsor one college night on the Cerritos campus for all eleven in-district high schools. The school relations office eagerly agreed.

Joint College Night is now an annual event. In 1999, nearly three thousand students and parents attended and visited with representatives from nearly seventy universities. They also had the opportunity to attend financial aid workshops in either English or Spanish. Students and parents get to preview a large number of universities. The universities are delighted with the "economy of scale" and the resulting decrease in individual school visits. Cerritos College draws a large number of potential students to its campus, collects a fee from each school for managing the event, and earns enormous good will from the high schools.

Senior Preview Day. Senior Preview Day is the third example of a program that originated in the principals' council to meet a need in the high schools.

Although a number of community colleges with which Cerritos competes have held Senior Days for a number of years, Cerritos has not. Principals have reported that many of these events were without substance and were little more than a college tour, a picnic, and a concert. When Cerritos decided to introduce a Senior Preview Day, concepts and ideas were discussed in the principals' council as well as with counselors, and a substantive program was designed. As a result, the event that was developed includes academic program presentations and tours, mini-classes, and a program fair. High school counselors preregister their students for the event and students preselect mini-classes and presentations. The program grew

from seven hundred students in the first year to a thousand in the second. High school counselors are enthusiastic participants and believe that the day is truly well spent for students.

As these examples illustrate, by working in partnership with high schools and being responsive to their needs, Cerritos College has been able to implement programs and services that are of mutual benefit. The college's concurrent enrollment program, though relatively new, is another highly successful example.

Concurrent Enrollment: College Classes on High School Campuses

High school juniors and seniors have been enrolling in classes at Cerritos College for years. Several hundred typically register each semester and a larger number do so during the summer session.

In Spring 1998 the college's board of trustees changed policy by waiving the enrollment fee (tuition) for any high school student enrolled in a Cerritos College class and awarded dual credit. The cost for a course was thus reduced to the price of the textbook and some nominal fees. Credit would be awarded by both the high school and the college.

This change was received enthusiastically in the principals' council. One principal asked if a course could be taught at his school. The college agreed, the logistics were worked out, and the course was offered. It filled easily and was a great success. Not surprisingly, a flood of requests followed. Multiple courses are now offered in some half-dozen high schools and the number of students enrolling is growing, as Table 5.1 indicates. That growth alone is evidence of the program's success.

There have, however, been some unanticipated benefits as well.

Employing High School Faculty Members. One of the unanticipated benefits of this program has been the opportunity to employ high school faculty members who meet the college's minimum qualifications to teach some of the classes on the high school campuses. Often among the best and most popular teachers in the high schools, these instructors draw students into the college classes they teach. Beyond that, in becoming part-time

Table 5.1. Enrollment of High School Students in Cerritos College Courses

	Spring	*Summer*	*Fall*
1996			73
1997	221	468	85
1998	298	1,088	356
1999	670	1,595	692
2000	1,006	2,643	880

instructors at Cerritos College, these individuals develop a relationship with the college. The result is a group of high school teachers who know about the college, have a positive association with the college, and pass those positive feelings on to the students.

Sending Outstanding Instructors to Teach at High School Locations. Cerritos College, like most, if not all, community colleges, suffers from certain myths that exist about community colleges—such as that community colleges are just like high school, only without all the restrictions; that they are just for dummies; and that classes are not "real" college classes; the list goes on. These myths are often passed on from generation to generation of high school students. Offering college credit courses in high schools has given Cerritos a chance to attack these myths head-on. The college does this by inviting some of its very best faculty members to teach these courses. Most often, these teachers eagerly agree to do so. Thus, high school students (including those at the most academically rigorous high schools in the district) have experienced great teaching from great professors. They know it and tell others. Word of mouth is powerful, and positive words from academically talented students do much to enhance the college's image and reputation.

Increased Enrollment for the College. Bringing college credit classes with dual credit to the high schools has had a positive impact on Cerritos College's enrollment, which results in increased funding as well. The enrollment of high school students in the fall and spring semesters has increased from a few hundred each semester to more than nine hundred a semester. And summer enrollment has grown from 468 to 2,643. The numbers speak for themselves.

A Big Win for the High Schools—and the College. The high schools provide classroom space for the courses, recruit the students, and take care of the paperwork. Without leaving school, students can earn college credit at almost no cost. Some students are graduating from high school with more than a semester's worth of college credit. They are pleased, their parents are ecstatic, and the high school is seen as providing a tremendous service—with minimal cost and effort.

Conclusion

The success of Cerritos College's concurrent enrollment program is based on the hard work invested in building an honest and mutually beneficial relationship with local high schools and with their principals, teachers, counselors, and students. If there is a lesson to be learned from the Cerritos College example, it may be that it is worth investing in and building those relationships consistently and over an extended period of time.

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6

This chapter traces the ten-year history of the dual enrollment program in Virginia, highlights its successes, and identifies issues that will be examined for the future. It also identifies how dual enrollment can serve the needs of rural as well as urban communities.

Dual Enrollment in Virginia

Rhonda K. Catron

Dual enrollment programs have been offered formally in Virginia since 1988. At that time, Donald Finley, secretary of education, S. John Davis, superintendent of public instruction, and Jeff Hockaday, chancellor of the Virginia Community College System (VCCS), signed the *Virginia Plan for Dual Enrollment* (Virginia Community College System [VCCS], 1988), the document governing partnership agreements between public schools and community colleges in Virginia (Donald Finley, interview, Oct. 20, 1997; Jeff Hockaday, letter to the author, Nov. 20, 1997). The agreement itself resulted from the work of a task force on dual enrollment, which included representatives from both public instruction and the VCCS. The *Virginia Plan for Dual Enrollment* outlines basic parameters for dual enrollment program offerings but does not serve as an official policy; instead, the VCCS delegates authority for the implementation of the plan to each of its twenty-three community colleges. This allows each community college to structure its own program to meet the needs of its constituency.

Rationales for Dual Enrollment Programs

In Virginia, the impetus for a dual enrollment program seems to have been an outgrowth of increased emphasis on articulation between public schools and colleges during the 1980s. At that time, public schools and colleges were developing and implementing 2 + 2 programs and Tech Prep programs. The 2 + 2 programs sought to establish agreed-upon curricula that allowed students to complete two years of a vocational degree in high school and the subsequent two years of the degree at a community college. The two institutions cooperatively worked out details to avoid unnecessary duplication of material. The Tech Prep program was based on a similar premise,

with the additional rationale that many educational programs primarily catered to the most academically successful college-bound students and that there was a need for a program for the larger number of "average" students who might desire some education beyond high school but were unlikely to pursue a bachelor's degree. As these programs developed, administrators apparently began exploring the possibilities of offering some of the college-level courses to those high school students who were prepared and who had time available in their high school schedules that would allow them to get a head start on their college degrees. Parents and students became increasingly enthusiastic about dual enrollment, and community colleges welcomed this emerging program as a new student recruitment tool.

Development of the Virginia Plan for Dual Enrollment

Deborah DiCroce, president of Tidewater Community College, chaired the task force on dual enrollment. In addition to DiCroce and other signers of the agreement, Edward Barnes, president of New River Community College, and Dewey Oakley, from the Virginia Department of Education, also played key roles in developing the plan. DiCroce noted that the VCCS was in the best position to provide the courses because its course offerings, as well as its colleges' geographic distribution, were designed to serve all regions of the state (interview, June 27, 2000). Donald Finley, secretary of education and task force member, pointed out that dual enrollment programs were expected to be particularly beneficial to rural school systems that often did not have the resources to offer a wide range of advanced courses, especially for their gifted students. The community colleges often had advanced courses already in place, so it seemed logical to make these courses available to qualified high school students. Not only did sharing resources make sense financially, but it also helped eliminate the unnecessary duplication of courses for students who had sometimes been required to take very similar courses in both their high school and college programs (interview, Oct. 20, 1997).

Components of the Virginia Plan for Dual Enrollment

The 1988 plan addressed the relevant aspects of the program through flexible requirements.

Course Offerings. As part of the agreement, the dual enrollment task force established certain parameters for the types of courses that could be offered, stating that these could include "academic, fine arts, and vocational subject areas" (VCCS, 1988, p. 1). Initially, it was expected that vocational courses would be the most popular dual enrollment offerings, particularly with the 2 + 2 and Tech Prep programs already fairly well established in the mid-1980s. During the first decade, however, academic courses in the transfer area came to dominate dual enrollment offerings.

Ironically, as the program has continued to evolve, several community colleges have reported an increased interest in occupational/technical dual enrollment courses, thus indicating that the pendulum may be swinging back toward the initial expectation. Regardless of whether courses are for transfer or are occupational/technical, all dual enrollment courses must be part of a degree, certificate, or diploma program at the community college but may not include developmental courses or health and physical education courses (VCCS, 1988).

Student Eligibility. Once course eligibility was established, the task force on dual enrollment addressed the issue of student eligibility. Although some people wanted courses to be available to any high school student who could meet the placement criteria, regardless of the student's age, the task force decided that only qualified high school juniors and seniors who were sixteen or older would be eligible to participate. Even though the task force recognized that some younger students might have mastered the prerequisite skills for certain courses, members believed that students younger than sixteen might not have the necessary level of maturity to handle collegiate material and the college environment. Beyond the age requirement, high school students would also have to be recommended by the public school and meet the admission requirements established by the community college. Community colleges in Virginia do have open-door admissions policies, but students must take certain English and math placement tests to determine if they will be required to complete developmental courses. There are also prerequisite requirements for enrollment in specific courses. Dual enrollment students are not to receive special consideration for admission but are instead held to the same admissions standards as any other student seeking to enroll at the community college.

Credit Awarded. If students are admitted to and successfully complete the dual enrollment courses, accrediting standards dictate the credit to be awarded, as noted in the plan's section titled "Credit Awarded."

The award shall be in compliance with state and regional accrediting standards. High school credit shall also be awarded to participating high school students upon successful completion of the course. The award shall be based on the college credit hour, with one high school unit equivalent to six semester hours of college credit (VCCS, 1988).

Faculty Selection. Although both high school and community college accrediting agencies govern admissions requirements and credit awarded, the Southern Association of Colleges and Schools' (SACS) criteria for accreditation (1998) for community colleges take precedence in terms of policy on teacher selection. All dual enrollment faculty members must meet the minimum requirements of all community college teachers.

Assessment. At the time the *Virginia Plan for Dual Enrollment* was signed (in 1988), it did not include a section on assessment—perhaps because, at the time, outcomes assessment was just being developed. This may well have been the weakest component of the dual enrollment arrangement. In fact, lack

of assessment measures initially left the program open to criticisms about quality, which in turn led to initial problems with transferability of dual enrollment courses to other institutions. As the program has evolved, regular assessment has become an integral component, with SACS having added criteria specifically designed to assess the quality of dual enrollment programs. The VCCS now requires all community colleges to include reports on dual enrollment programs as part of their overall annual assessment reports. Increased efforts in assessing dual enrollment programs have certainly contributed to the transferability of dual enrollment courses to most public four-year institutions in Virginia.

State Funding. Even more challenging than the issue of transfer articulation has been the issue of state funding for dual enrollment. This issue has come under more scrutiny and attack than any other single component of the *Virginia Plan for Dual Enrollment* (VCCS, 1988) because of the state-approved credit funding for both public schools (in terms of average daily membership credits) and community colleges (in terms of full-time equivalent student credits). Some critics consider this to be "double-dipping" because both institutions benefit financially. However, Finley pointed out that from his perspective money was not a major issue; the purpose of the program was to provide student access to expanded course offerings. Ned Swartz, who represented the Virginia Department of Education on the dual enrollment task force, and who is currently a dean at Lord Fairfax Community College, pointed out that such funding provided necessary incentives for participation by both institutions (interview, Nov. 21, 1997).

Tuition and Fees. In terms of payment of tuition and fees, the *Virginia Plan for Dual Enrollment* (VCCS, 1988) states that "schools and colleges are encouraged to provide high school students the opportunity for dual enrollment at no tuition cost to them or their families. In addition, neither the public school nor the community college shall be penalized in their respective state appropriations for developing and implementing the dual enrollment agreement" (p. 2).

However, even though the agreement "encouraged" that courses be offered at no tuition cost to the student, it was not a requirement, and under some agreements, students do pay their own way. The initial plan was deliberately vague in terms of tuition and fees. Members of the task force believed that individual colleges should negotiate their own agreements with the public schools in their service regions because those colleges were already aware of the dynamics involved. Dual enrollment agreements between public schools and community colleges, particularly in rural areas, have been developed whereby the colleges pay the high schools for facilities usage and the dual enrollment portion of the faculty member's salary; the high school then pays the tuition costs for students. Regardless of whether the students or the school systems pay, tuition and fees are meant only to cover costs of instruction.

Dual Enrollment in Rural and Urban Areas

The *Virginia Plan for Dual Enrollment* (VCCS, 1988) has succeeded in its purpose of increasing high school student access to college-level courses, with dual enrollment full-time equivalent students (FTES) accounting for 3.8 percent of total FTES in the VCCS in 1999–2000 and as much as 17 to 21 percent of total FTES at some individual colleges.

Finley's contention that dual enrollment programs would likely benefit rural areas has generally proved to be correct. Recent statistics show that community colleges that serve predominately rural areas tend to have the largest dual enrollment programs in the VCCS (Catron, 2000). The success of these programs may well be attributed to cooperative efforts between public schools and community colleges. In many rural areas, per capita income is generally low and, undoubtedly, financial agreements that allow students to participate in dual enrollment courses at no direct cost have increased the popularity of such courses. Also, some community college administrators speculate that community colleges may well be considered a first choice of higher education in more rural areas, thereby attracting larger numbers of students to dual enrollment programs (D. Boyce, interview, June 28, 2000; T. Suarez, interview, June 27, 2000; and B. Wyles, interview, June 27, 2000). Another factor contributing to larger programs in rural areas may be geography. Because many of the public schools in rural areas are located some distance from community college campuses, it may not be possible for students to physically attend on-campus courses. Most of the dual enrollment courses are taught in the high school setting, thus making these courses more accessible to students.

Community colleges in the more metropolitan areas of Virginia, especially the larger institutions, tend to have smaller dual enrollment programs. In each of these cases, campus administrators cite competition from well-established advanced placement (AP) programs as a key factor. Despite the guaranteed college-level credit from successful completion of dual enrollment courses, parents and students tend to consider AP courses to be more prestigious; therefore, public school officials typically favor AP programs.

Benefits and Issues

Regardless of the size of each community college's dual enrollment program, these programs provide numerous benefits. Most students cite their ability to earn college credits while still in high school as a primary advantage. Dual enrollment allows students to accumulate credits and ultimately shorten the time required to complete a college degree. It also often serves as an excellent recruitment tool for community colleges when successful dual enrollment students, who might not otherwise consider pursuing a

college degree, see that they are capable of doing college-level work. Most parents are extremely supportive of dual enrollment programs because their children are able to accumulate college credits while still in high school. Parents also like the cost-saving feature of the program because, in most cases, the participating high school districts pay the cost of tuition through their articulation agreement with community colleges.

In completing the annual survey of dual enrollment students at Wytheville Community College, students and graduates consistently rate their dual enrollment experience as either "excellent" or "good" (Dual Credit Evaluation Survey, 1995, 1996, 1997, 1998, and 1999). Data on the transfer success of students and their success following graduation are limited and do not provide specific information regarding students who have completed dual enrollment courses. Students' self-reporting of success during recent qualitative interviews regarding Wytheville Community College's dual enrollment English program indicated that students believed that the dual enrollment English courses they completed had prepared them for subsequent college-level work at transfer institutions. These graduates also self-reported earning A's and B's in most of their college-level courses.

Despite the popularity and obvious benefits of dual enrollment programs, some concerns do exist. Some faculty members and administrators continue to express philosophical concerns about combining (if not virtually replacing) junior and senior high school courses with college-level courses, particularly in terms of dual enrollment English courses. Faculty members also question whether or not high school students are mature enough to handle some college material.

In addition, administration of dual enrollment programs creates special challenges. The coordination of placement testing and registration is time-consuming for both high schools and community colleges. Scheduling courses can also be a challenge, particularly if high school students are traveling to college campuses for the dual enrollment courses, because the high schools and colleges generally operate on different time schedules. Travel time must also be considered. Even if the majority of dual enrollment courses are being taught in the high school setting, scheduling can be problematic, particularly with block scheduling. In situations where students complete an entire year of a high school subject in one semester, some administrators have wanted to offer the entire year of a dual enrollment sequence in a single semester. Although the number of required contact hours can be met, faculty members express serious reservations about student success in accelerated courses of study that combine a year of high school and college instruction into one semester.

Another issue related to dual enrollment programs involves faculty time commitments. In most cases, community college faculty members are responsible for developing appropriate course outlines, selecting textbooks, and working with dual enrollment faculty members, but receive no additional compensation for such efforts. This can be a burden to instructors

who are already teaching fifteen credit hours per semester, advising as many as fifty to a hundred advisees, serving on committees, sponsoring student clubs and activities, and participating in professional development activities. High school teachers are also often asked, if not required, to devote additional efforts to dual enrollment programs. In some cases, because of the accreditation criteria for faculty selection, it is not unusual (particularly in small rural schools) to find only one faculty member per discipline certified to teach dual enrollment courses. He or she may be assigned to teach the course, regardless of desire or willingness.

Another concern with dual enrollment courses centers on the physical settings of such courses. In Virginia, only a small number of courses are generally offered on the community college campus. More often, dual enrollment courses are taught in the high school setting. Some four-year colleges and universities question whether the high school setting can provide an environment equivalent to that of a classroom on a college campus. Critics argue that high school class time is often interrupted with announcements and other extracurricular activities. Also, dual enrollment students do not have the same opportunities to interact with the wider range of peers that they might if they took courses on the college campus. This issue of setting and its effect on the quality of dual enrollment courses is one that must be addressed. Only if community colleges and participating high schools can guarantee comparable quality will dual enrollment programs continue to flourish.

Advances in technology and increased emphasis on distance education may well affect dual enrollment offerings. Some community colleges have begun delivering dual enrollment programs via distance education and this trend will likely continue. Such delivery may well expand dual enrollment programs but will also create new challenges.

Conclusion

Dual enrollment course offerings have become an integral part of offerings at many community colleges in Virginia. The popularity of these programs continues to increase, and though dual enrollment courses may continue to compete with AP courses, increased emphasis on occupational/technical dual enrollment courses and distance education opportunities will likely ensure continued growth of the program. The VCCS and participating public school systems are committed to providing strong, high-quality dual enrollment programs that meet the needs of a wide range of constituencies.

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7

In Miami, a unique collaboration of three educational systems has created New World School of the Arts. Talented young students study with professional artists, and in the process they earn high school and college credits and prepare for careers in dance, music, theater, and the visual arts.

New World School of the Arts: Creativity Across the Curriculum

Nancy M. Wolcott

For twenty years the state of Florida has been committed to providing high school students with a range of opportunities to accelerate their education. In 1980, the state legislature mandated "articulated acceleration . . . to shorten the time necessary for a student to complete the requirements associated with the conferrence of a degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. Articulated acceleration mechanisms shall include, but not be limited to, dual enrollment, early admission, advanced placement, credit by examinations, and the International Baccalaureate program" (Florida statute 240.116).

Dual Enrollment at Miami-Dade Community College

In response, Miami-Dade Community College and Miami-Dade Public Schools established an agreement of cooperation for the support of dual enrollment programs. Through that agreement and through similar agreements with private schools, Miami-Dade Community College (MDCC) provides a wide range of options for advanced high school students to earn college credit: dual enrollment courses taught by qualified high school or college instructors in high school facilities during regular class hours, select college courses offered on campus as part of the regular college program, a special summer program for advanced students, and an early admissions program through which high school students attend the college in lieu of their senior year in high school. Dual enrollment students represent close to 2 percent of the total MDCC student population. Whatever the variations in institutional funding formulas, no

dual enrollment student in the public school system is charged for tuition or textbooks. (Private school fee arrangements vary; students are responsible for textbooks and materials.) Upon successful completion of high school, MDCC dual enrollees wishing to continue at the community college simply present a copy of their final high school transcript and continue to enroll in college courses. State articulation agreements ensure that dual enrollment credits are generally accepted throughout the Florida public university system.

PAVAC: Dual Enrollment and More

For a select group of talented young students, there is yet another dual enrollment option: the New World School of the Arts (NWSA). New World, a unique cooperative venture of Miami-Dade County Public Schools, Miami-Dade Community College, and the state university system, evolved from a pioneering collaboration sparked by state mandates for magnet schools and dual enrollment. In 1981, two performing and visual arts centers (PAVAC) were created under the joint sponsorship of the school district and Miami-Dade Community College. Quickly expanding from a successful summer pilot program, PAVAC provided artistic training to talented tenth- through twelfth-graders in the county's twenty-four high schools, who earned high school and college credit for classes in dance, music, theater, and the visual arts. Every morning during the school year, PAVAC students attended academic classes at their regular high school, and then traveled by school bus to a MDCC campus to spend three hours in arts studios. The PAVAC curriculum was developed by both college and high school faculty members, and both systems provided the program's faculty members and administrators. Adjunct instructors were hired to meet the specialized needs of the arts program, and outstanding guest artists were brought in for master classes.

PAVAC received national recognition for the achievements of its students, many of whom went on to professional careers in the arts. Seniors scored impressively in the National Foundation for Advancement in the Arts (NFAA) high school competition and earned scholarships to prestigious colleges and conservatories. This striking and rapid success was made possible by the innovative dual-system structure; however, that structure posed its own problems. With academic courses at one location every morning and intensive studio work at another location every afternoon, the school day was necessarily fragmented. Identities were fragmented as well, as students' ties with their high schools weakened. In addition, some high school arts instructors and administrators at the home schools resented the loss of their strongest students to PAVAC.

Creation of New World School of the Arts

The logical next step was taken by the Florida legislature in 1984. Responding to community enthusiasm for PAVAC and the program's demonstrated

value to students, the state established a new high school and college: "a center of excellence for the performing and visual arts, to serve all of the State of Florida [with] a program of academic and artistic studies in the visual and performing arts [for] talented high school and college students" (Florida statute 240.535). During the next three years, while PAVAC continued to thrive, its administrators and faculty members, community leaders, and academics from the community college and local universities worked in consultation with national arts educators to develop a new school where all classes could be taken at one site.

New World School of the Arts opened with grades ten through twelve on the MDCC Wolfson campus in downtown Miami in September 1987, offering programs in dance, instrumental and vocal music, theater, and the visual arts. Most PAVAC students transferred to the new school, which graduated its first high school class in June 1988. As the school district changed its middle school pattern, NWSA added a ninth grade, in September 1991. By design, enrollment has remained constant at about 460 students.

The first college freshmen enrolled at NWSA in September 1988. College students take all their arts courses at NWSA, and complete general education requirements at Miami-Dade Community College. Upon completion of their NWSA programs, students are awarded the associate in arts degree by MDCC and the bachelor of fine arts degree or the bachelor of music degree by the University of Florida. Many students, because of the rigor of the conservatory-style programs, take four years to complete their 36 general education credits and receive their associate's and bachelor's degrees at the same time. College enrollment is currently at 350 and is projected to grow to 600.

The New World High School

Structure. As one of Miami-Dade County's magnet high schools, New World School of the Arts requires that students be residents of the county. They attend the school without charge. In contrast, the college program recruits nationally and internationally, and students pay community college and public university fees. A full range of academic courses is taught by twenty-five Miami-Dade County Public School faculty members during the first five periods of the school day. Students spend three periods in intensive arts classes in the afternoon and often stay late for rehearsals and other arts activities. Students in grades 10 through 12 earn eight dual enrollment credits a year for college-level arts courses.

Mission. The curriculum of the high school is designed to develop both the academic and artistic skills of talented students to prepare them to be practicing artists in the changing context of contemporary society. Problem solving and creativity are encouraged through independent studies, workshops, master classes, and collaborative cross-disciplinary student projects. Development of practical business skills related to the management of professional work in the arts is a complementary objective. These goals were

outlined in the legislation that created the school (and that were set forth in the school's mission statement) and have been refined and expanded through ongoing internal and external review.

Faculty. Central to the school's success is a corps of arts instructors who bring their own experience as practicing artists to the high school and college students. Five arts instructors come from the K–12 school system and eighteen are tenure-track faculty members employed through Miami-Dade Community College, the school's fiscal agent. About eighty adjuncts, also employed through the community college, teach high school and college arts courses. The deans who direct the arts divisions are themselves artists of national reputation, with extensive experience as arts educators.

A Record of Success. Like PAVAC before it, New World School of the Arts achieved almost immediate success. As early as its second year, NWSA placed first among high schools throughout the country in the number of first- and second-place awards received in the NFAA Arts Recognition and Talent Search, an achievement frequently repeated over the years. To date, eight NWSA students have been honored at the White House as President Scholars in the arts. The school was honored by *Redbook* magazine as one of five outstanding arts high schools in 1992, and as "best of the state" in 1994. New World has been recognized as a Blue Ribbon School of Excellence by the U.S. Department of Education.

Standardized test scores are consistently among the highest in the district, though students are selected only on the basis of artistic talent. In 2000, New World was designated by the Florida Department of Education as an "A" high school—one of only three in South Florida. The state rating was based primarily on outstanding reading, math, and writing scores received on the Florida comprehensive assessment tests.

The high school's success factors were analyzed in a 1996/1997 research project, in partnership with the Leonard Bernstein Center for Education Through the Arts. A report based on questionnaires, extensive observation, and interviews concluded that New World's vitality and its demonstrable educational success are due in large measure to the creative interaction of its arts and academic curricula. Students are encouraged to use their artistic strength to express their academic knowledge, and the skills of analysis and synthesis they hone both in the arts and in academics are mutually reinforcing (Boston, 1998).

How Students Are Selected

To develop the most representative applicant pool possible, school representatives visit each of the county's middle schools to talk about the opportunities at New World. Special encouragement is given to exceptional education students and those for whom English is a second language. The arts faculty conducts outreach programs throughout the year, offering on-site demonstration classes for middle- and primary school students, bring-

ing New World students to inner-city schools, and bussing younger students in to see performances by guest artists. The success of this broad effort is demonstrated by the nearly 1,100 applications the school received for 130 available slots in 2000.

The NWSA application, widely distributed in English, Spanish, and Creole, details audition requirements for the respective disciplines and asks for basic student information and the recommendation of an arts teacher. Applicants are not required to submit academic records or test scores. Simply indicating interest by completing the application entitles all applicants to an audition or portfolio review by the faculty and the dean of the arts division in which they are interested. These individual auditions are preceded by open audition workshops to familiarize applicants with the process.

Admission to the school is determined by the arts faculty solely on the basis of talent, with particular care given to identifying students with raw potential who may not have had the advantage of private training. The volume of applications makes the process a highly competitive one, and the number of qualified students invariably exceeds the number of openings available.

New World has a strong relationship with its arts feeder schools. Each year, admissions results are analyzed carefully to determine patterns of application and acceptances from those schools. Where weaknesses appear, the New World staff works with the feeder school faculty and administration to strengthen the middle school arts programs.

Once accepted, students are placed in the appropriate arts courses, based on the results of the audition and on evaluative juries that take place twice a year. In academic areas, incoming students are assessed through prior test scores, individual conferences, and teacher recommendations. To maintain continued enrollment, students need a 3.0 grade point average in all arts courses each semester, a 2.0 overall grade point average, and a satisfactory attendance record.

New World Strengths

Diversity. New World School of the Arts serves as a model of the balanced enrollment that can be achieved in a metropolitan area when students are recruited solely on the basis of artistic talent. The student body is representative of the wide socioeconomic range of Miami-Dade County, a diverse population that includes many recent immigrants, particularly from Latin America and the Caribbean. Multiculturalism is not a value layered on top of other lessons that the school teaches. Appreciating diversity is the core of what the school is about—because it is in Miami, because the student body mirrors the complexity of the larger community, and because the arts are predicated on that appreciation. As the arts programs at the school have matured, they have increasingly reflected community traditions. In

dance, for instance, students learn Caribbean, African, and Spanish dance, tap, and jazz, as well as modern dance and classical ballet. In all the arts, ensemble work teaches students not just to tolerate differences but also to appreciate how they enrich and strengthen the whole.

A Learning Climate. New World is an informal and open place, but there is nothing casual about the intensity and discipline with which students work. Clear expectations and unstinting faculty support result in a consistently high level of achievement, not only in the arts but also in academics. In studios and workshops, students develop creativity and mastery, and the resulting self-assurance and awareness are evidenced in the academic classroom. Arts faculty members provide a secure framework within which students can experiment, create, and take chances without risking ridicule or disapproval. Class scheduling that creates a full, uninterrupted afternoon arts period, used in different ways within each arts discipline, provides for both flexibility and intensity.

Development of Adaptive Skills. Faced with long commutes, demanding arts and academic classes, and evenings and weekends spent in studios and theaters, New World students learn to manage their time effectively and to focus on what is important. Intensive arts training helps develop concentration, discipline, and perception—qualities key to academic as well as artistic success. In both the arts and in academics, they learn that mastery of fundamentals through repetition and exercise provides the grounding for individual expression and creativity. And throughout, instructors emphasize that learning is a process, a way of approaching the world.

Community. Faculty and staff members meet frequently—formally and informally—to coordinate approaches and goals. Parents are actively involved in the school. Both faculty members and students provide mentoring and peer support. Students collaborate not only in classrooms and studios, but also in counseling groups, class meetings, service and social organizations, and community projects. They learn to appreciate all art forms by seeing their classmates' work in progress as well as polished performances and exhibitions. The school reaches out to other schools in the district at every level, works closely with established and fledgling arts groups, and networks with other arts schools throughout the country.

Professional Preparation. New World prepares students for the workplace by giving them mastery of basic skills, training for professional careers, tools for continuing learning throughout their lifetimes, and role models who have taken many different routes to their current positions. The arts instructors provide a realistic sense of the competitive world that students anticipating professional arts careers will encounter. And both the arts and academic faculty members prepare students to be responsible, competent, and flexible adults whose creativity and sense of appreciation will serve them well in every aspect of their lives.

New World School of the Arts Alumni

More than 95 percent of New World School of the Arts graduates go on to colleges and conservatories, where they continue study in the arts, explore other interests, or combine fields in innovative ways. One valedictorian completed a double major in music and psychobiology at Oberlin College, then enrolled in medical school. A visual arts alumnus, told in junior high that his dyslexia ruled out college, went on to graduate from Maryland Institute College of Art, building on the skills and confidence he gained at New World. About 10 percent of New World high school students stay on for the college program, particularly in the visual arts and dance. Thirteen years after the school began, its graduates are making a mark in a significant way. Alumni currently dance with Mikhail Baryshnikov's White Oak Project and Alvin Ailey, play jazz with Wynton Marsalis, sing with the Houston Grand Opera, exhibit at the Whitney Museum, and act on Broadway and television. The 2000 high school graduation speaker was a 1990 visual arts graduate who is currently vice president for Disney Interactive in Burbank, California.

Challenges

New World School of the Arts' innovative partnership with its sponsoring institutions has made possible a fully integrated academic and artistic program that offers high school students college credit, provides a faculty of professional artists not ordinarily available even to magnet schools, enables students to take advantage of the science and library facilities of the community college, and brings high school and college students together to perform and to learn from one another.

The complexity of the structure, however, carries some costs. Although there is consistent agreement about the school's mission and pride in its successes, issues of institutional governance and leadership require ongoing discussion and refinement. External changes that might have an impact on any school are multiplied by the number of partner institutions. And meshing the systems of two very large bureaucracies—the largest community college in the country and the fourth-largest school district in the country—can sometimes seem daunting.

What is known about the high school graduates of New World is primarily anecdotal. It is clear that the many students who go on to Florida universities benefit from dual enrollment as the legislature intended; their college programs are significantly accelerated. No formal analysis has been done of acceptance of dual enrollment credits in the arts by schools outside the state. It is the general sense of New World administrators that as the school has gained recognition and plaudits, other prestigious arts programs are increasingly willing to recognize New World instruction as equivalent to their own.

There is a widely expressed need for an alumni office, though resources are not currently available. It would be helpful to study the experience of high school graduates as they proceed through their education, particularly their initial academic placement. Although faculty and staff members share news about outstanding professional achievements of individual students, there is no repository of alumni history. And the school's story will not be complete without some analysis of how many high school alumni continue study in the arts or earn their living as professional artists.

Summary

New World School of the Arts has developed from an innovative dual enrollment pilot to a mature eight-year-old institution that is nationally acclaimed and emulated. It is a source of pride to the pioneers who developed it. It is an energetic, enthusiastic community in which students have an opportunity to work full strength at what they love, with adults who offer both challenges and support. Students who might be at risk elsewhere thrive in a small school created to value and nurture their gifts.

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The dual enrollment program at Santa Monica College facilitates the school-to-college transition and improves access to college for diverse populations. Traditionally underrepresented students, whose college options have suffered in light of a hostile political climate evidenced by the Hopwood decision, Proposition 209, and Proposition 187, may gain access to college curricula and develop a positive academic self-image based on successful participation in a dual enrollment program.

Dual Enrollment for Underrepresented Student Populations

Esther B. Hugo

As a result of strong commitment to working collaboratively toward the goal of developing partnerships, the Santa Monica College (SMC) dual enrollment program has established articulation with the K–12 system and has enhanced the high school curriculum of feeder high schools. High school students attend transferable classes, taught by Santa Monica College professors, on their own high school campus. Students have access to college-level courses such as astronomy, ballet, geography, advanced drawing, and psychology.

When it began in Spring 1998, the program enrolled 676 students from seventeen Los Angeles–area high schools. Now in its sixth semester, it has served over five thousand students in more than thirty Los Angeles–area high schools. The program is administered by three Office of School Relations outreach counselors. Courses are offered after school and do not interfere with the students' high school class schedule. The goal is to engage them in learning activities beyond the regular school day.

Students enrolled in the program are primarily in the eleventh and twelfth grades, and some tenth-graders have access to the performing and visual arts classes. Students come from a range of socioeconomic backgrounds throughout Los Angeles County, and most of the students served come from low-income and historically disadvantaged, minority backgrounds.

The end of affirmative action, brought about by the University of California regents, has challenged the university to continue expanding the pool of eligible minority students. Proposition 209, approved in November 1996, says that state and local governments cannot discriminate against or give preferential treatment to any individual or group on the basis of race, sex, color, or ethnicity. Outreach programs have proliferated and the University of California

(UC) campuses have extended their reach to the middle- and elementary schools with such organizations as the Los Angeles Basin Initiative (LABI). LABI represents the collaborative effort of eight UC campuses to expand the pool of students from educationally disadvantaged schools. Eligible students must earn a minimum grade point average (GPA) of 2.8, complete 15 units of high school coursework, and take appropriate standardized exams. The UC system now provides $60 million annually for new outreach and partnership efforts with school districts in areas with historically low higher education participation rates (Adelman, June 1999). The SMC dual enrollment program provides academic enrichment for these populations; participating students are able to list more college preparatory courses on their applications for college.

Surveys conducted by the National Association for College Admission Counseling (1999) cite the paramount importance of the student's academic record; the student's academic program in college preparatory courses is the single most important factor in the college admissions process. The dual enrollment program provides a curricular means for disadvantaged students to augment their academic portfolio. Students are able to take—at no cost except for books and supplies—college-level courses that will enhance the academic profile they present for college admission. For students in schools where elective and supplemental academic opportunities are meager, such as inner-city schools, the program provides substance and academic capital. The more quickly students gain access to challenging courses, the more likely they are to complete a degree program (Education Trust, 1999).

Enhanced Curriculum

Students in the dual enrollment program have the chance to preview college-level classes in an environment less threatening than that offered by the College Board advanced placement (AP) program, which requires a rigorous examination upon completion. For example, at Crenshaw High School, located in South Central Los Angeles, students enroll in SMC chemistry and physics classes. Successful students in this program are subsequently inspired to enroll in AP chemistry and AP physics, which historically have had low participation in South Central Los Angeles. Students who did not consider themselves "AP-eligible" are now able to enroll in these demanding science courses, which underscores the importance of building an infrastructure of access and capacity (Oakes, 2000).

The dual enrollment program appeals to those students who are often neglected in their high school—the students "just below" the level of the advanced placement student. Dual enrollment courses offer the opportunity to experience college-level coursework in a smaller group setting than is traditionally offered in their schools. The majority of dual enrollment courses boast an enrollment of twenty-five or fewer students—a formula that has proven successful, as small class size enhances student-faculty interaction. With preliminary data collected (Santa Monica College, 1998), students per-

form well in the class and enjoy a high percentage of success (73 percent) and a strong average GPA of 3.21. On average, the grade point averages of dual enrollment students are higher than those of the regular college students.

Dual enrollment provides a long-term strategy to improve the preparation of minority students so that they will be competitive for college admission. The program also enhances their college and graduate school prospects. One such example is the Saturday Science Program. With the Center for Educational Achievement, Santa Monica College offers Introduction to Cell Biology and Human Biology. Students attend classes for six hours a day (on Saturdays!) for nine weeks. The goal of the program is to increase the participation of African American and Latino youth in science fields. The college sponsors high school students to come on campus and participate in a college biology class team-taught by SMC and Drew Medical Center faculty members. The students' exposure to two years of basic biology provides them with greater potential for academic success in science-related fields. Among other things, it teaches them diagnostic skills. The instructor, Al Buchanan, finds that the students are the "most highly motivated I've ever seen in fifteen years in education." He describes the students as enlightened, committed, and keenly aware of the potential benefits offered through dual enrollment. The students are fiercely ambitious, competitive, and enjoy the support of their parents, some of whom take the class as well. Buchanan points with pride to the several students who have earned scholarships to selective colleges as pre-med majors and who have gone on to medical school. Buchanan says that the real benefit is that students are exposed to the rigors of college life, and this instills in them the awareness that they are capable, erudite individuals who can achieve a great deal. He says that the program "undoes some of the real harm done to their self-esteem by an uncaring, unsympathetic educational system which seeks to relegate them to the obscurity of menial jobs."

Buchanan reflects on the students' behavior: "They put on a lab coat and the transformation is totally gratifying. They walk differently, they hold their heads erect, they acquire confidence. In a way, it sums up what we can do with society if we provide an opportunity" (interview, Mar. 2000).

An enhanced curriculum does more for students than any other factor in the admissions process (Adelman, June 1999). What students are required to take in high school turns out to have decisive, long-term implications for their future. Indeed, recent research conducted by Adelman at the U.S. Department of Education makes the extent of those implications painfully clear. "Among all of the factors in college success," he says, "the single most important by far is the quality and intensity of the high school curriculum" (p. 84).

Adelman (1999) adds that the impact of a high school curriculum of high academic intensity and quality on degree completion is far more pronounced for African American and Latino students than any other precollege indicator of academic success.

At the same time, many of the attitudes and educational experiences associated with college attendance are not typical for many low-income students.

Indeed, exposing all students to rigorous college preparatory courses in high school and encouraging them to aspire to higher education has only lately come to be commonly viewed as good educational practice (King, 1996).

Proponents of Proposition 209 argued that college admission should be based solely on merit as defined by grades and scores on standardized tests. The dual enrollment program takes advantage of the power of the curriculum to facilitate the transition to college and increase minority completion rates in college.

For Fall 2003, the UC system will expand its general education course requirements to include a year of fine arts (*California Notes,* 1999). The dual enrollment program boasts an offering of about twenty-five visual and performing arts classes, thereby removing the burden from the high school to offer these specialized courses. The program offers classes in ballet, watercolors, drawing, design, ethnic dance, jazz, and Mexican dance, which not only will enhance the students' academic profiles but will also help make more underrepresented students UC-eligible.

Santa Monica College art professor Tony Beauvy, who teaches drawing at Manual Arts and Los Angeles High Schools, sees his role as an instructor and counselor. He tries to get the students to see themselves as college material.

Beauvy acknowledges that the students are adolescents dealing with lots of pressure. They face many challenges unique to their urban background. They may not have role models; they may not have developed the skills it takes to be a good student. Beauvy takes seriously his job to provide the "bridge" to go to college. Through his art classes, he tries to give students more tools to further their education. "What this program provides is a forum to find the talent and encourage the students to pursue their studies. They don't even have it in their imagination until we bring it to them. When they see themselves as college material, they are at first stunned, then very eager to learn" (interview, Apr. 10, 2000).

Orientation to Higher Education

A significant component of the dual enrollment program is the offering of the human development course "Orientation to Higher Education," taught by Santa Monica College counseling faculty. In many cases, the classes are taught by the high school college counselor who has been hired as a part-time instructor by the SMC counseling department. This one-unit course holds significant advantages for the student and the counselor. The counselor interacts positively and regularly with the student, thereby creating a foundation of knowledge and insight. The student is able to explore the college search process in greater, guided detail. In this class, students complete mock applications, research colleges, write college essays, and compile student résumés to be used for the college admissions process during the senior year. The students are able to gather current information and focus on college preparation, including test-taking strategies and programs, as well as learn about career options.

The counselor is able to get to know students in a client base that often numbers in the thousands. For the most part, enrollment in the class is composed of minority or first-generation students (first-generation students are those whose parents' highest level of education is a high school diploma, and who are often not aware of college possibilities and options). Venice High School students met a Latina admissions counselor from Yale, who turned out to be a pivotal person for them. After her presentation, several of the students who had never considered attending an East Coast college are now interested in applying to one next year. Ann Keitel, human development instructor, remarked that this presentation had done much to open students' eyes to their options.

Students whose parents did not attend college face significant barriers to attaining a postsecondary education. They lack knowledge of postsecondary education in general, and of the admissions and financial aid processes in particular. First-generation students are generally less prepared academically and less likely to pursue college preparatory courses and take college entrance exams. They also frequently delay enrollment in postsecondary education. The human development class provides a valuable jump start to students in their postsecondary options, as it is focused on the first year of college. Students are able to earn high school and college credit, satisfy the graduation requirement of an education and career planning course, and acquire significant skills in college research.

Undocumented Students

Because of their rapid population increase and very low median age, Latinos are expected to be the largest minority in this country within ten years. However, in the western states, the high school graduation rate of Latinos is among the lowest in the country. Fifty-four percent of Latino students who continue their education after high school begin in community colleges, a ratio far larger than that of any other race or ethnic group (Adelman, 1999). The large number of undocumented students in California were adversely affected by Proposition 187, which denied financial aid for higher education to undocumented students. Although a student without U.S. documentation does have the right to attend college and pay full tuition or nonresident fees, he or she does not qualify for federal financial aid or resident fees.

Students enrolled in high school have a "presumption of residence," which stipulates that students under nineteen years of age shall be presumed to have the intent to make California their home for other than temporary purposes if they and their parents have continuously maintained a home in the state of California for the last two years. For the dual enrollment program, all students are treated as residents in the sense that they are not charged fees or tuition. For students under nineteen, therefore, immigration status is not an issue. Students could theoretically begin taking up to two classes each semester as early as the tenth grade. Upon graduation from high school, students could have completed at least a year toward an associate in

arts degree. Through this program, students may earn advanced training before their immigration status becomes an issue. Also, in this program, the admissions counselor refers students to immigration specialists so that their immigration status can be resolved before high school graduation.

Santa Monica College's registration and enrollment coordinator, Rosa Martinez, says, "We try to make a concerted effort to get all the paperwork in for these students. If they have a green card or visa, we want to make sure we can establish residency, so when the students are ready to enroll full-time, they will pay resident tuition" (interview, Apr. 18, 2000).

Conclusion

Dual enrollment is one strategy for building closer links between high schools and colleges. It supports the establishment of a long-term dialogue that strengthens the ties between the K–16 sectors and leads to more partnerships and stronger collaborations. Ultimately, these classes will be instrumental in assisting more minority students in qualifying for competitive colleges and universities.

The dual enrollment program administered through the Santa Monica College Office of School Relations highlights the reality that outreach must be an academic and not just a public relations function. The overall goal of the program is to make a concerted effort to increase the pool of eligible students through better teaching and counseling.

The dual enrollment program provides an opportunity for minority and first-generation students to learn about colleges and improve their study skills, and it gives them more information about the process of attending college. The dual enrollment program provides the best kind of outreach available—outreach that offers academic enrichment and inspires students to excel.

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Ohio Senate Bill 140 was enacted in 1989 to allow dual enrollment. The legislative intent and components are reviewed in this chapter, followed by an overview of criteria and procedures at Columbus State Community College. Methods that foster student success and growth are also discussed.

Dual Enrollment Options: Columbus State Community College Model for Successful Implementation

Tammi C. Jordan

Ohio's dual enrollment program has a legislative history that began over ten years ago. The Postsecondary Enrollment Options (PSEO) program was originally enacted in 1989 in response to Ohio Senate Bill 140, Sec. 3365.011 (1989), which applied to eleventh- and twelfth-grade students. An amended bill (House Substitute Bill 215, Sec. 3365.01, 1997) permitted PSEO to include ninth- and tenth-grade students and unchartered private schools. Per Ohio Revised code, Sec. 3365.02 (1999), PSEO now includes community schools, and it is stipulated that a student may not enroll in any specific college course through the program if he or she has taken high school courses in the same subject area as the college course and failed to attain a cumulative grade point average of at least 3.0 on a 4.0 scale, or the equivalent, in the completed high school courses. This chapter reviews the structure and function of Ohio's dual enrollment programs.

Structure

The PSEO program was established to provide appropriately qualified high school students with the opportunity to take college-level courses and experience a college-level environment while receiving both high school and college credit. Institutions may not design courses specifically for PSEO students, and all these courses must be open to the institution's general student population. Students may attend either day or evening classes. Any high school student accepted into the PSEO program at a higher education

institution should be expected to perform at the same level as any other student at that institution. The program was designed not to substitute but to enhance the high school curriculum. Students must be enrolled in a public school, a chartered or unchartered private school, or a community school (henceforth known as "high schools") registered in the state of Ohio. Home school learners are not eligible to participate.

Options Available for Dual Enrollment

Students may choose one of two options for dual enrollment. Under option A, a student can determine at the time of enrollment to receive only college credit for a course. The student is responsible for all fees, textbooks, and materials associated with the course, and upon successful completion of the course, is awarded college credit. He or she will not be awarded high school credit for the course.

Under option B, a student can decide at the time of enrollment into the program to receive both high school and college credit. The district school board or the state board of education, in the case of a student attending a private school, reimburses the college for the cost of student fees, textbooks, and materials. After successful completion of the course, both high school and college credit will be awarded. A student may not choose option B if he or she is already taking the full amount of credits permitted in the high school during a particular term.

Rules Governing PSEO

The legislation defines general parameters for PSEO programs across Ohio.

Notification. School districts and high schools shall provide information regarding the program before March 1 of each year to all students enrolled in grades eight to eleven. No further guidelines are given regarding this notification process, so various methods of notification are used. Sponsoring special PSEO information sessions for students and parents, sending letters to each home explaining dual enrollment options, and making announcements in the school newsletter or over the public address system have all been used.

Student-Parental Response. A student or at least one of his or her parents is required to inform the appropriate governing body by March 30 of the intent to participate in the program the following year. Any student who fails to provide this notification by the deadline may not participate in PSEO during the following school year without the written consent of the district superintendent or governing body.

Counseling Services. Secondary schools are required to provide counseling services to students and their parents before participation in the program to ensure that they are aware of the possible risks and consequences of participation. After the counseling session, the student and his or her par-

ents must sign a form provided by the school stating that they have received counseling and that they understand the responsibilities they will need to assume. The counseling session must cover the following:

- *Program eligibility.* Every college that implements PSEO has been given authority by the state of Ohio to set its own acceptance criteria. Students must meet the criteria set by their chosen institution to participate in the program.
- *Process for granting credit.* School districts or private schools must award comparable credit for high school graduation in terms of quantity and quality of courses successfully completed under option B, using the conversion that 7.5 quarter hours equals one Carnegie unit.
- *Financial arrangements—tuition, books, materials, fees.* Private school administrators must at this time inform students that funding is limited, which may prevent some from participating. Each year, $1 million is set aside to fund PSEO for all students who attend private high schools. Students attending public or community schools are not limited by funding issues, with the exception that students will only be funded for 7.5 college credits for each free period in high school. Federal legislation does not permit financial aid, and students are required to pay the regular rate of $57.95 per credit.
- *Criteria for transportation aid.* Only students eligible to receive free and reduced-priced lunches may be reimbursed for transportation from the high school to the college.
- *Available schedule support services.* High school services are still available to students; therefore, high school guidance counselors will still assist students in selecting appropriate courses to meet graduation requirements.
- *Consequences of failing.* Students who fail because of nonattendance or failure to complete required assignments may be required to reimburse the district board all fees associated with the course. In addition, failing a college course used for high school requirements may jeopardize high school graduation.
- *Grade calculation for high school transcripts.* The district board or high school determines whether a grade is listed for a college course and whether a grade counts toward the high school grade point average.
- *Graduation requirements.* No graduation requirements will be eliminated or reduced to allow a student to participate in PSEO.
- *Academic and social responsibilities of students and parents in the program.* In high schools, a parent can discuss a student's performance with the teacher. The parent receives the student's grades and can intervene for the student in various situations. In colleges, parents and students do not sign agreements to allow parents to discuss anything with instructors. Therefore, parents are encouraged to assist students with difficulties in the classroom or throughout the college; however, they should not make contact with college instructors without written consent of the student.

College students are expected to perform the same as all other students at the institution. This change in responsibility lessens parental influence and control at the institutional level.
- *Other college services.* Students are encouraged to take full advantage of all college support services and activities, with the exception of intercollegiate sports.

College Notification. A college must provide written notice of acceptance into the program to the student and his or her school district within ten days after acceptance. Within ten days after each term, the college must also send to the student, the student's high school, the school district, and the superintendent of public instruction a written notice indicating the courses, number of credit hours, and option (A or B) selected by the student.

Columbus State Community College

Located in central Ohio, Columbus State Community College has a four-county service district. The college serves as a catalyst for creating and fostering linkages between the community, business, and educational institutions (Columbus State Community College, 1999). It offers more than sixty degree programs, including two transfer programs, with courses on the main campus—located in downtown Columbus, at seven off-campus centers—located throughout its county service districts, and via distance learning, which includes video and Web-based courses.

The PSEO program is administered by the college's K–12 initiatives department. This department is charged with enhancing the educational opportunities of all youth in the college's service area, while fostering the development of lifelong learning. Besides administering the PSEO program, the department facilitates "adopt a school" activities, literacy programs, and Tech Prep, and it sponsors numerous programs and activities for young people.

Columbus State has established two sets of criteria for admission into PSEO. By the first set of criteria, twelfth-grade students must possess a 2.7 cumulative GPA (3.0 for eleventh-graders) and they must have successfully completed Ohio's ninth-grade proficiency examination. By the second (alternative) set of criteria, students must have achieved an ACT score of 22 or higher or an SAT score of 1150. A high school guidance counselor may request that the college waive the preliminary criteria for a student who has the ability to complete college-level work but does not meet the minimum GPA requirement. A tenth- or ninth-grade student must be able to demonstrate advanced academic skills and a high level of maturity. The type of high school classes completed and standardized test scores are used to determine advanced academic skills. Other factors taken into consideration for a ninth- or tenth-grade student are his or her GPA and a recommendation

from the high school guidance counselor or chief administrator. Students are also interviewed to determine their intent for participation in the program and their readiness to handle the social and emotional ramifications of enrolling in a college course.

Once students have met the preliminary criteria for PSEO at Columbus State, they are invited to complete the COMPASS/ESL placement exam. COMPASS/ESL is a comprehensive computerized adaptive testing system that helps place students into appropriate courses (http://www.act.org/compass/ index.html). On the placement exam, students must test into a freshman college-level writing course and Algebra 2, and they must demonstrate the ability to read above the developmental reading level. These criteria for PSEO applicants are higher than the actual placement results achieved by recent high school graduates. In 1995, 42 percent of the traditional-age freshmen entering Ohio's two-year community and technical colleges tested into at least one developmental course (Secondary and Higher Education Remediation Advisory Commission, 1997). Meeting the standards set by the placement criteria demonstrates that a student has the ability to comprehend a college-level textbook, possesses college entry-level writing skills, and has met the basic math requirements to graduate from high school. State legislation permits each institution to set its own admissions criteria for PSEO, with the understanding that the state will not pay for developmental coursework. Other community colleges in Ohio use similar requirements for PSEO.

Students who do not meet COMPASS/ESL criteria may repeat the placement exam one time for a fee to achieve higher scores. Students who fail to meet COMPASS/ESL criteria may also opt to take courses at Columbus State at their own expense if they meet individual course prerequisites. If a student passes the course(s) in the area of deficiency (as indicated by COMPASS/ESL results) with a grade of "C" or higher, he or she is eligible for PSEO the following quarter.

PSEO Process at Columbus State

After students are accepted into the PSEO program at Columbus State Community College, they must attend a mandatory orientation session with their parents. The session leaders teach students how to select and register for courses that meet high school graduation requirements, are transferable to local four-year institutions, or meet requirements for an associate's degree at Columbus State. Students also receive instruction in determining future career goals and obtaining course-related books and supplies. Students have the opportunity to share their expectations of the college experience. After PSEO policies have been reviewed, students and parents sign documentation, thereby indicating their understanding of all the policies regarding the PSEO program and their agreement to abide by Columbus State regulations, as outlined in the college handbook. Parents are also required to sign a medical

release form, which is filed in the College Health Office and the Office of Public Safety at Columbus State.

In fall 1999, 259 students participated in dual enrollment at Columbus State Community College. The average cumulative grade point achieved this quarter was 3.08. Twenty percent of these students attended Columbus State full-time. Since fall 1999, the number of dual enrollment students has increased by 13 percent. The vast majority of these students are in the twelfth grade. As in the previous year, several students are attending college full-time and intend to obtain an associate's degree during the same quarter as their high school graduation. Through participation in the PSEO Program, at least one student each year accomplishes this goal.

Records Restriction. All PSEO students have "blocks" on their academic records that prohibit them from registering for courses or changing their course schedules without approval by the program adviser. By having this restriction system in place, the adviser is able to notify the high school of any changes in the students' course schedules that may affect the high school graduation requirements. This also gives the adviser the opportunity to help the students select the most appropriate courses to meet their needs and to remind them of the risks involved in withdrawing from courses.

PSEO Course Request Form. To have the records restriction block temporarily lifted, students must complete a PSEO Course Request Form. The high school guidance counselor must approve this form, and then the student submits it to the college. This creates a dialogue between the student and the high school guidance counselor regarding the student's progress in college, and it gives the counselor the opportunity to check the student's transcript to ensure that he or she meets the 3.0 GPA requirement.

Unsatisfactory Progress. A student who fails a course but has completed all assignments and exams is permitted to repeat the course at the expense of the school district, state private school funds, or community school. Columbus State does not permit students to continue taking new coursework until the failed course is completed successfully. This policy encourages students to master the subject as well as improve their college transcript. Students who fail courses because of attendance issues or who fail to complete assignments or exams may be charged by the district board, state, or community school and are dismissed from the PSEO program immediately.

Progress Reports. Each quarter, Columbus State instructors are asked to identify those students who are in jeopardy of receiving an unsatisfactory grade in a course, because of either attendance problems or low assessment scores. The PSEO adviser then contacts all PSEO students listed on the report. These students are able to receive the assistance needed to be successful in the courses via individual tutoring, personal counseling, or study groups.

Counselor Meetings. Columbus State hosts an annual PSEO Counselor Breakfast to inform the high schools of revisions to state legislation, review policies and procedures regarding the college's implementation of the pro-

gram, and solicit suggestions for improving the program and its processes. The PSEO Course Request Form, previously mentioned, was developed as a result of the comments received during one of these breakfast meetings.

Courses Offered at the High School. The college may offer courses taught by Columbus State faculty members on-site at a high school. Under state law, these courses must be open to the general population but are scheduled at times convenient for the high school. High school students must meet PSEO criteria to enroll in the Columbus State College course. These courses may also be taken for option A or B.

Support Systems. PSEO students have the opportunity to experience a college environment with the support of the systems in place at Columbus State to assist them. Students may receive assertiveness training to assist them in speaking to instructors and other administrators; instruction in time management skills to learn how to juggle attendance at two schools, part-time employment, and household responsibilities; and career guidance to help them determine which fields fit their abilities and interests.

Home School Learners. Although the state of Ohio does not allow home school learners to participate in the PSEO program, Columbus State Community College does permit them to enroll as students at their own expense. Unfortunately, federal regulations prohibit them from receiving financial aid. Home school learners may take any course for which they meet the prerequisites. They also have a record restriction that will be lifted prior to registration after they receive appropriate academic advisement.

Final Words

Ohio views dual enrollment as a program for the student who has completed the majority of required courses in high school, desires to explore more challenging coursework, or is interested in enhancing his or her own high school experience. Columbus State Community College provides the opportunities for students to build upon their knowledge base, and it encourages social growth and development.

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10

This annotated bibliography presents exemplary concurrent enrollment programs, discusses controversies about student outcomes, and recommends steps for establishing partnerships with local schools.

Sources and Information: Creating Effective Collaboration Between High Schools and Community Colleges

Gigi G. Gomez

The following publications discuss impressive concurrent enrollment programs, student outcomes in several states, and lessons learned from establishing collaborative partnerships between high schools and institutions of higher education. Overall, concurrent enrollment programs vary from one another, but their benefits are similar. Students earn college credit while in high school, students are better prepared for college, students and their families save on education costs—which also saves the state expenses, and administrators and faculty members are satisfied that they are improving students' educational opportunities and quality of life. The resources included in this chapter may augment the understanding of concurrent enrollment programs for community colleges and high schools preparing to undertake such a venture.

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Exemplary Programs

These documents illustrate the range of concurrent enrollment programs, which are tailored by community colleges and high schools for their students' needs.

Brown, J. L. *The High School Partnership at Kansas City Kansas Community College.* Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators, Austin, May 1993. (ED 362 244)

The Kansas City Kansas Community College's Partnership Program serves ten of the seventeen high schools in its service area. Established in 1987, the program allows high school senior students to begin earning both high school and college credit for college-level courses taken at their own high schools. Almost all of the courses offered meet the general education distribution requirements for a liberal arts education. The high school faculty members who teach in the partnership program are recommended by their districts and approved by college personnel. The program has helped the college create positive connections with its feeder high schools, which has diminished the image of the cold and distant academy that the larger community has had of the community college.

Report on Community College Classes Offered in Conjunction with High Schools (R7–1–709) FY 1998–1999. Phoenix: Arizona State Board of Directors for Community Colleges, 1999. (ED 440 686)

This publication presents the 1998–99 report on community college classes offered in conjunction with Arizona high schools. Eight of the ten community college districts in Arizona currently provide dual enrollment programs, which offer more than six hundred courses to 11,236 high school students. The report breaks down the individual courses provided in each community college by district. Statewide, it appears that the most popular courses are from the traditional academic disciplines, such as college algebra, physics, general chemistry, composition, history, biology, and foreign languages. However, computer courses are the most commonly offered courses by the community colleges. Vocational and personal development courses in nursing, welding, hospitality management, air traffic control communication, weight training, photography, and problem solving are also available through dual enrollment.

Postsecondary Enrollment Options Program. St. Paul, Minn.: Program Evaluation Division, 1996. (ED 405 771)

The program evaluation division provides a comprehensive report on Minnesota's Postsecondary Enrollment Options program. Through interviews and surveys of enrolled students, their parents, and participating high school and college administrators, the authors found that 6 percent of Min-

nesota public school juniors and seniors took part in the accelerated program during the 1994–95 academic year. In addition, many of the study's respondents reported that the main reasons they enrolled in the program were to get a head start on college and to cut down on college costs. Perhaps a more intriguing finding is that program participants generally received higher grades than did regularly admitted college students, except for program participants who enrolled at technical colleges, who performed below those regularly admitted.

Student Outcomes

These documents present general student outcomes for concurrent enrollment programs in Washington, California, and Florida.

Crossland, R. *Running Start: 1996–1997 Annual Progress Report.* Olympia: Washington State Board for Community and Technical Colleges, 1998. (ED 416 921)

Running Start is a concurrent enrollment program that allows eleventh- and twelfth-grade high school students to take college-level courses tuition-free at thirty-two participating community and technical colleges in the state of Washington. To be enrolled in Running Start, students must pass a standardized test to determine whether they have the skills needed to succeed in college. The average grade point average (GPA) of Running Start students in 1996–97 was approximately 2.70, which is slightly higher than the average entering freshman GPA. A follow-up research study on those Running Start students that transferred to the University of Washington shows that 41 percent of them graduated in four years, in comparison with the 31 percent graduation rate of its traditional students. In addition, the average graduating GPA of the Running Start students at the University of Washington is higher (3.42) than that for the traditional students (3.14). Overall, the follow-up research study finds that the program is well received by students and parents, but the counseling time and costs are substantially more for them than for regular students, and the funding formula does not recognize the extra workload.

Progress Report on the Effectiveness of Collaborative Student Academic Development Programs. Sacramento: California State Postsecondary Education Commission, 1996. (ED 407 900)

This study examines the progress of nine collaborative student academic development programs in California, which aim to improve the college preparation of high school students. These programs share the common goals of increasing enrollments for groups that have a historically low college-going rate, creating and maintaining collaborations between public schools and higher education, enhancing direct service to students and collaborative partners, and focusing on streamlining the transition from high school to college.

Among the 1994 high school graduates, program participants attend a college or university at a rate of 65 percent, which is higher than the statewide rate of 43 percent for students who have backgrounds similar to those of the program students. Overall, this study finds that the partnership programs are effective in helping students prepare for college.

Windham, P. *High School and Community College Dual Enrollment: Issues of Rigor and Transferability.* Tallahassee: Florida State Board of Community Colleges, 1997. (ED 413 936)

One issue concerning concurrent enrollment programs is the need for students to retake the courses because these courses do not meet the academic standards at another university. In 1993, the University of Florida issued a report stating that a large majority of students who had taken chemistry courses in concurrent enrollment programs at a community college had to retake chemistry at UF. In response to the UF report, Pensacola Junior College and Tallahassee Community College created a study of their 1991–92 concurrent enrollees. The study shows that the grade point averages of the dual enrollees are either the same or slightly higher than those of traditional transfers. Systemwide, of the fifty thousand–plus dual enrollments for 1991–92, only 140 classes had to be retaken by students between 1992 and 1995, indicating that the program is providing an effective acceleration mechanism for the students.

Windham, P. *Academic Career Benchmarks by Ethnicity.* Tallahassee: Florida State Board of Community Colleges, 1997. (ED 441 525)

This report on student academic outcomes from the Florida Community College System focuses on a comparison of white, black, and Hispanic students. A comparison of the percentage distribution of major ethnic groups at different points in their academic careers shows that not all groups are progressing consistently and equally. For instance, the concurrent enrollment programs have the largest percentage concentration of white students than of any other racial group considered. In terms of attaining degrees, blacks are more likely to attain a vocational credit certificate than any type of award, whereas Hispanic students are more likely to attain an associate in arts degree. Yet all in all, white students tend to increase or maintain their degree process, whereas underrepresented students lose ground.

Windham, P. *Fast Facts I–25.* Tallahassee: Florida State Board of Community Colleges, 1999. (ED 440 713)

This report contains twenty-five facts on the Florida Community College System. Frequently, the state requirements for high school courses and the course competencies for college-level courses do not differ much from each other. Where there is similarity, dual credit can avoid repetition and duplication of time and money at the high schools and colleges. Hence, the partnership provides a practical and very cost-effective approach to educa-

tion for the students, parents, taxpayers, and community at large. Many of Florida's members are able to reap the benefits from Florida's dual credit program. For instance, the college credits earned by a student are placed into the equivalent of an escrow account that can be cashed in once the student enters college after high school. In 1992–93, nearly twenty thousand students were enrolled in dual enrollment courses. Four years later, the enrollment in this program grew to 26,672 students, an increase of 38 percent. Because these students are not assessed fees, the participating students and their families have a combined savings of almost $7.1 million.

Challenges to Program Maintenance

After establishing a concurrent enrollment program, administrators are challenged to better strategize for future concurrent enrollment programs or other collaborative partnerships, and to enhance current concurrent enrollment programs for effectiveness.

Tafel, J., and Eberhart, N. *Statewide School-College (K–16) Partnerships to Improve Student Performance. State Strategies That Support Successful Student Transitions from Secondary to Postsecondary Education.* Denver: State Higher Education Executive Officers, 1999. (ED 434 611)

This report describes the efforts of three states—Georgia, Maryland, and Ohio—to develop comprehensive K–16 partnerships to achieve two goals: (1) the alignment of K–12 reform efforts with college admissions and (2) the reduction of postsecondary remediation through better student preparation. Georgia's P–16 initiative aims to implement and adapt state-level student performance standards from preschool to postsecondary education by the year 2001. The state of Maryland sets itself as an example that uses good data from SOAR (Student Outcome and Achievement Report) to create effective and good educational policies. To battle its remediation problems, Ohio uses a "total system approach" that is designed to increase performance expectations of students, build capacity, engage with the public, and provide quality teacher education. All three states focus their K–16 approaches on promoting successful transitions for all students. However, some common lessons have been learned. K–16 partnerships should establish clear and explicit goals, create a statewide organizational framework, find incentives to sustain partnerships, develop informative, comprehensive data systems, establish a communication system with the public, and identify substantive issues requiring immediate attention.

Fincher-Ford, M. *High School Students Earning College Credit: A Guide to Creating Dual-Credit Programs.* Thousand Oaks, Calif.: Corwin Press, 1997. (ED 403 665)

This handbook offers a dual enrollment template, but cautions that the suggested strategies and tips may not be applicable to all because of varying

resources, levels of accountability, and specific needs of the constituents. Nonetheless, this "how-to" book, based on empirical data, was created for practitioners, administrators, and teachers involved in developing, implementing, maintaining, and evaluating a dual credit program between high schools and community colleges. Perhaps the most useful portion of the book is its attention to the importance of the faculty. Faculty cooperation can determine the success or failure of a dual credit program. The author stresses to administrators that because faculty members must design, develop, and implement the program, faculty members must be involved in programmatic planning. Hence, the handbook lays out a model that includes issues the faculty will need to address when attempting to develop a dual credit program. The school administrators should be available to answer faculty questions and reassure the faculty members that their active participation in the program will not render teaching positions less secure.

Gips, C. J., and Stoel, C. F. (eds.). *Making a Place in the Faculty Rewards System for Work with K–12.* Washington, D.C.: American Association for High Education, 1999. (ED 441 391)

This report describes the collaboration of four universities with high schools to create a coherent K–16 experience for both teachers and students by giving faculty participation a place in the faculty reward system. The Public Schools Rewards Project, a three-year plan project, asked four campuses to do a self-study of their current faculty reward system, create a pilot to change the reward system, and disseminate the new reward system. The goal of the project was to include faculty work with K–16 schools in the formal faculty rewards systems at each campus. More specifically, the aim of the project was to rewrite the university personnel policies pertaining to the criteria by which faculty members are awarded tenure, promoted, and given merit salary increases. However, the project's plans did not go as smoothly as planned. Engagement in changing the reward system to include K–16 work was a long, arduous, and complex undertaking. The crusaders of the project learned that they were trying to bring together several different worlds with conflicting values, different styles of working, and even different languages. The report presents lessons learned through personal essays written by faculty members and administrators at Temple Texas at El Paso, California State University at Northridge, and southern Colorado universities. Finally, the report offers strategies for honoring faculty K–16 work and incorporating it into academe.

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FROM THE EDITORS

The terms *concurrent enrollment, dual credit, dual enrollment, postsecondary enrollment,* and *coenrollment* are used interchangeably to describe a rising trend in academic programming at community colleges that supports seamless education. The concurrent enrollment programs discussed in this issue of *New Directions for Community Colleges* are community college–level courses that are provided to high school students on either the high school or college campus. Students enrolled in these courses usually receive academic credit that is reflected in both their high school and college transcripts. The chapters in this volume outline several models of concurrent enrollment programming and focus on the challenges and issues associated with developing and maintaining such programs. Funding formulas, staffing issues, marketing, curriculum, faculty development, transferability of credit, student recruitment, and quality and effectiveness are discussed within the framework of different regions of the United States.

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