

A Snapshot of Dual and Concurrent Enrollment Programs in Wyoming High Schools and Community Colleges

A Report to the Community College Planning Task Force and Joint Education Committee, Wyoming State Legislature

January 2010

Consultants' Findings:

The dual and concurrent enrollment programs, offered through Wyoming's seven community colleges to Wyoming High Schools, are viable and robust for those students with the ability to enroll in classes. However, not all students have equitable and affordable access and, until that is the case, the state will not meet its obligation to educate all students.

This report will support these recommendations:

1. Designate, not create, an entity to provide oversight of the implementation of a uniform system of dual and concurrent credit programs and the collection of longitudinal data. In addition, this entity must provide the leadership to ensure that:
 - a. Student outcomes, i.e. completion data including credits and degrees earned, are documented and reported; and,
 - b. Distance education, both existing and future delivery systems, be utilized to its fullest capacity so that all Wyoming students, particularly those in the smallest and most remote schools in the state, are able to access dual and concurrent enrollment programs.
2. Amend the Postsecondary Education Options Program law (W.S. 21-20-201) to provide consistency and uniformity to enable all 9-12 students to earn at least 12 college credits through participation in dual and concurrent credit programs.

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I. Introduction and Overview: Letter to the Joint Education Committee

January 2010

Most content included in this report was delivered to the Community College Planning Task Force at its August and November meetings. The purpose of this report was to describe the status of seamless education in Wyoming, and, in particular, to describe how well the dual and concurrent enrollment programs are functioning for Wyoming high school students.

Dual and concurrent enrollment programs, sometimes referred to as dual credit programs, are offered through all seven community colleges and the University of Wyoming; the courses allow high school students to earn both high school and college credit while students are still attending high school. Concurrent enrollment courses are those taught by college-approved high school teachers at the high school; dual enrollment courses are college courses taught by college instructors.

Students who take advantage of these classes reap a variety of benefits including a chance to earn college credit before attending college, a chance to save money on college courses, a chance to gain self-confidence in the world of post secondary education and an opportunity to have a productive senior year, avoiding “senioritis.” In addition, the classes add some rigor and relevance into high school courses, a major goal of national and state school reform. Most high schools in the state of Wyoming have formed some type of partnership or arrangement with one or more community college to allow students to take the courses at no cost to the student.

This report looks at national trends, practices, and research results, describes the legal foundation of dual and concurrent enrollment in the state and, based on recent surveys, provides a snapshot of dual and concurrent programs in Wyoming. In addition, the consultants offer their recommendations to improve **access for all state high school students**, making dual and concurrent enrollment programs more fair, equitable and affordable.

Task Force Action

The **Executive Summary** (next page) was presented in November 2009 to the Community College Planning Task Force. At the conclusion of the report, the Task Force voted to accept the recommendations and forward the report to the Joint Education Committee, directing staff to assemble necessary legislation implementing the recommendations. Additionally, the Task Force approved the continuation of survey efforts directed at high school dual and concurrent course completion data for submission to the Joint Education Committee at their meeting in January.

II.

Executive Summary

Presented to the Community College Planning Task Force, November 2009

Based on the work presented at the 2009 August Task Force Meeting and on the research that will be reviewed at the conclusion of this report, the following recommendations are presented to the Task Force on Community College Planning.

1. The Task Force should recommend to the Joint Education Committee that legislation be drafted giving the Wyoming Community College Commission the authority to contract with an entity to develop and implement policies and strategies to further enhance seamless education in the state. Funding should be provided in order for the contractor to conduct its business. This contractor should consult all relevant stakeholders including, but not limited to, representatives from the Wyoming Community College Commission (WCCC), the Community Colleges and the University of Wyoming (UW), the Wyoming Department of Education (WDE), and representatives from state school districts including administrators, high school principals, counselors, teachers, students and parents who are most affected by dual/concurrent enrollment programs.

The outcome of this effort should be to encourage Wyoming students to graduate from high school with at least 12 college credits in addition to a high school diploma. Such an outcome would ease the transition from one educational institution to another while providing high school students with the greatest possible access to higher education. Allowing Wyoming students to take college-level courses, developing career and technical education pathways for specific career interests, and building articulation agreements among all community colleges and the University of Wyoming are crucial steps in expanding access to all eligible students, ultimately improving educational and professional attainment in Wyoming. Such efforts are consistent with a national movement by states that recognize the many benefits of bridging high school and community college enrollment through dual and concurrent enrollment programs for academic courses, career and technical education courses, or both.

- a. In order to achieve this effort, the contractor needs to address the following issues:
 - statewide uniform eligibility,
 - quality of courses,
 - articulation agreements,
 - parent-student communication,
 - student support services,
 - funding and multiple funding sources,
 - student outcomes, and
 - how to monitor and evaluate this effort.

- b. A prime focus of this effort should be to establish a uniform process for the collection of the longitudinal data that follows student enrollment as well as completion rates and outcomes during high school and college. This data should then support future decision-making for dual and concurrent enrollment opportunities across the state. Efforts should also be made to partner with the Transcript Center in WDE so that collecting duplicate data can be avoided. The consultants recognize and are sensitive to the time and energy required by community college and school district personnel to complete data requests and hope all efforts can be refined so these institutions, whose primary purpose is to serve students, will not be impacted any more than is necessary.

On a cautionary note, the longitudinal data collection effort should recognize that certain decisions might affect the Hathaway program and its data collection. To avoid any negative impact to the Hathaway program, the contractor should carefully consider its decisions and communicate with WDE frequently.

- c. The contractor should recognize that distance education offerings play a major role in providing multiple opportunities such as dual/concurrent enrollment courses, core classes, career and technical education classes and Advanced Placement classes to more isolated, rural schools and students. The recommendations by the Task Force on Distance Learning should be considered and publicized to school districts and community colleges. In addition, all of the stakeholders must be made aware of major efforts by WDE to provide educational offerings via the Wyoming Switchboard Network. If the state's goal is make public education truly equitable, accessible and affordable for all of Wyoming's high school students, distance education opportunities are key.
2. The Task Force should request that the legislature review the Wyoming Postsecondary Education Options Program, W.S. 21-20-201. The rationale for this recommendation is that situations exist in which community colleges and the high schools operate differently when it comes to how dual/concurrent enrollment courses are paid for in spite of the existing legislation. Several interpretations indicate flexible decision-making across the state that affects affordability, access and equity issues. In order to benefit students, the wide variance in how dual and concurrent learning opportunities are delivered and paid for needs to be made more uniform. Amending W.S. 21-20-201 to provide more consistent guidance for high schools and postsecondary institutions can create more rigorous postsecondary learning opportunities for all eligible high school students. Attention to the role of formal, written agreements is essential to strengthening this statute.

The consultants recognize that community colleges in collaboration with the university and the P-16 Council are currently addressing many of these issues and recommend their continued involvement along with high school personnel including teachers, counselors, principals and district level administration. Additionally, the consultants further recommend that students and parents be fully

represented and involved in the decision-making regarding dual and concurrent enrollment programs so that efforts to provide a uniform framework are focused on benefits to students.

The contractor should report on a consistent basis to the Joint Education Committee on its progress towards the process as stated above. Additionally, the contractor should be able to document broad public involvement in the development of a uniform framework for dual and concurrent enrollment programs.

III.

National Focus

Presented to the Community College Planning Task Force, August 2009

Numerous discussions and projects are ongoing at the national level by respected organizations regarding dual and concurrent enrollment efforts and several national organizations are recommending best practices and/or standards in this area.

National research reveals three guiding principles supporting dual and concurrent enrollment programs. Those state that concurrent and dual enrollment classes:

- have value and should be promoted to all qualified students with special efforts to reach underserved populations;
- are sound preparation for students for the rigors of college level expectations; and
- increase the rate of college achievement and degree completion.

National news stories focus on the need to get more high school students into the community college system through dual credit courses including both concurrent and dual enrollment classes. In Texas, dual credit classes in the school are "not new," but they "are becoming more popular due to a change in state law requiring districts to offer students an opportunity to earn up to 12 hours of college credit in high school." However, a major obstacle to expanding the program is the lack of teachers with college-level teaching credentials ([Dallas Morning News](#) 6/16/09, Holloway).

Another news story from Indiana reported, "The Ivy Tech Community College System saw a 44 percent increase in the number of college credit hours taken by high school students during the 2008-09 school year through the college system's dual credit program. A total of 16,569 high school juniors and seniors completed 83,971 credit hours of classes through Ivy Tech's 23 campuses statewide... High school students who enrolled in the courses for free through 235 Indiana high schools and career centers saved a total of about \$8 million in tuition" ([Business First of Louisville](#) 6/15/09).

A. National Entities Advocating for Strong Dual and Concurrent Enrollment Programs

The best data supporting dual credit programs for high school students comes from the following national entities which have described in their specific publications the value, purposes, benefits, strengths and weaknesses of concurrent and dual enrollment opportunities and note the challenges of reaching all students especially underserved populations. They have also recommended a stronger focus on the outcomes of dual and concurrent learning opportunities. (Note: Use the website search options with the key words dual and concurrent enrollment, seamless transition to college, or high school reform to access information from the list below.)

- Western Interstate Compact on Higher Education (WICHE) www.wiche.edu
- National Governors' Association www.nga.org
- National Center for Education Statistics www.nces.ed.gov
- National Alliance of Concurrent Enrollment Partnerships www.nacep.org
- University of Indiana, Center for Evaluation and Education Policy ceep@indiana.edu

- American Youth Policy Forum www.aypf.org
- Office of Vocational and Adult Education, U.S. Department of Education www.ed.gov/about/offices/list/ovae/pi/cte/index.html
- The National Center for Public Policy and Higher Education www.highereducation.org
- National Conference of State Legislatures' Blue Ribbon Commission on Higher Education www.ncsl.org/.../Education/blueribboncommissiononhighereducationovervi/.../default
- Stanford Institute for Higher Education Research siher.stanford.edu
- National Association of Secondary School Principals www.principals.org
- Jobs for the Future www.jff.org
- On Ramp to College www.aypf.org/documents/OnRampExcerpts.pdf (The consultants highly recommend this comprehensive and current report.)

B. National Entities' Statements of Support

Following are statements from reports issued by the above national entities. They are provided for more detail and a deeper understanding, underscoring the current importance of this topic.

- "Less than 20 credits by the end of the first calendar year of enrollment [in college] ... is a serious drag on degree completion...It is all the more reason to begin the transition process in high school with expanded dual enrollment programs offering true postsecondary course work so that students enter higher education with a minimum of 6 additive credits to help them cross that 20-credit line. Six is good, 9 is better, and 12 is a guarantee of momentum." ([The Toolbox Revisited: Paths to Degree Completion from High School through College](#); U.S. Department of Education, 2006, Page xx.)
- "...National Governors Association encourages state and federal support for "strategies [that] increase student participation in college preparatory courses, better align expectations between high school and postsecondary education, and ensure students graduate from high school ready for college or the workplace" (p. 1). Specific recommendations include an increase in professional development opportunities for secondary school teachers, increased collaboration between secondary and postsecondary educators to improve school rigor, and "Federal policies [which] encourage - not discourage - promising state efforts in dual enrollment programs that permit students to obtain college-level credits...while still in secondary school." [High School Reform to Lifelong Learning: Aligning Secondary and Postsecondary Education](#), 8/10/2006, National Governors Association, p. 2.

- "States can respond to this [need for increased academic rigor] by developing policies that are targeted at increasing the rigor of the [high school] curriculum including establishing a core curriculum that is aligned with college admission standards, developing an accelerated high school curriculum, and concurrently providing incentives or financial support for students to take more rigorous courses or accelerated learning opportunities through the AP program, the International Baccalaureate program, or dual enrollment." [Advancing High School Reform in the States](#); National Association of Secondary School Principals; 2005; p. 5.
- "From our perspective, these programs [AP, IB, and dual enrollment] are high value programs, because they provide many of the important elements that have been missing from high school for most students: challenge, engagement, access to the adult world, and support." [The College Ladder: Linking Secondary and Post Secondary Education For Success for All Students](#); American Youth Policy Forum; September 2006, p. vii.
- "Dual credit programs are growing nationwide, thereby increasing high school students' options for earning college credits. This growth should be encouraged and access to these programs by all qualified students should be facilitated by state policy." [Enriching the High School Curriculum through Postsecondary Credit-Based Transition Programs](#); Center for Evaluation and Education Policy, Indiana University, Volume 4, No 2. 2006.
- "Today a variety of policymakers, authors, educators, and foundations argue that many students, not only those with outstanding educational credentials, may benefit from participation in a dual enrollment program. In their view, dual enrollment is presumed to lead to a long list of positive outcomes for all participating youth, including increasing the academic rigor of the high school curriculum; helping low-achieving students meet high academic standards; providing more academic opportunities and electives in cash-strapped, small, or rural schools; reducing high school dropout rates and increasing student aspirations; helping students acclimate to college life; and reducing the cost of college for students." [National Research Center for CTE](#)

C. Outcomes Benefiting Students and Their Families

Additional purposes and benefits for students and their families, when students enroll in and complete relevant dual and concurrent enrollment courses while in high school, are found in the following list generated from the national reports referenced above. Many of the benefits also extend to the secondary and postsecondary educational institutions.

High school students enrolled in dual and concurrent courses benefit through:

- increased rigor and relevance in the high school curriculum due to academic challenges and standards of learning that are keyed to postsecondary standards and expectations.
- increased student engagement through participation in interesting classes and/or attendance on a college campus.
- exposure to adult expectations.
- money saved for families and taxpayers.

- less time to earn a college degree.
- better use of time spent in high school and a reduction of “senioritis.”
- an aligned secondary and postsecondary education systems including depth of curriculum, expectations and rigor.
- a more seamless transition to postsecondary education.
- less remediation at the postsecondary level.
- excellent preparation for postsecondary success, for the workforce, for participation in a thriving economy and for active citizenship.
- confidence that they are “college material.”

IV.

Wyoming Snapshot

Presented to the Community College Planning Task Force, August 2009

Wyoming community colleges are more robust than ever with record numbers for student enrollment reported this year. In addition to working with traditional students, the community colleges continue to engage increasing numbers of high school students in dual and concurrent credit courses. Using a variety of delivery methods, including face-to-face instruction and, to a lesser extent, distance education, most high schools in the state receive services from at least one community college.

A. Existing Legal Mandates

Wyoming has a strong commitment to public education and strong requirements in law to provide **equitable learning opportunities** for all K-12 students. Taken together, sections of the Constitution, current state statutes and school litigation decisions clearly articulate the expectations for alignment and compliance with existing law regarding K-12 students.

- The Constitution states “the legislature shall provide for the establishment and maintenance of a complete and uniform system of public instruction, embracing free elementary schools of every needed kind and grade, a university with such technical and professional departments as the public good may require and the means of the state allow, and such other institutions as may be necessary.”(*Wyoming Constitution*, Article 7, Section 1)
- In the Campbell I decision, *Campbell County School District v. State*, 907 P.2d 1238 (Wyo. 1995) , the Supreme Court described in more detail the meaning of a complete and uniform system of public instruction. Their decision mandated that the legislature define the basket of educational goods and make that uniformly available to all Wyoming students to satisfy the state’s obligation to provide equal educational opportunity under the state’s constitution.
- State Law requires both the State Superintendent of Public Instruction and the State Board of Education to develop public support for a complete and uniform system of education for the citizens of this state and ensure that educational programs offered by public schools in accordance with these standards provide students an opportunity to acquire sufficient knowledge and skills, at a minimum, to enter the University of Wyoming and Wyoming community colleges, to prepare students for the job market or postsecondary vocational and technical training and to achieve the general purposes of education that equips students for their role as a citizen and participant in the political system and to have the opportunity to compete both intellectually and economically in society. (*Wyoming Statutes* 21-20-101; 102)

- The Postsecondary Education Opportunities Program (PEOP) (Wyoming Statute 21-20-201) provides some requirements for agreements between districts and postsecondary education institutions. School districts and postsecondary institutions must agree:
 - on student eligibility, the location and sites of their offerings, and on instructors.
 - on how students receive dual and concurrent enrollment credit. (PEOP requires that students, upon successful completion of courses, shall receive academic credit which counts towards graduation requirements and those credits granted be made part of the participating student high school transcript. The law states that students shall also receive credit from the post-secondary institution which has offered the course.)
 - about fees and how they are to be paid, and specifies that the post-secondary institutions shall not directly assess and collect fees from the students. (The statute provides that school districts can count the student in their average daily membership (ADM) while students are concurrently counted as part of the full time equivalent (FTE) formula by the post-secondary institution.)

- In the General Session of 2009, the Wyoming legislature passed House Enrolled Act 121 which gave the Wyoming Community College Commission responsibility for the creation and maintenance of a statewide strategic plan for the community college system. In the Community College Strategic Plan, published in October, 2009, objective one recommends a variety of strategies for improving student access to education and training programs while supporting student efforts to achieve their educational goals. Other recommendations under that objective include improving statewide articulation among high schools, community colleges and the university and expanding dual and concurrent enrollment opportunities for high school students. (MPR Associates, Inc., 2009, October, *Wyoming Community College Commission Statewide Strategic Plan, Planning for the Future of Wyoming's Community Colleges*.
http://wyomingcommunitycollegeplan.org/inc/pdf/Wyoming_FinalReport.pdf.)

B. Existing Research

As a first step in providing a snapshot of Wyoming's programs for dual and concurrent enrollment, existing information was examined.

- The most comprehensive report is by PRES Associates; it was completed in January 2006 and looks at concurrent enrollment classes. Information on numbers and types of courses as well as the number of students involved, based on both community college and high school figures, leads to several recommendations. The major one is that there is a need for a statewide articulation agreement to be used by high schools and community colleges when providing concurrent enrollment courses; the purpose is to avoid inconsistencies for students while providing a clear statement of responsibility for the community colleges or the university. A second recommendation suggests using a unified

data collection system consistently for high school and college information so that the program can be monitored for student outcomes. (PRES Associates, Inc., 2006, January, *A Report on the Status of Concurrent Enrollment Programs in the State of Wyoming*. Available from www.presassociates.com)

- Information from the Carl Perkins reports, which are compiled by all high schools each year at the request of the Wyoming Department of Education, provides a deeper look at the role of concurrent enrollment in career and technical education and pathways. Some information on academic class work is also provided in these reports.
- Additional information was gathered from informal interviews with community college personnel, parents, students, high school instructors and members of the public. It supports the general findings that there are wide variations in communications among relevant stakeholders.

C. Current Survey Results

Original surveys (see appendix) were developed based on questions and concerns identified in the consultants' scope of work. The purpose of the first survey, sent to all seven community colleges, was to distinguish between dual and concurrent enrollment programs. For each type of program, the survey assessed the level of student participation, the number of courses offered to high school students, the delivery methods and the content of the articulation agreements. In addition, all seven colleges provided anecdotal information on their data collection processes which are quite different from each other in a variety of categories and definitions. The second survey on similar information was collected from the high schools. Because consultants' wanted the most recent information available, data from the first semester of the 2009-10 school year was requested. Also included are the results of the third and final survey designed to gather completion data from the colleges for the fall semester, 2009.

Caution should be used in considering these survey results as official or valid. Because of the unique and independent nature of each community college, the consultants recognize that there is not yet a uniform collection system. Therefore, there are differences in definitions, collection processes and reporting of information.

D. Common Findings based on Wyoming Data

- There is wide variance in the data providing numbers of students enrolled in dual and concurrent enrollment classes due to the inconsistent application of the definitions and the lack of uniformity in gathering and publishing the data.
- There is wide variance in the numbers, types and quality of courses offered to high school students across the community college outreach areas.
- There are differences in how high schools are served due to the rural nature of our state.

- There are major differences across the state in student eligibility criteria, articulation agreements and how costs of the classes are funded and reported.
- There are differences in actual costs to students.
- There are inconsistent efforts across the state in informing students and their parents about dual and concurrent enrollment opportunities.
- In spite of its great potential, distance education continues to be underutilized as a delivery method for dual and concurrent enrollment courses.
- There is a concern about the quality and rigor of courses and the lack of documentation of outcomes.
- There are differences in qualifications of teachers of academic courses and teachers of career and technical courses.
- Teachers do not have adequate time or the opportunities to meet to align the curriculum, expectations, grading methods, course outcomes and assessment strategies.
- Several reasons and practices in state high schools and community colleges block student participation in dual and concurrent enrollment programs including
 - a limit on the numbers of courses students may take by either the college or high school.
 - a lack of communication about the programs to students and their families.
 - instructors who have a choice in whether they offer dual or concurrent courses, especially if they are offered through distance technology.
 - students who won't enroll in dual and/or concurrent courses or drop them because of the fear that a lower grade in the more rigorous class would affect their Hathaway Scholarships.
 - fees and costs are too expensive.

The good news is that there are existing organizations in Wyoming that are currently engaging in serious discussions and working collaboratively to improve dual and concurrent enrollment programs for all high school students. Wyoming has a functioning P-16 Council which is linked to and communicates frequently with the Community Colleges' Academic Vice-Presidents group. This group has already refined the definitions for dual enrollment and concurrent enrollment and proposed the consistent use of these definitions by all high school and postsecondary entities in Wyoming. As both a statewide partnership between K-12 districts and the University and a member of the P-16 Council, the School/University Partnership has been a strong contributor to the efforts of the P-16 Council and has conducted research and designed informative brochures to assist students and their families in understanding the rigors of college level work. They are committed to continue with the hard work of improving equitable access to dual and concurrent enrollment programs for all qualified students. *(P-16 or P-20 Councils are recommended by the National Governors' Association to lead efforts to address seamless transitions between high school and college, improve dual and concurrent enrollment programs and increase the completion rates because they have the essential groups at the table.)*

The consultants believe that distance education technologies must be a critical component in the development, design and delivery of dual and concurrent programs in the state. Without

some uniformity and a core of courses or programs offered through distance technology, there will be no equitable access for students in the smallest high schools and most rural areas of our state. The Wyoming Switchboard Network, managed by the WDE, has proven its potential for expanded program delivery to high school students seeking enrollment in dual and concurrent coursework; it would be wise to maintain their inclusion in this effort as it moves forward.

V.

Essential Questions and Conclusions

Presented to the Community College Planning Task Force, August 2009

In spite of looking at existing research and conducting several surveys, there are still some very important questions, *maybe more important than those answered in this report*, which need to be addressed. The consultants strongly recommend that as efforts progress to improve seamless education opportunities for students transitioning from high school to college attention is paid to gathering information addressing student outcomes. Answering these questions is much more important than providing the raw numbers of how many students have taken these classes or how many classes are offered. Outcome questions focus on the real essence and value of participation in these programs. It is another solid reason to authorize a group to build the common framework referenced previously. The group must provide data collection methods which can easily answer the following questions.

- How many high school student enrolled in dual credit courses, complete the courses offered and how much college credit have they earned?
- How successful was their learning as documented by grades or quality assessments which are aligned to the learning standards or outcomes?
- Did student participation and completion in dual and concurrent learning opportunities increase their ability to successfully achieve at postsecondary levels, increase the rate of degree completion, and/or shorten the time to degree completion?
- How does the cost of providing these programs affect students, and high school and community college budgets?

Appendix 1

Presented to the Community College Planning Task Force, August 2009

Dual Credit Courses (Dual and Concurrent Enrollment) Offered By Wyoming Community Colleges in 2007-08

All seven community colleges reported the following information on a survey conducted in June of 2009.

Survey Report: Each numbered item below refers to the information requested on the survey. The highlighted areas contain the information reported by the colleges.

1. **Dual credit courses** refers to dual and concurrent enrollment courses in which high school students were enrolled to earn both high school and college credit.

All seven community colleges reported that they offered dual credit courses (either/or both dual and concurrent enrollment courses) to high school students during the 2007-08 school year.

2. **Dual enrollment (DE) courses** are taught by a college instructor generally on the community college campus or at an outreach site. (Table 1)

All seven Wyoming community colleges offered a total of 773 DE courses to Wyoming high school students during the 2007-08 school year which includes the 2007 semester of summer school. However, one college reported that no students enrolled in any of the dual enrollment courses they offered in 2007-08.

- For the *summer semester*, three of the seven colleges enrolled students in 64 DE courses. The highest number of DE courses offered by one college was 37; the lowest was 1; four colleges did not have high school students enroll in summer DE classes in 2007.
- For the *fall semester*, six of the seven colleges reported students enrolled in 336 DE courses. The highest number of DE courses offered by one college was 159; the lowest was 24.
- For the *spring semester*, six of the seven colleges reported students enrolled in 363 DE courses. The highest number of DE courses offered by one college was 174; the lowest was 28.

3. **Concurrent enrollment (CE) courses** are taught by a high school instructor who has been approved by a community college. (Table 1)

All seven Wyoming community colleges offered a total of 390 CE courses to Wyoming high school students during the 2007-08 school year. However, one college reported it had just one course in which high school students enrolled for the entire year which was in the spring semester.

- For the *summer semester*, no students were enrolled in CE courses probably because their high schools did not offer the courses in summer school.
- For the *fall semester*, six of the seven colleges enrolled students in 214 CE courses. The highest number of CE courses offered was 45; two colleges reported that total. The lowest number of CE courses reported by one college was 11.
- For the *spring semester*, all seven colleges enrolled students in 176 CE courses. The highest number of CE courses offered by one college was 42; the lowest was 1.

Note: colleges reported the number of dual and concurrent enrollment courses, not sections, in which students were enrolled. That means the course was counted just once each semester even though more than one section of that course was offered. For example, English 1010 may have been offered many times as both a concurrent and dual enrollment class. However, it was counted just once for the purposes of this survey.

Table 1 Courses Offered

Semester	Dual Enrollment	Concurrent Enrollment
Summer '07	64 courses	0 courses
Fall '07	336 courses	214 courses
Spring '08	363 courses	176 courses
Total	763 courses	390 courses

4. **High school students in dual enrollment courses** An individual student was counted only one time per semester, or as an unduplicated student, regardless of the number of classes in which he/she was enrolled. (Table 2)

- For the *summer semester*, three of the seven colleges reported a total of 101 students enrolled in DE courses with 50 students being the highest number reported by one college and 1 student the lowest. Four colleges reported no students enrolled in the summer semester.
- For the *fall semester*, six of the seven colleges reported a total of 666 students enrolled in DE courses with 317 students the highest number reported by one

college and 46 students the lowest. One college reported no students enrolled in DE courses.

- For the *spring semester*, six of the seven colleges reported a total of 648 students enrolled in DE courses with 285 the highest number reported by one college and 47 students the lowest. One college reported no students enrolled in DE courses.

5. **High school students in concurrent enrollment courses** An individual student was counted only one time per semester, or as an unduplicated student, regardless of the number of classes in which he/she was enrolled. (Table 2)

- For the *summer semester*, all seven colleges reported that no students were enrolled in CE courses. Again, these courses were probably not part of the high schools' summer curriculum.
- For the *fall semester*, all seven colleges reported a total of 3080 students enrolled in CE courses with 797 students the highest number reported by one college and 376 students the lowest. One college reported no students enrolled in CE courses.
- For the *spring semester*, six of the seven colleges reported a total of 2385 students enrolled in CE courses with 708 students the highest number reported by one college and 6 students the lowest. One college reported no students enrolled in CE courses.

Table 2 Students Enrolled

Semester	Dual Enrollment	Concurrent Enrollment
Summer '07	101 students	0 courses
Fall '07	666 students	3080 students
Spring '08	646 students	2385 students

Note: Totals are not provided because the information is unique to each section of the table.

6. **Delivery method** refers to the method, either **face-to-face (F2F)** or **distance education**, used by instructors to deliver the dual and concurrent enrollment courses to high school students during the 2007-08 school year.

- **Face-to-face:** All seven colleges reported they delivered 735 DE/CE courses face-to-face. Of those, the highest number of courses delivered F2F was 272 and the lowest was 45.
- **Distance education:** Six of the seven colleges reported they delivered 169 courses using distance education (online, video, correspondence, other). Of those, the

highest number of courses delivered through distance education was 51 and the lowest was 10. One college reported they delivered no classes through distance ed.

7. High schools served by colleges through the two delivery methods listed in No. 6.

- All seven colleges combined served at total of 75 high schools during the 2007-08 school year; this figure includes traditional and alternative public high schools, as well as private schools, charter schools, and home school students. Three high schools received services from 3 colleges.
- Fifteen high schools received services from 2 colleges.
- Fifty seven high schools received services from 1 college.
- Two colleges each served 16 high schools, the highest total.
- The lowest number of high schools served by one college was 8.

8. Summary of formal, written agreements on file with students' high school and/or school districts for dual enrollment courses

In general, only one college reported having a formal, written agreement for dual enrollment courses. This college said there are BOCES agreements with all of their school districts except one; the college reported a separate agreement with that specific school district. While other colleges do not specify formal, written agreements (most imply such agreements are unnecessary), they expect high school students to follow the same entrance requirements as college students. Other topics follow.

- *For financial agreements such as costs and fees*

Three of the colleges reported a fee structure: in one case, the college pays the tuition and the school district pays the fees; another college pays 50% of the tuition and the school district pays the other 50% in addition to tuition, fees, books, and other expenses. A third college reported the agreement covers fees.

- *For curricular alignment and course selection*

One college reported courses may be used for enrichment (if the course is not offered at the student's high school) or to address remediation needs.

- *Enrollment requirements*

Two colleges specifically allow juniors and seniors to enroll. One college requires high schools students to have a 2.7 GPA and the permission of the principal. One college asks students to sign an agreement that covers courses content.

- **Other information**

- One college did not respond to this question.
- One said they have no written agreement with the high schools but that students must meet admission requirements and course prerequisites.
- One college reported that the school districts limit the number of courses students may take. For example, one district allows students to take *one course* each in the fall and spring of the *senior year*; a second district allows *two courses* each in the fall and spring of the *senior year*, and a third district allows *one course* each in the fall and spring of the *junior and senior year*. This same college says the home school students are allowed to take as many courses as the home district allows and the student's family pays books and fees.
- One college said they don't track dual enrollment and they do not know if the student receives high school credit.
- Finally, one college seemed to mix dual courses with concurrent courses when answering this question.

9. Summary of formal, written agreements on file with students' high school and/or school districts for concurrent enrollment courses

In general, 6 of 7 colleges have some form of written agreement for concurrent enrollment courses with the school districts. However, each college approaches the task a bit differently. Here are the edited responses of each college.

- a. One college said there is a written articulation agreement on file for every concurrent course offered by the college and the school district. It includes payment agreements, expectations for the students, and stipulations regarding course content, quality and credit.
- b. One college said concurrent enrollment courses are offered under the same guidelines at all high schools.
 - Course approval agreements based on course objectives are made between two qualified teachers and approved by each teacher's supervisor.
 - The college bills each school district for tuition-only (no fees) costs of all credit earned that semester.
 - The school district cross-bills the college (same dollar amount) for classroom use and teacher's compensation.
 - Student's eligibility to take a concurrent enrollment class is determined by the school district. (Students' grade levels, ages, and GPAs are irrelevant to the college.)

- c. One college answered none.
- d. One college has a formal, written articulation agreement with each high school they serve. Contained in the agreement are course standards, faculty standards, student selection criteria, costs/payment for courses, and school district reimbursement policies.
- e. One college responded it includes quality assurance, cost and fees, curricular alignment, placement testing requirements, instructor approval, registration and advising, and evaluation of course in a formal, written agreement.
- f. One college uses memorandums of understanding which include identification of courses that fall under the agreements, costs, some curricular alignment for technical courses, student eligibility for enrollment and instructor approval.
- g. One college reported that concurrent enrollment courses are agreed upon by their faculty, college CAO and the secondary school's principal. Other elements are listed below.
 - College and secondary faculty meet annually to review content, objectives, and outcomes.
 - Instructors follow college syllabi, textbook requirements, and student outcome assessment materials.
 - Students are required to meet course prerequisites prior to enrolling.
 - Instructors are provided by the secondary school and students receive academic credit from the school district.
 - Students also receive appropriate credit from the college.
 - The school district pays tuition and assessed fees (not to include student fees) while the college pays for the instructor and facilities in an amount equal to tuition and assessed fees.
 - Textbooks, classroom materials, and off-site transportation are the responsibility of the school district

10. Additional comments from survey respondents reflect how difficult it is to gather this data consistently at this point. Here are some examples and comments about the survey that provide important information.

- a. One college reported that every course offered is available to academically qualified students, including high school juniors and seniors. The courses reported are those that were actually taken by high school students in 2007-08.
- b. One college added that if a student meets all of his/her school's requirements and course prerequisites, he/she may take any course being offered by the college for dual enrollment. Students may choose from hundreds of sections offered each semester.
 - The college noted that during 2007-08, dual credit students enrolled in a total of 119 different courses. Nine (9) courses were offered both face-to-face and online, ten (10) were offered only online, and 100 were only face-to-face. (This information was not reflected in the statistics reported above.)

- In addition to the schools listed , the college served 14 home schooled students through the dual enrollment program during 2007-08.
- The college maintains a separate (shadow) database for students enrolled in its high school programs. This enables the college to identify high school students enrolled for dual credit in regular college courses (so called dual enrollment courses).

c. One college noted that ENGL 1010 was offered in both face-to-face and distance education formats, so it was included twice in the course count.

d. One college noted the inaccurate definition of concurrent enrollment as stated on the original survey: *The course is taught by the high school instructor employed by a community college.* However, high school faculty *are not* employed by the college. The college reimburses each school district for the use of facilities and faculty, using a predetermined formula, a copy of which is included with the articulation agreement that is sent to the school districts.

e. One college listed 0 dual enrollment courses on the survey even though the college has high school students enrolled in regular college courses. The college reported that 164 students for 07/FA and 08/SP were enrolled in college courses of which 113 were also enrolled in concurrent courses. Therefore, 51 students were enrolled in college courses only. These numbers reflect duplicated headcount from semester to semester, but not within the semester. Three high school students were enrolled 07/SU. However, we do not know if any of these students received high school credit.

The college noted BOCES Agreements are in place for most of the high school districts. However each agreement is different and the dollars stay at the appropriate school district office. A service area BOCES Board oversees the budgets and program services and meets twice a year. The school districts invoice the college for the cost of instructions and facilities for concurrent enrollments and the college then invoices the school districts for the cost of tuition and fees, resulting in a zero balance and no money is transferred.

f. One college reported that school district superintendents in their service area have expressed concern with the WDE recommendation to fund the cost of dual enrollment from ADM funds. The college has been covering most tuition costs for these programs but will probably not be able to do so in the future. If not resolved appropriately, it could jeopardize the concurrent program in some areas.

- In addition, the college reported that students do well in all forms of coursework (82% receive a C or better in distance learning courses).
- Finally, the college noted dual numbers are probably under-reported here because some students are register and pay for classes on their own. These are students who are taking classes for enrichment rather than for transcript credit and there is no way to track these students at present.

- g. One college noted students are not required to tell the college if they plan to use credits from courses taught by college faculty to meet high school requirements. That communication is between the student and the high school. Therefore, the college relied on feedback from the high schools for completing questions related to dual enrollment.

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For helping with various aspects of this survey, thanks go to Belinda Kolb and Cayse Cummings of the Wyoming Community College Commission, to Scott Bullock and Lachelle Brandt of the Wyoming Department of Education, and to community college researchers. Due to their efforts and advice, the Community College Planning Task force received reliable information to inform their decisions

Appendix 2

Presented to the Community College Planning Task Force, November 2009

High School Survey on Dual/Concurrent Enrollment Fall Semester, 2009

Background: During our August Task Force report on community college participation in dual and concurrent enrollment programs, we indicated that in September we planned to gather information from high schools on the same topic using a survey format.

Rationale: The purpose of the survey is to determine how many high school students are enrolled in dual/concurrent enrollment classes (DE/CE) as reported by the high schools. Because our last report focused on DE/CE community college data from 2007-08, we wanted to get some idea of what high schools are doing in “real time”; that is, we wanted to collect the most current data available. In addition, we asked high school personnel several questions raised by members of the Task Force at the August meeting.

Process: All 82 high school principals were contacted via email in mid-September and asked to report the data included in this report; we received responses from 38 high schools.

Content: We asked for the most current data available for this survey which is from the fall semester, 2009. Because this information had not been requested at this time of year before, some schools were unable to respond for good reasons. For example, we were made aware that dual and concurrent enrollment information is, in some cases, intertwined with community college enrollment and difficult to sort out in September. That information will be available at the end of the semester. For comparison purposes, we also proposed sending the same survey to community colleges but were made aware that their data is incomplete in September because some dual and concurrent courses don't start until later in the fall semester.

Before asking high schools for this information, we attempted to use existing data such as that reported each summer for the Carl D. Perkins Vocational Act. Although that report is extensive, its value to this survey is limited. At the end of the fall semester, 2009, we plan to ask both high schools and colleges for the number of credits earned by students for these DE/CE courses. That information will be part of our final report.

We are grateful to a variety of personnel including high school counselors, career counselors, a career education teacher, registrars, principals, a superintendent, community college staff members and a BOCES manager who responded to this survey. We believe that their careful reporting will illustrate for you a “snapshot” of the successes and challenges which exist today within the DE/CE program.

Table A

Enrollment divisions used:

High School enrollment	1000-1600	500-999	250-499	100-249	Less than 99	Total
High schools in each division	5	5	4	12	12	38

Table B

Summary of 38 high schools surveyed during September of 2009:

Total juniors and seniors	Juniors/seniors in DE courses	Juniors/seniors in CE courses	DE courses offered	CE courses offered	Face to face	Distance education	Comm. Colleges providing services
7526	391	2063	259	268	451	74	7

- 33% of juniors/seniors are enrolled in dual and concurrent courses in the fall semester of 2009 in 38 high schools.
- 14 DE/CE courses, on average, are available to juniors and seniors in 38 high schools.
- 86% of DE/CE courses are being delivered through face-to-face methods in 38 high schools.
- 14% of DE/CE courses are being delivered through distance education in 38 high schools.

Sample results for 18 high schools:

The tables below include individual results from a sample of 18 of the 38 high schools responding to the survey. They were chosen based on size and geographic location; this information gives a more detailed summary of the number of Wyoming high school students involved in DE/CE courses during the fall semester, 2009.

Table C

High schools with enrollment of 1000-1600

High school ref. #	Total enrollment	Total juniors and seniors	Juniors/seniors in DE courses	Juniors/seniors in CE courses	DE courses offered	CE courses offered	Face to face	Distance education	Comm. colleges providing services (duplicated count)
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1	1566	1020	16	295	14	14	14	0	2
2	1310	834	23	277	17	17	27	0	1
3	1163	518	22	34	11	8	19	0	2
	Totals	2372	61	606	42	39	60	0	5

- 28% of juniors and seniors are enrolled in dual and concurrent courses in the fall semester of 2009.
- 27 DE/CE courses, on average, are available to students in each school.
- 100% of DE/CE courses are being delivered through face-to-face methods.

Note: Each of the high schools listed on Table C is located in the same city/town as the main campus of a community college.

Table D

High schools with enrollment of 500-999

High school ref. #	Total enrollment	Total juniors and seniors	Juniors/seniors in DE courses	Juniors/seniors in CE courses	DE courses offered	CE courses offered	Face to face	Distance education	Comm. colleges providing services (duplicated Count)
4	942**	455	9	187	13	18	30	1	2
5	734**	324	2	112	2	28	28	3	2
6	690	353	1	31	1	2	3	0	1
7	607	217	8	209	1	22	22	0	1
	Totals	1426	20	539	17	70	83	4	6

- 39% of juniors and seniors are enrolled in dual and concurrent courses in the fall semester of 2009.
- 22 DE/CE courses, on average, are available to juniors and seniors in each school.
- 95% of DE/CE courses are being delivered through face-to-face methods.
- 5% percent of DE/CE courses are being delivered through distance education.

*Note: Each of the high schools marked with ** is located in the same city/town as the main campus of a community college.*

Table E

High Schools with enrollment of 250-499

High schools ref. #	Total enrollment	Total juniors and seniors	Juniors/seniors in DE Courses	Juniors/seniors in CE courses	DE courses offered	CE courses offered	Face to face	Distance education	Comm. colleges providing services (duplicated count)
8	426	165	2	10	1	1	2	0	1
9	321	135	2	15	2	4	4	2	1
10	260	121	1	65	1	14	14	0	1
	Totals	421	5	90	4	19	20	2	3

- 23% of juniors and seniors are enrolled in dual and concurrent courses in the fall semester of 2009.
- 8 DE/CE courses, on average, are available to juniors and seniors in each school.
- 90% of DE/CE courses are being delivered through face-to-face methods.
- 10% of DE/CE courses are being delivered through distance education.

Table F

High schools with enrollment of 100-249

High school ref. #	Total enrollment	Total juniors and seniors	Juniors/seniors in DE courses	Juniors/seniors in CE courses	DE courses offered	CE courses offered	Face to face	Distance education	Comm. colleges providing services (duplicated count)
11	216	102	0	35	0	7	4	0	1
12	196	93	0	28	0	4	4	0	1
13	171	84	0	25	0	3	3	0	1
14	162	80	0	0	0	0	0	0	1
	Totals	359	0	88	0	14	11	0	4

- 25% of juniors and seniors are enrolled in concurrent courses in the fall semester of 2009.
- 3.5 CE courses, on average, are available to juniors and seniors in each school.
- 100% of CE courses are being delivered through face-to-face methods

Table G

High schools with enrollment under 99

High Schools ref. number	Total Enrollment	Total juniors and seniors	Juniors/seniors in DE courses	Juniors/seniors in CE courses	DE courses offered	CE courses offered	Face to face	Distance education	Comm. college providing services
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15	83	40	8	11	1	2	3	0	1
16	60	22	0	11	0	1	1	0	1
17	55	25	2	0	1	0	1	0	1
18	30	7	0	0	0	0	0	0	0
	Totals	94	10	22	2	3	5	0	3

- 34% of juniors and seniors are enrolled in dual and concurrent enrollment courses in the fall semester of 2009.
- 1 DE/CE course, on average, is available to juniors and seniors in each school.
- 100% of DE/CE courses are being delivered through face to-face methods.

Table H

Combined data for 4 high schools in one school district:

Total enrollment for 4 high schools	Total Juniors and seniors	Juniors/Seniors in DE Courses	Juniors/Seniors in CE courses	DE courses offered	CE courses offered	Face to Face	Distance Education	Comm. colleges providing services
3186	1705	217	340	133	45	162	18	1

- 32% of juniors and seniors are enrolled in dual and concurrent enrollment courses in the fall semester of 2009.
- 45 DE/CE courses, on average, are available to students in one high school.
- 90% of DE/CE classes are being delivered through face to-face methods.
- 10% of DE/CE courses are being delivered through distance education.

Open-ended Responses

The following information includes summaries or complete responses to the open-ended questions (in bold) we asked on the survey. These comments are from all 38 high schools, not just the 18 schools included in the sample above, tables C-H.

Definitions used for this survey: Dual enrollment courses are college courses taught by a college instructor hired and paid by the college. Concurrent enrollment course are college courses taught by a high

school faculty member at the high school who had been approved by a community college and is teaching the course as part of his/her duties as a school district employee.

1. If your high school or school district has a formal, written agreement on file with the community college(s) for dual enrollment courses, briefly describe the contents. (Ex. Financial agreements such as costs and fees, curricular alignment and course selection, enrollment requirements, requirements to earn credit, etc.)

Of the 38 schools, 23 said they have agreements and 15 said “no” or did not respond. Several included their agreements.

- a. Regarding the financial agreement for costs and fees, most of those who responded to this question for **dual enrollment courses** said this information is included. However, who actually pays, whether it is the student, the high school, the college or the BOCES district, is not consistent. One school district said they have no agreement except that which is written in BOCES about the ACE program.
- b. Regarding curricular alignment, course selection, enrollment requirements and requirements to earn credit, most high schools said their agreement covers this information. Several stated that it is up to the college to set the requirements because students are working as community college students, not as high school students. However, some differences include which prerequisites are required including varied GPA’s and the number of classes students are allowed to take during high school. One said, “...we do not intend to utilize dual credit to satisfy graduation requirements.”

2. If your high school or school district has a formal, written agreement on file with the community college(s) for concurrent enrollment courses, briefly describe the contents. (Ex. Financial agreements such as costs and fees, curricular alignment and course selection, enrollment requirements, requirements to earn credit, etc.)

Of the 38 schools, 26 said they have some type of agreement and 12 said “no” or made no response. Again, several included their agreements.

- a. Regarding the financial agreement for costs and fees, most of those who responded to this question for **concurrent enrollment courses** said this information is included. Again, who actually pays, whether it is the student, the high school, the college or the BOCES district, is not consistent.

- b. Regarding curricular alignment, course selection, enrollment requirements and requirements to earn credit, most high schools said their agreement covers this information. Several noted that this is a different agreement from the one used for dual enrollment. Several schools added details about who can teach the courses at the high school and how these teachers can become certified. Again, some differences include which prerequisites are required including varied GPA's and the number of classes students are allowed to take during high school.

Note: We asked questions #1 and 2 because these types of agreements seem to vary widely. We noticed there is some confusion about which courses are dual and which are concurrent.

3. What financial arrangements has your district made with community colleges to pay for dual and concurrent enrollment courses? Do students pay for any expenses? Does your BOCES/BOCHES district pay for any expenses?

Of 38 schools, 32 responded and 6 answered "none" or did not respond. Representative school answers follow; in some cases, more than one school made the same or similar comment.

What are your financial arrangements?

- a. "The college picks up the tab."
- b. "The school district pays all tuition, fees and books for dual enrollment classes."
- c. "The school district has been told students are not to pay any expenses associated with dual credit courses so the district is responsible for the expenses."
- d. "The college pays for tuition, students pay for books, and the district pays course and student fees."
- e. "The school does not pay for dual credit courses unless the credits are put on transcripts to satisfy graduation requirements." This school prefers to work with concurrent enrollment only.
- f. "District pays for dual credit courses and students pay for books."
- g. "The school pays fees for dual enrollment but is not charged for concurrent enrollment; students are allowed to take classes only if their GPA is above 2.0."
- h. One school included the following:

Costs for Concurrent Courses: As required by law (Wyoming Statute 21-20-201(d)), "The school district and the university or community college district entering into an agreement for purposes of this section shall, if there are any fees within the agreement, establish fees to be assessed the school district for student participation under the program, the payment schedule for the established fees and other necessary arrangements to facilitate fee payment and collection. Any textbooks, materials or equipment purchased under the established fees shall be addressed within the agreement entered into between the university or college and the school district. The university or community college shall not directly assess and collect any

fee from the participating student for textbooks, materials, student services or any other fees otherwise assessed and collected from students attending the institution."

Community Colleges must collect tuition and required fees, i.e. "waiving" tuition and fees is not an option. Therefore, the following process has been developed. The school district agrees to pay all students' tuition and fees. After the College receives the sum for students' tuition and fees from the school district, the College agrees to pay an identical amount to that school district for space, supplies, instruction, and other related costs.

Costs for Dual Enrollment Courses: Dual Enrollment course offerings shall be subject to a separate agreement, agreed to and signed by each party of this MOU (name of school district and community college.) Any of the following options may apply to the separate agreement:

A. (Name of college) will hire an instructor to teach a specific section of a college course requested by (name of school district), and for which (name of school district) will also grant high school credit. The course section is open only to (name of school district) students and is taught within the (name of school district) schedule and calendar, as part of the regular school day and in facilities provided by (name of school district). (Name of school district) will agree to pay actual cost of instruction for the Dual Enrollment Course offered on the (name of high schools') campus. In addition, (name of school district) pays tuition and fees for the students enrolled – and then invoices (name of college) an identical amount to be reimbursed for the cost of instruction. (Name of college) will then pay (name of school district) the invoiced amount. OR

B. (Name of college) will hire an instructor to teach a specific section of a college course requested by (name of school district), and for which (name of school district) will also grant high school credit. The course section is open only to (name of school district) students and is taught within the (name of school district) schedule and calendar, as part of the regular school day and in facilities provided by (name of school district). The College will compensate the instructor according to the appropriate College pay schedule. A minimum of eight (8) students must register for the course in order for the College to offer it at the high school. (Name of county) BOCES agrees to pay tuition and fees for each student who enrolls. OR

C. If (name of school district) chooses to grant high school credit for (name of college) courses that have not been set up exclusively for (name of school district) students (i.e. the courses are "regular" <name of college> courses and <name of school district> students choose to enroll), (name of county) BOCES may choose to pay regular tuition and fees on the students' behalf at the discretion of (name of county) BOCES.

Do your students pay for any expenses?

- a. One school said students pay a fee that goes toward the teacher's compensation.
- b. Another said that students are reimbursed for tuition if they have a C or better; however, both the college and high school are revising the arrangement for next year through a written agreement.

- c. "Students are reimbursed for tuition if they earn a C but must pay for their own books."
- d. One noted the district pays all expenses and the college reimburses them. Kids pay for workbook and the school pays the concurrent teachers \$300.
- e. One school said their students pay nothing because the "college picks up the tab."

Does your BOCES/BOCHES district pay for any expenses?

- a. "BOCES currently pays for courses and students purchase materials and books."
- b. "BOCES pays for up to 9 credits per semester. Students taking more courses must pay for those. If a student fails, audits or withdraws from the class, the student must reimburse BOCES for the expenses."
- c. One school noted that students apply for and are awarded BOCES funds to pay tuition.
- d. "BOCES reimburses district for students earning a C or better."
- e. One school said that BOCES purchased classroom sets of textbooks and equipment needed to provide equivalent course content.
- f. At least one high school reported it is not part of a BOCES/BOCHES district.

Note: Again, the information is provided to indicate the variations of payment agreements throughout the state.

4. Please list all of the colleges in which your students are enrolled for dual credit courses (both dual and concurrent enrollment) this fall semester, 2009.

Thirty five of 38 high schools reported their students are enrolled in Wyoming community colleges this fall semester, 2009. Five high schools are working with 2 community colleges; 30 high schools are working with one community college. One high school also has students enrolled in Oklahoma State.

As for community college numbers, this same data shows that one community college is working with students from 9 high schools; 1 community college is working with students from 8 high schools; 1 community college is working with students from 6 high schools; 1 community colleges is working with students from 5 high schools; and 3 community colleges are working with students from 4 high schools. Each of the 7 community colleges is working with four or more high schools.

Note: This is incomplete data and reflects information about the fall semester, 2009, only.

5. For this fall semester, 2009, what is the highest number of dual and concurrent enrollment courses in which one student from your high school is enrolled?

- 1 high school district reported that 1 of its students is enrolled in 10 DE/CE courses.
- 5 high schools each reported that 1 of its students is enrolled in 4 DE/CE courses.
- 4 high schools each reported that 5 of its students are enrolled in 5 DE/CE courses.
- 3 high schools each reported that 8 of its students are enrolled in 3 DE/CE courses.
- 3 high schools each reported that 4 of its students are enrolled in 2 DE/CE courses.

Note: We asked this question to find out how many students are enrolled in two or more DE/CE courses.

6. How many sophomores from your high school are currently enrolled in dual/concurrent enrollment courses this fall semester, 2009?

All 38 high schools responded to this question with the following:

- 26 high schools reported 0 sophomores in DE/CE courses.
- 1 high school said their sophomores do not possess a GPA of 2.0 or higher required for enrollment.
- 2 high schools reported one sophomore each in DE/CE.
- 1 school district reported 93 sophomores enrolled DE/CE courses in its 4 high schools.
- 1 high school reported 64 sophomores enrolled in DE/CE courses.
- 1 high school reported 63 sophomores enrolled in DE/CE courses.
- 1 high school reported 44 sophomores enrolled in DE/CE courses.
- 1 high school reported 23 sophomores enrolled in DE/CE courses.
- 1 high school reported 9 sophomores enrolled in DE/CE courses.

Note: Because our original questions asked for juniors and seniors in dual/concurrent enrollment, we thought that asking about sophomores might be interesting. We've also had some anecdotal information that students younger than sophomores are able to take DE/CE courses in some parts of the state.

7. What recommendations would you make so that students in your high school would have more equitable access to dual and concurrent enrollment courses offered through Wyoming community colleges?

Thirty of the 38 high schools made these general comments in the following categories:

a. Increase course offerings

- Several schools noted course offerings for students are limited because it is difficult to find qualified staff for the academic concurrent enrollment courses which require college certification and a master's degree.
- One high school reported losing 17 concurrent classes this semester "because of adjunct qualifications...Students, parents and staff are really disappointed...the least that could have been done is to have a plan in place before instituting this blind-sided policy."
- Another suggested improving the process to qualify high school teachers with master's degrees so they can teach CE/DE courses.

b. Help students with finances

- One school noted that students need financial aid if they are taking dual enrollment at the college.
- Several said that cost should not be an issue for students involved in dual credit courses. If students do pay, schools should reimburse them.

c. Increase distance learning opportunities

- Several noted more courses need to be offered through distance learning.
- "It would be nice to see day time WEN classroom opportunities increased."
- Another said more online offerings for students with busy schedules need to be available.

d. Other recommendations

- One school wrote that college courses need to be aligned with high school courses and the body of evidence requirements.
- A school district noted that there should be consistency in curriculum for concurrent enrollment classes statewide, supported by articulation agreements with all community colleges and UW.
- One school asked: Will dual credit courses meet the Hathaway curriculum requirements as outlined by WDE?

- Another said that dual credit classes need to admit students who want just high school credit, not dual credit.
- Some want a higher GPA (2.5) required for admittance to dual credit courses.
 - Schools need to inform students of prerequisites.
- One high school needs a 30 station computer lab and funds to staff it.
- One school says access would improve if they were closer to campus and if schedules were coordinated.
- Several schools noted they are trying to help their students access these classes.

e. Positive statements

- One school said that adding these classes on-site “does a reasonable job of giving access to our at-risk population, some of whom may otherwise not consider college at all let along jump-start their college transcript.”
- Another noted, “For the size of school we have, things are going as well or better than we can possible hope for.”
- Several larger schools said their students have complete access to most courses and they are quite satisfied with the dual/concurrent enrollment program.

8. What are some documented reasons your high school students do not take advantage of concurrent and dual enrollment courses?

Of the 32 responses, 4 said they knew of no reasons and 28 provided the following comments which have been summarized.

a. Location:

- Courses weren’t offered onsite in the past.
- Students have transportation issues at night.

b. Ability to meet prerequisites/course requirements/academic requirements:

- Some struggle with high school classes and are not ready for college classes.

- Some students can't meet entrance requirements.
 - Some have skill deficits.
 - Some don't have the required GPA.
 - Some are not old enough.
 - Some have low ACT and Compass scores.
- c. Lack of course offerings:**
- "At this time our concurrent offerings are minimal because we have not gotten our instructors qualified. .. we do not offer some classes because we cannot meet instructor requirements set forth by the college."
- d. Course approval:**
- Some schools report difficulty getting courses approved for graduation and Hathaway scholarships.
- e. Scheduling:**
- Some schools have a block schedule which does not match up with the college schedule.
- f. Student interest, motivation:**
- Some students don't plan to go to college.
 - Some lack interest and motivation.
 - Some don't want to put out the effort it takes for the rigor in some of the classes.
 - Some do not want to put in the amount of effort they feel is required at this time; they just want to be high school students.
- g. Expense:**
- Some students can't afford initial cost of dual enrollment.
 - Some can't afford a computer for home use.
 - Students don't want to pay back money if they don't succeed.
- h. Lack of information:**
- Schools and colleges need to do a better job of selling the program.

- Even though the school believes it is getting the word out, students still act surprised when we talk with them about the number of ways they can earn college credit and then often do not take advantage of it.

i. Time:

- Some students want to take as many high school courses as they can.
- Some don't submit paper work in timely manner.

j. Grades and Transcript:

- Some students don't want to start a college transcript yet and risk getting a low GPA for college.
- Some don't want to negatively affect their HS GPA for Hathaway.
- Students are afraid credit won't transfer if they go out of state.
- Some are afraid they will not perform well and do not want a poor grade on their college transcript.

9. Does your school consistently record all credit earned and the grade earned through dual and concurrent enrollment on the student's transcript?

Thirty six of the 38 schools surveyed answered this question. Of those, 31 answered "yes" and 5 answered "no." Comments:

- a. "We currently put their grade on their transcript but not their credit."
- b. "Students only earn a 1/2 credit for high school."
- c. "Concurrent credit only is recoded."
- d. One high school records all credit earned but then records only the school grade, not the college grade, on the transcript.
- e. One high school records only the high school credit not the college credit.
- f. Students at one high school receive a transcript from the college.
- g. "Some students taking dual enrollment (taught at the college) do not want or need the credit added to their high school transcripts. The credit is recorded on their college transcripts."

10. Can students at your high school choose to have dual and concurrent enrollment credits, not the grade, recorded on a transcript to prevent lowering a GPA?

Thirty six of the 38 schools surveyed answered this question. Of those, 2 answered “yes” and 34 answered “no.” Comments:

- a. “I have found that taking college classes can actually hurt a student’s GPA. We grade on a percent but colleges grade using A,B, C, etc. We don’t get a percent from them. Therefore, a college grade of A equals a 95% (at our school) a college B equals 85%, (etc.)...But this system can hurt a student’s GPA in that it is not accurate. Some of our students will not take a college class for fear of hurting their class standings. Therefore we went to recording the class and grade but not counting it in their GPA unless we taught the class. Now students are much more willing to take college classes when they know an outside agency is not going to determine their high school class ranking.”
- b. “We have to have the grade for our data system.”
- c. “Students can request not to have the credit added to a high school transcript and then the grade would obviously not be recorded. If it is added to their transcript, both the grade and the credit are recorded.”

11. If your school uses weighted grades, please describe the types of courses which are weighted.

Of the 21 responses to this question, 14 indicated they do not use weighted grades while 7 either use weighted grades or used elevated grades for certain courses. Comments:

- a. “All dual and concurrent enrollment classes get a 5% weight in grade as per the state superintendent’s recommendations.”
- b. “We have a different grading scale for some AP and college concurrent classes.”
- c. “All courses are weighted and the categories vary per teacher. My categories are district assessment, class work, quiz and project.”
- d. “AP and honors courses are weighted.”
- e. One school noted that any student taking a college dual enrollment course receiving a C or higher receives an A on their high school transcript in order to try and encourage students to take more advanced course work.

- f. "The concurrent college courses are weighted using a 5.0 scale."
- g. "AP courses use a weighted grade scale."

12. Please include any comments or additional information you would like to share with the Task Force. Please note any items which were confusing to you.

Here are the edited general comments:

- a. "I would love to see us make this (DE/CE enrollment) as user-friendly as possible for students. Currently, the Hathaway Office has been amazing to work with in this matter and has really encouraged me and our student to pursue dual and concurrent enrollment."
- b. "Leave it (dual/concurrent enrollment) as is; it works fine for us."
- c. "There is a lot of emphasis on schools meeting standards for BOE and graduation. Collaboration between higher and secondary education to find commonalities and determine level of cognitive complexity would help our schools justify to school boards that we are meeting the same standards."
- d. "(Name of college) has been more than helpful in working with us in this area."
- e. "We think there should be more buy-in from students. They should have to pay, for example, student fees. Research even says students do better when they have a stake in the process. I also take real issue with whatever agency has caused the termination of our concurrent course agreements without giving our staff a chance to meet whatever new requirements are being considered. We don't even know what is being proposed. Shame, shame on somebody. Cancelling a concurrent class agreement has affected a dozen of our students. Many of our students registered for what they believed would be concurrent classes before cancellation of these classes was finalized."
- f. "We also have 97 freshmen participating in the program."
- g. "(Name of high school) continues to meet with (name of college) to draft agreements that meet the needs of both institutions as well as all students involved. We want to be innovative in how we encourage all students to take advantage of college level coursework. We want to remove barriers, particularly for low-income students, so they can recognize their ability for success beyond high school."
- h. "Item # 9 (the question on how many students are taking DE/CE) was confusing. I read it as students who actually go TO the college as opposed to getting instruction on-line or via video. I'm not certain if that's how it was meant to be, though. In addition, the same person wrote:

- Giving the students the opportunity to take dual enrollment classes saves money for college education, prepares the students for college academics and gives students the opportunity to take advantage of the Hathaway funding.
- Our concurrent enrollment count is for students who are taking the course, but not all of them will choose to take it for college credit. We will not know that count until the end of October.
- Some highly selective universities do not accept transfer credit for classes taken for concurrent credits. They see that as double dipping. Universities we spoke to include Duke, Harvard, Penn State.
- Some students are still being tested at this time (ACT and/or Compass testing) to see if they meet enrollment requirements for college credit, so the numbers in this survey in some cases are closely estimated. Just a note of interest: Some of our community colleges require higher scores on the ACT for English 1010 than ACT uses as an indicator for college readiness. Ex: ACT's cut-off score for college readiness in English is 18. Our community college requirements vary between 18 and 23, with no requirement for the University of Wyoming.
- Students often choose a more expensive post secondary education rather on going to a community college because the private schools have possibly done a better job of promoting their schools. Ex: Certifications in automotive, massage therapy, cosmetology. If more dual/concurrent enrollment courses were added in these areas, students might choose an institution (like a community college) that creates less of a financial burden upon graduation, especially with the aid of the Hathaway scholarship."

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Special thanks, again, go to Wyoming Department of Education staff members Scott Bullock and Lachelle Brant who manage the Wyoming Switchboard Network. Not only did they serve as valuable resources, they also helped construct questions and manage the technology required to support the submission of this survey (as well as the college survey) through Zoomerang, an online service.

Appendix 3

Presented to the Joint Education Committee, January 2009

Community College Survey on Credits Earned for Dual and Concurrent Enrollment Fall Semester, 2009

Background: This survey reports information requested in December, 2009, and January, 2010. Its purpose was to gather the most recent information from **community colleges** about the number of high school students who **complete** (not just enroll in) dual and concurrent enrollment classes. The previous survey of **high schools** in Appendix 2 requested **enrollment** information from the same time period. Both surveys concern the fall semester, 2009, only.

Rationale: The purpose is to find some baseline data about dual and concurrent enrollment completion figures and/or credits earned. In addition, data from the survey can be used to calculate the percent of high students, mostly juniors and seniors, who earned college credit in the fall semester of 2009.

Summary:

- **75** high schools (duplicated count) were served by the 7 community colleges during the fall semester, 2009, for dual and concurrent enrollment courses/classes. (*Note: There are 81 schools in the state that serve 12th graders.*)
 - 15 schools were not served by community colleges in fall semester, 2009; there is no data to reflect the reasons. Most of these are alternative high schools.
 - 2 of the 15 high schools reported they were receiving community college services on the high school survey (Appendix 2) of the fall semester, 2009, but are not reflected in this community college data.

- **3883** high school students received community college credit through dual and concurrent enrollment courses/classes at the end of the fall semester for 2009. Using the unofficial enrollment figure of 12,417 for juniors and seniors, **31%** of all Wyoming high school students completed at least one DE/CE class this past semester. (This number is somewhat consistent with the finding noted in the high school survey which indicated that, based on a sample of 38 high schools, 33% of Wyoming juniors and seniors were enrolled in DE/CE courses/classes.)

- **1035** courses/classes were completed for credit by students.

- **142** courses/classes were delivered by some type of distance instruction.
- **907** courses/classes were delivered through face-to-face instruction.

Conclusion:

The collection of this data supports the consults’ recommendation to designate an entity to provide oversight of the implementation of a uniform system of data collection for dual and concurrent enrollment programs. Some college personnel were frustrated by the terms used on the survey (see their comments at the end of the table for specific concerns). It is also clear that not all colleges collect data using the same methods particularly for dual enrollment courses/classes and that there are many complexities in any attempt to collect reliable data.

Please note this picture could look significantly different if we also had spring data. In fact, at least one community college indicated their numbers increase significantly in the spring semester.

1.Community college reference number	2.Total high schools served	3.Total students earning DE credit	4.Total students earning CE credit	5.Total students served	6.Total DE classes offered	7.Total CE classes offered	8.Total classes offered	9.Distance instruction	10.Face to Face
1	15	193	500	693	84	86	170	60	105
2	4	224	326	550	244	57	301	29	284
3	6	72	345	417	31	23	54	1	57
4	11	69	98	167	60	8	68	23	46
5	11	18	605	623	18	122	140	16	124
6	14	58	855	913	52	113	165	11	156
7	14	25	498	523	18	119	137	2	135
Totals**	75	659	3227	3886	507	528	1035	142	907

(Note: Columns 9 and 10 are the methods through which the courses were delivered.)

Community College Comments

CC #1: “All classes they (students) take under dual meet the definition but they (classes) are not classes specifically designed for high school students.” When asked how many dual credit courses/classes were offered, this college replied: “Not really a valid question. Any course we offer is available to a student who is 16 years or older if they meet the prerequisites requirements of the course. Students self-select and the high schools allow them to use their credit for graduation as well.”

CC #2: This college noted that an additional 173 students are on track to earn credit in the spring in for concurrent enrollment courses. (For example, students taking English 1010 at several high schools must take two semesters of course work to complete the required college content as well as additional material.)

CC #3: This college made the following two statements:

1. Please note that concurrent/dual enrollment in any given fall semester is generally much smaller than the enrollment in the following spring. Spring enrollments have been more than twice the corresponding fall enrollments in the past.
2. A high school student may enroll for dual credit in any course offered in a given semester for which he or she meets the prerequisites. While students enrolled for dual credit in 31 different course sections for the Fall 2009 semester, more than 900 sections were actually offered.

CC #5: This college noted that within the 18 dual enrollment courses/classes in which students earned credit, 16 courses/classes were delivered through distance instruction and 2 were delivered through face-to-face instruction.

CC #6: This college reported that the data for their dual enrollment headcount came from either the high school or the enrolled student. The college also noted that the information reported on concurrent credit earned was based on the unduplicated headcount available at the time of this report. The information provided in columns 9 and 10 indicates the number of course sections having dual or concurrent enrollment. Further, the person completing the survey said there was some confusion in the request relative to face-to-face and distance instruction information as well as the request for courses and classes in which students earned credit.

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Thanks, again, to Cayse Cumming, WCCC, and Community College Institutional Researchers whose efforts provided this information accurately and in a timely manner.