

Summary

In June 2017, the Board received a letter from Senator Molly Baumgardner, Chair of the Senate Education Committee, encouraging the Board to create a taskforce to identify opportunities to expand concurrent enrollment in the state. At the 2017 retreat, the Board prioritized the review of concurrent enrollment as one of its goals for this year, and asked the Kansas Board of Education and the Kansas Board of Regents Coordinating Council to serve as the taskforce to take up this issue. The Taskforce met multiple times and received testimony from Senator Baumgardner, USD superintendents, and college and university representatives on how concurrent enrollment is delivered throughout the state and the issues surrounding access. The Taskforce developed recommendations on ways to expand concurrent enrollment at its final meeting on January 8. The recommendations will be presented to the Board. A final report is due to the Legislature at the beginning of the 2018 session.

Board Goal: To increase opportunities for high school students, the Board will form a Concurrent Enrollment Program Taskforce to identify potential obstacles that could impede expansion of concurrent enrollment in the state. The final report will be delivered to the Legislature at the beginning of the 2018 session.

Background

At the request of the Chair of the Kansas Senate Education Committee, the KSDE/KBOR Coordinating Council reviewed obstacles to the concurrent enrollment of high school students across the state including funding, test score requirements, delivery models, needs assessment of qualified faculty, statewide marketing opportunities, and general education courses most appropriate for state-wide delivery. The Coordinating Council serves as the CEP Taskforce and met on September 19, October 25, and November 30. Its final meeting is scheduled for January 8, 2018.

At its first meeting, the Taskforce reviewed the letter from Senator Molly Baumgardner, and a background paper that outlined existing avenues for high school students to earn college credit, institutional service areas, HLC faculty qualifications, professional development opportunities for high school faculty, financial models, and student qualifications. The group also heard from representatives from three community colleges, one technical college, and one state university about their respective CEP programs. The community and technical college representatives noted that their CEP programs were a service and not a significant source of revenue. The state university representative noted his institution no longer offers a CEP program due to the costs.

During the October meeting the Taskforce reviewed several research reports that documented the success of CEP and dual enrollment programs in terms of student matriculation, retention, and completion of postsecondary credentials. They also heard from representatives of four school districts about the benefits and challenges associated with the CEP programs at their respective high schools. The primary obstacles they face are the lack of access to such programs in some areas, particularly rural parts of the state, the variance in testing or admissions requirements among colleges, differing tuition rate among colleges, and the lack of HLC qualified instructors. The lack of qualified instructors is the greatest challenge for all of the schools.

The Taskforce last met on November 30. At that meeting, the group reviewed the goals of dual and concurrent coursework/programs:

- Expand early college access for all qualified high school students, particularly traditionally underrepresented students.
- Increase the number of students graduating from high school and attending college.
- Maximize the recognition of rigorous postsecondary coursework for purposes of meeting high school graduation requirements.
- Facilitate the transition between high school and college.
- Reduce the amount of time and expense required to obtain a postsecondary credential.
- Increase the number of students obtaining a postsecondary credential.

The Taskforce also reviewed the avenues Kansas high school students have to earn college credit before they graduate from high school. These avenues include Concurrent Enrollment Partnership (CEP) courses, dual enrollment courses, Advanced Placement (AP) courses and examinations, the College Level Examination Program (CLEP), the International Baccalaureate (IB) diploma programme, and the Freshman Year for Free program.

1. A **Concurrent Enrollment Partnership (CEP)** is an agreement between an eligible postsecondary institution and a school district to provide eligible high school students with college courses taught by approved high school faculty during the normal high school day. Chapter III, Section A of the Policy Manual provides detailed information about the purposes, procedures, standards, and reporting of the CEPs. Kansas is one of 17 states that modeled their CEP standards after the National Alliance of Concurrent Enrollment Partnerships standards.
2. **Dual enrollment programs** allow high school students to take courses on a college campus or online and to receive both high school and college credit. Transportation constraints and schedule conflicts preclude many high school students from taking dual enrollment courses on the college campuses, but some dual enrollment courses are taught at the high schools by college faculty members or via interactive video.
3. **Advanced Placement (AP) exams** are offered to high school students by the College Board, a non-profit organization that expands access to higher education. Normally, high school students prepare for the 38 AP exams by taking AP courses offered at their high school. Students who score a 3 or higher on an AP exam can earn college credit at any of the six state universities in Kansas, and at most of the community colleges and Washburn University.
4. The **College Level Examination Program (CLEP)** is a credit-by-examination program that allows individuals to demonstrate mastery of college-level material. CLEP exams are administered at more than 24 test centers in Kansas. Students who score a 50 or higher on the 33 CLEP exams can earn college credit at any of the six state universities in Kansas, and at most of the community colleges and Washburn University.
5. The **International Baccalaureate (IB) Diploma Programme (DP)** is taught to students aged 16-19 around the world. There are eight Kansas high schools that offer the IB program. Each postsecondary institution determines the credit that may be awarded for the DP courses.
6. The **Modern States Education Alliance** is a new non-profit organization that created the *Freshman Year for Free* program, which offers more than 30 online freshman level college courses developed by institutions such as Arizona State, Berkeley, Columbia, NYU, Purdue and others. Each noncredit course includes online video lectures, quizzes, and textbooks free of charge. The courses are designed to prepare students for the CLEP subject exams offered by the College Board.

Staff also reviewed CEP courses with the greatest number of students enrolled.

Table 1 - AY 2016 List of CEP Courses with Highest Enrollments

CEP COURSE	Number of Students Enrolled
ENGLISH COMPOSITION I	8,781
ENGLISH COMPOSITION II	6,504
COLLEGE ALGEBRA	5,650
PUBLIC SPEAKING	3,504
AMERICAN GOVERNMENT	2,297
AMERICAN HISTORY II	2,283
GENERAL PSYCHOLOGY	2,147
AMERICAN HISTORY I	2,138
SPANISH I	1,282
TRIGONOMETRY	1,129
GENERAL BIOLOGY	1,115
SOCIOLOGY	977
INTRODUCTION TO LITERATURE	878
CHEMISTRY	612

Source: KHEDS

The Taskforce asked Commissioner Watson and President Flanders to consult with school districts and postsecondary institutions, respectively, about dual/concurrent enrollment programs. President Flanders was also asked to consult with postsecondary institutions on identifying five college courses available statewide for high school students to take via one of the six ways mentioned above, standardizing admission requirements for high school students for those five courses, and pricing for the five courses. Potential courses, admissions requirements and pricing structure are detailed below.

Five Courses

Courses below could be made available to qualified students in a district.

- English Composition I
- English Composition II
- College Algebra
- Public Speaking
- American Government
- American History II
- Introduction to Psychology
- American History I

Consistent admission requirements for five courses

K.S.A. 72-11a03 defines a concurrent enrollment pupil as “a person who is enrolled in grades 10, 11 or 12 maintained by a school district or a gifted child who is enrolled in any of the grades 9 through 12 maintained by a school district, has demonstrated the ability to benefit from participation in the regular curricula of eligible postsecondary education institutions, has been authorized by the principal of the school attended to apply for enrollment at an eligible postsecondary education institution, and is acceptable or has been accepted for enrollment at an eligible postsecondary education institution.”

Additional uniform criteria for enrollment in five courses could include:

- a. Require a minimum unweighted cumulative high school GPA, e.g., 3.0; or

- b. Require a composite ACT exam score, e.g., 20, or the equivalent on another standardized test; or
- c. Require a composite ACT exam subscore, e.g., 20, or the equivalent on another valid assessment relevant to the course being offered; or
- d. Demonstrate some other alternative means agreed upon in advance by the district and postsecondary institution. Such criteria are included in the Concurrent Enrollment Partnership Agreement.

A student must remain in good academic standing with a 2.0 cumulative college GPA or higher to remain eligible for the program.

Consistent costs for five courses

The Concurrent Enrollment Taskforce will recommend reduced tuition for coursework up to 15 semester hours from the approved course listing be included in the school district finance formula.

Recommendation

The Concurrent Enrollment Taskforce will finalize its recommendations on January 8, 2018, and the recommendations will be presented to the Board at its January 17, 2018 meeting.