



The Two-Year College English Association

TYCA Executive Committee Statement on Concurrent Enrollment

Preface:

Concurrent enrollment courses are those for which high school students earn college credit, and several forms exist for delivery of instruction: 1) college courses taught at high schools by high school faculty, 2) college courses taught by visiting college faculty at high schools, and 3) high school students attending classes on a college campus. Of these, the most controversial is the first: college courses taught by high school faculty at the high school often have minimal oversight by the sponsoring colleges because of limited budgets. The lack of sufficient release time for collaboration between college faculty and high school faculty makes the quality of instruction difficult to guarantee.

Rationale:

Because of the significant economic investment undertaken by states in funding concurrent enrollment programs, it is important that states commit to programs that will benefit all students, regardless of economic status. For example, recent research reveals that the number of high school graduates who must enroll in remedial classes upon entering colleges is growing. This trend indicates that while a few students are reaping the benefits of dual enrollment, others are not acquiring college-ready skills. With limited educational dollars available, it is problematic that dual enrollment benefits high achieving students often already enjoying substantial privilege, thus reinforcing existing economic disparities, impoverishing traditional high school classrooms, and contradicting the promise of dual credit to promote access for all students.

TYCA Executive Committee Concerns:

1. Quality control for courses
2. Environment on the high school campus
3. The cognitive and affective readiness of students
4. Policies for handling parental involvement
5. College support of high school faculty
6. College grades awarded to concurrently enrolled students

Recommendations:

1. TYCA EC supports the standards of the National Alliance of Concurrent Enrollment Partnerships (nacep.org), with one addition to Curriculum 1: class enrollment limits be identical to those on the college campus. These standards are measurable criteria that address quality in concurrent enrollment programs.

The national standards also promote the implementation of policies and practices to ensure that concurrent enrollment courses at the high school are the same as courses offered on-campus at the sponsoring college or university; students enrolled in concurrent enrollment courses are held to the same standards of achievement as students in on-campus courses; and instructors teaching college courses through the concurrent enrollment program meet the academic requirements for faculty and instructors teaching in the sponsoring postsecondary institution.

NACEP standards encourage strong accountability for concurrent enrollment programs through required impact studies, student surveys, and course and program evaluations. While they are the basis for accreditation, all concurrent enrollment programs can benefit by using the standards as a framework for program development.

NACEP's standards of program quality were first adopted in 2002, covering five categories:

- Curriculum
- Faculty
- Students
- Assessment
- Program Evaluation

The complete set of standards can be found at <http://www.nacep.org/standards/2011>

2. TYCA EC argues that DC/CE English programs should be subjected to regular assessment to determine programmatic quality, utility, and equity, and TYCA EC encourages continued data collection and investigation of student performance within classes and the demographic makeup of the students served by the programs to ensure academic integrity for all students. Pertinent research tasks may include:
 - Data collection on how many students across their states earn dual enrollment credits
 - Ascertainment of which English courses are taught through concurrent enrollment
 - Data collection on success, retention, and degree completion rates
 - Surveys regarding the method of oversight (For example, do college English faculty receive enough release time to adequately assess the success and oversee dual enrollment in their areas?)

Conclusion:

Dual credit is a program praised enthusiastically by students, administrators, and parents; moreover, these programs are often endorsed or even mandated by legislators. That students would be eager participants is easily understood: they welcome the opportunity to get their high school diplomas while accumulating college credit that enables them to start college a step ahead. That parents would be pleased is predictable: dual credit allows students to earn college credit at tuition rates well below the usual; often dual credit students pay nothing and state funding pays the tuition. That administrators would be eager participants is obvious: they generate a new funding source when the college receives reimbursement for these students; in addition, some perceive these courses as a recruiting tool. Legislators see dual credit as a way to reduce student demands on the public university systems, and perhaps more importantly, as a way to encourage and support high performing students. It is a prime concern of TYCA that the economic investment undertaken in funding concurrent enrollment programs be shared among all students regardless of economic status.

Prepared by an ad-hoc committee of the Two-Year College English Association (TYCA)

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