



PROGRAM INTEGRITY AND CREDIT TRANSFER

NATIONAL GOVERNORS ASSOCIATION (NGA) AND COLLEGE IN HIGH
SCHOOL ALLIANCE (CHSA)

VIRTUAL WORKSHOP-DEEP DIVE SESSION

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WELCOME AND INTRODUCTIONS

QUICK WHIP AROUND TO SAY HELLO AND BUILD CONTEXT



NACEP is the first and only national organization supporting **programs, practitioners,** and **policy** to advance quality concurrent and dual enrollment programs.



NACEP is a founding member of CHSA

How NACEP fits into this conversation

Programs

NACEP supports **program** quality by providing a **framework of rigorous standards** and **affirming excellence through accreditation**.

Practitioners

NACEP supports **practitioners** and the field as the **singular source** for national **best practices, peer connections, research, and advocacy**.

Policy

NACEP supports **policy** by ensuring that the most **relevant and informed voice** on concurrent and dual enrollment **is at the table** for Federal and State Policy conversations.



SUPPORTING PROGRAMS

- NACEP supports concurrent enrollment program quality by providing a framework of rigorous standards and affirming excellence through accreditation.
 - **Program Framework:** NACEP six component quality standards helps serve as a framework for concurrent and dual enrollment programs.
 - **Accreditation:** As the nation's sole accrediting body for these programs, we affirm program excellence through a comprehensive, evidence-based peer review process.



NACEP PROGRAM QUALITY FRAMEWORK AND ACCREDITATION STANDARDS

- **Partnership**

- P1-Commitment to partnership
- P2-Ongoing Collaboration

- **Faculty**

- F1 Instructor Parity
- F2 Instructor training
- F3 Annual discipline-specific professional development
- F4 Policy Administration

- **Assessment**

- A1 Parity in standards and assessment

- **Curriculum**

- C1 Course Parity
- C2 Content Parity
- C3 Faculty Site Visits

- **Students**

- S1 Enrollment parity
- S2 Prerequisite parity
- S3 Student Advising
- S4 Student support and resources

- **Program Evaluation**

- E1 Course evaluation
- E2 Program evaluation

UNLOCKING POTENTIAL

PROGRAM INTEGRITY & CREDIT TRANSFER

States support and promote high-quality college in high school programs through effective oversight and cross-sector collaboration between the K-12 and postsecondary sectors, as well as ensuring credit articulation.

WHY THIS MATTERS | *College in high school programs can only give students a leg up if they can be confident that the courses they complete will help move them successfully towards a degree or credential. Access without quality and alignment does not create opportunity.*



THREE AREAS OF FOCUS

Enabling Credit Transfer

Key themes:

- Ensuring value for students
- Institutions value the credit of other institutions
- Systems to safeguard student and/or state investment

Ensuring Equivalency with College Courses

Key themes:

- Academic Parity
- Authenticity
- Systems for QA, monitoring, program support and technical assistance

Cultivating Cross-System Collaboration

Key themes:

- Partnership, communication, collaboration
- Creating diverse options and opportunities for students
- Systems to ensure connected, sustained effort

Make Transfer Policies Clear

The state has tools documenting credit acceptance and transfer for college in high school programs that are publicly accessible to students, families, and counselors. These tools should also make clear whether credits will or will not count towards degree requirements upon transfer.

Example — *Many states link acceptance to state transfer libraries, such as Colorado's Guaranteed Transfer courses and Florida's Statewide Course Numbering System. Florida requires districts to provide students with a statement on how their credits will transfer.*²⁷

Foster Credit Transfer

The state has statewide systems, collaborations, or incentives that facilitate effective transfer between public colleges and universities, as well as private institutions that choose to participate. These mechanisms are leveraged to strengthen credit acceptance and transfer for college in high school programs.

Example — *California operates the ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) system, a public website which generates reports that show how course credits earned at California colleges will be treated when/if transferred to another, including those earned through dual enrollment programs. ASSIST includes the University of California, California State University, and California Community College systems.*²⁸

Require Credit Acceptance

The state requires public colleges and universities, and encourages private institutions, to accept credit earned through a college in high school program just as any other transferable credit.

Example — *Twenty-nine states have policies requiring public colleges and universities to accept dual enrollment credit with no added restrictions.*²⁹

Limit Credit Transfer Restrictions

The state limits the abilities of public colleges and universities, and any private institutions participating in a statewide system of credit transfer, from restricting credits earned through college in high school programs from counting towards the requirements for a major, if the course sequence was substantially similar.

ADDITIONAL EXAMPLES & RESOURCES TO EXPLORE

Indiana: Core Transfer Library (CTL), a comprehensive, continually updated list of courses that are pre-approved for transfer between all Indiana public college and university campuses. Other course look up and acceptance tools.

Institution level efforts: UCONN Credit Transfer Library

Montana University System Common Course Numbering

CCN Course Guide

The CCN Course Guide is designed to allow users to quickly view all undergraduate courses available in the MUS system and see their availability across all campuses.

ECS 50 State Database: Public Postsecondary Credit Acceptance Requirements



Find out which courses you can transfer.

Using Indiana's Core Transfer Library (CTL) makes it easy to find out. The CTL is a comprehensive, continually updated list of courses that are pre-approved for transfer between all Indiana public college and university campuses and six independent colleges and universities (assuming adequate grades were earned).

[View our printable list of CTL courses by alphabetical order.](#)

[View our printable list of CTL courses by category.](#)

SEARCH THE CORE TRANSFER LIBRARY (CTL) NOW



Specific Degree Courses



General or Elective Courses



Google

Search Query

Search State

	High	Answered affirmatively in UConn ECE surveys (UConn ECE alumni student survey or UConn ECE nation-wide credit transfer survey); strong policy support for successful transfer.
	Medium	Transfer credit is not a university-wide policy; may be determined by individual academic departments/ disciplines.
	Low	Students may have to advocate for transfer by submitting syllabi to departments; transfer credit policies are unclear or explicitly say will not transfer credit.

University of Nevada Las Vegas

School: University of Nevada Las Vegas

City: Las Vegas

State: Nevada

Transfer Success Probability:

Transfer Policy: Transferring Credits
Coursework will be officially evaluated only after an application has been submitted and all transcripts from each institution attended have been sent to the UNLV Office of Admissions.

In general, college-level coursework from regionally accredited institutions will transfer. Vocational coursework and religion courses will not transfer.

Transfer Website: <https://www.unlv.edu/admissions/transfer>

Registrar Website: <http://www.unlv.edu/registrar>

Admissions Website: <http://www.unlv.edu/admissions>

Type: 4 year, public

CCN Course Guide

The CCN Course Guide is designed to allow users to quickly view all undergraduate courses available in the MUS system and see their availability across all campuses. Use this tool to query selected criteria and view course availability and transferability in the MUS.

Course Prefix / Rubric:

-- Choose a Rubric --

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-- Choose a Rubric --






- AAST - African American Studies [previously AAS]
- ABDY - Auto Body
- ACT - Activities: General
- ACTG - Accounting
- ACTV - Activities: Varsity
- AGBE - Agricultural Business & Economics
- AGED - Agricultural Education
- AGSC - Agricultural Sciences
- AGTE - Agriculture Technology
- AHAT - Allied Health: Athletic Training
- AHHS - Allied Health: Health Sciences
- AHMA - Allied Health: Medical Assisting
- AHMS - Allied Health: Medical Support
- AHMT - Allied Health Medical Laboratory Technology

- AAST 291 Special Topics
- AAST 292 Independent Study
- AAST 372 African American Identity

General Ed. Designators:

- Social Science / History
- Mathematics
- Oral and Written Communication
- Humanities/Fine Arts
- Cultural Divers
- Natural Scienc
- Available Onli
- Cultural Herit

Legend

-  Course available on campus
-  Course has integrated lab
-  Course available online
-  Learning outcomes available
-  Learning outcomes not available

Course Learning Outcomes

M 121 College Algebra

Montana Tech of the University of Montana

TECH Learning Outcomes:

- Simplify, factor, and perform any of the basic arithmetic operations on polynomials and rational expressions.
- Perform arithmetic operations and simplify algebraic expressions with rational exponents including rationalize.
- Solve linear, quadratic, and rational, exponential and logarithmic equations and be able to use each of these to
- Solve absolute value equations and inequalities and express solutions of inequalities in interval notation.
- Identify relations vs. functions; use function notation; identify domain, range, intervals of increasing/decreasing; identify even and odd functions.
- Find zeros, asymptotes, and domain of rational functions.
- Evaluate and sketch graphs of piecewise functions and find their domain and range.
- Use algebra to combine functions and form composite functions, evaluate both combined and composite functions on domains.
- Identify one-to-one functions, find and verify inverse functions, and sketch their graph.
- Write logarithms as exponentials and vice versa
- Solve exponentials and logarithms using the one to one property or inverse properties.
- Expand and condense logarithmic expressions.

General Ed. Designators M - Mathematics

Integrated Lab No



ENABLING CREDIT TRANSFER

Key Questions:

- Transfer is fundamental to ensuring value for all students. What types of challenges do transfer students face when it comes to acceptance? Are dual enrollment students different than other students looking to transfer their credits?
- What spurs issues with credit transfer? Where have you seen problems in your state? Have they been resolved? If so, how? What limits us (state/system leadership) from addressing transfer issues? Where are the clear opportunities or easy wins? What is the K-12 role in this issue?
- Does your state have a systems to ensure transfer? If not, what other elements safeguard student and/or state investment in that credit? What factors limit states from making progress on transfer? How are states taking this on?
- Transfer of career and technical program credits are often a further issue. Why? What are the options to build alignment systems, are they appropriate?

FOUNDATIONAL POLICY

Implement Quality Standards

The state has quality standards and regulations in place for all college in high school programs.

Example — *Many states' quality standards are limited to instructor qualifications, syllabi, and transcribing. The Colorado Community College System's Statement of Standards additionally covers areas of curriculum, faculty training and professional development, student services and advising, assessment, and facilities—many based on the National Alliance of Concurrent Enrollment Partnerships' (NACEP) standards for program quality.*³⁰

ADVANCED POLICY

Fund Quality-Assurance Mechanisms

Where appropriate, the state funds programs to pursue independent mechanisms to demonstrate quality and provide technical assistance (including for K-12 and postsecondary leadership), such as program accreditation offered by NACEP.

Example — *State-run reviews in Washington, Arkansas, Oregon, and Indiana are required for concurrent enrollment providers that do not hold NACEP national accreditation. Virginia conducts periodic audits to determine compliance with state policy.*

Periodically Evaluate Offerings

The state has a mechanism in place that allows it to periodically evaluate its college in high school programs, and provides as part of that mechanism a structure for institutions and districts to provide feedback prior to making any changes.

EXCEPTIONAL POLICY

Support Quality Improvement

The state employs an intermediary or assigns a state agency office to support quality improvement initiatives and provides necessary resources for those efforts.

Example — *NACEP's standards serve as a model for statewide quality standards in 20 states. State policy in ten of these states additionally require, provide incentives, or encourage colleges to obtain NACEP accreditation.*³¹

Evaluate Intensive Models

The state clearly defines the characteristics and components of more intensive college in high school models (such as early college high schools) and has an approval, certification, and renewal process in place for programs to achieve that designation.

Example — *Texas' Early College High School designation process requires an annual application based on six benchmark categories (target population, partnership agreement, leadership initiatives, curriculum and support, academic rigor and readiness, and school design) as well as Outcome-Based Measures related to access, achievement, and attainment.*³²



ENSURING EQUIVALENCY WITH COLLEGE COURSES

Key Questions:

- Who is responsible for ensuring academic equivalency and how is that done? Who benefits when it is done well, who benefits when it isn't a priority?
- What is authenticity in a college in high school program, how do you create it and why does it matter?
- Who “owns” the program? Who monitors the program? Who supports the program? Where do school leaders, faculty, and teachers go when they have questions?
- Does your state have systems for quality assurance, monitoring, program support and technical assistance? Could it?

FOUNDATIONAL POLICY

Require Partnership Agreement

The state requires that college in high school partnerships between K-12 and postsecondary institutions have memoranda of understanding or cooperative agreements in place, that clearly articulates the roles and responsibilities of each.

Example — *California's AB288 requires partnerships between community colleges and school districts in the state to be governed by a partnership agreement developed by both parties, and to establish protocols for information sharing, joint facilities use, and parental consent.*³³

ADVANCED POLICY

Specify Partnership Agreement Contents

The state requires MOUs or cooperative agreements, that in addition to spelling out roles and responsibilities, also discuss how each partner contributes to upholding quality standards that the state has adopted, and have a process in place for revisiting those agreements.

Designate a Statewide Coordinating Authority

The state convenes a cross-agency working group or initiative with the responsibility to coordinate statewide college in high school efforts that includes at least the state education agency, state higher education agency, and postsecondary system offices.

Example — *In the 2019 legislative session, Louisiana passed a law to create a Dual Enrollment Framework Task Force, responsible for developing recommendations for statewide universal access to dual enrollment courses. The task force comprises representatives of all the major stakeholders in the state.*³⁴

EXCEPTIONAL POLICY

Promote Workforce Alignment



The state convenes an ongoing cross-sector statewide task force to examine, align, and promote college in high school programs as potential solutions to meet the workforce needs of in-demand industry sectors and employers in the state. The state charges this body to offer recommendations to improve access and success of college in high school programs as a component Perkins and WIOA plans.



CULTIVATING CROSS-SYSTEM COLLABORATION

Key Questions:

- Does your state have formal mechanisms, or even informal opportunities, that require or spur communication between K-12 and postsecondary education? How often do they occur? What role do they play in policy making or informing policy making?
- How does business and industry communicate with K-12 and postsecondary education? Is it limited to pockets of excellence or systemic/institutionalized? Is it proactive or reactive? How often does communication occur? Is it susceptible to transitions (leadership, turnover, boom/bust)? Are all three talking together or separately?
- How do college in high school programs create a formal framework for having these conversations in states? How can they help build and strengthen connections? How do they weather boom and bust cycles and transition?

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- How are you ensuring credit acceptance as a state? Is this an issue?
 - How do you ensure quality programs? What does guidance, oversight, and support look like in your state?
 - Is cross sector collaboration happening? Could it? Who does/could own it? Is there a system or structure(s) that creates or hinders opportunities?

REFLECTION QUESTIONS

What now?

What are your next steps and key takeaways?



1 ▶ EQUITY GOAL & PUBLIC REPORTING

States set an equitable, statewide public goal for increasing the participation and success of traditionally underserved student groups in college in high school programs, with clear, disaggregated public reporting and accountability for progress toward the goal.

2 ▶ PROGRAM INTEGRITY & CREDIT TRANSFER

States support and promote high-quality college in high school programs through effective oversight and cross-sector collaboration between the K-12 and postsecondary sectors, as well as ensuring credit articulation.

3 ▶ FINANCE

States design funding mechanisms that remove financial barriers for low-income and moderate-income students to participate and excel in college level work in high school.

1. Equity Goal & Public Reporting: States set an equitable, statewide public goal for increasing the participation and success of traditionally underserved student groups in college in high school programs, with clear, disaggregated public reporting and accountability for progress toward the goal.

2. Program Integrity & Credit Transfer: States support and promote high-quality college in high school programs through effective oversight and cross-sector collaboration between the K-12 and postsecondary sectors, as well as ensuring credit articulation.

3. Finance: States design funding mechanisms that remove financial barriers for low-income and moderate income students to participate and excel in college level work in high school.