



**Senate Education Committee**  
**Presentation on Proposed Concurrent Enrollment Program for General Education Courses**  
**Blake Flanders, President and CEO, Kansas Board of Regents**  
**Randy Watson, Commissioner, Kansas State Department of Education**  
**March 8th, 2018**

Greetings Chair Baumgardner and members of the Senate Education Committee. I am Blake Flanders, President and CEO at the Kansas Board of Regents (Board), and am here with Commissioner Watson to discuss a proposal for concurrent enrollment for general education courses.

In Academic Year 2017, 14,983 students (headcount) enrolled in, on average, two general education college courses (30,989 enrollments) through concurrent enrollment partnerships for a total of 100,659 credit hours. A Concurrent Enrollment Partnership (CEP) is an agreement between a college or university 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. The student receives both high school and college credit.

These 14,983 high school students took courses on the Board’s systemwide transfer list, and they will be able to transfer these courses to any Kansas public college or university offering an equivalent course. In Academic Year 2012, the Board prioritized systemwide transfer and, to date, has approved 84 courses available for transfer systemwide. The pass rate for CEP students enrolled in systemwide transfer courses in AY 2017 was 96.7%.

According to research compiled by the Education Commission of the States<sup>1</sup>, a wealth of data “underscores the benefits of dual enrollment programs, particularly for students traditionally underrepresented in higher education in the United States. Data suggest that dually enrolled students share the following characteristics:

- More likely to meet college-readiness benchmarks.
- More likely to enter college, and enter shortly after high school graduation.
- Lower likelihood of placement into remedial English or math.
- Higher first-year grade point average (GPA).
- Higher second-year retention rates.
- Higher four- and six-year college completion rates.
- Shorter average time to bachelor’s degree completion for those completing in six years or less.”

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<sup>1</sup> Education Commission of the States. (2015). *State Approaches to Funding Dual Enrollment*. Denver, CO. Jennifer Zinth.

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. Also in June 2017, the Board received a report from the First Generation Taskforce recommending expansion of concurrent enrollment programs (CEP) in the state to open access and reduce costs for first generation students to give them an early start and realize academic success at the postsecondary level. 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 Coordinating Council is comprised of two Regents members, two KSBE members, as well as President Flanders and Commissioner Watson both of whom serve as ex-officio members. In 2017, the Council met on September 19, October 25, and November 30. The Council last met on 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 met again on November 30. At that meeting, the group reviewed the goals of dual and concurrent coursework/programs and 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. Staff also reviewed CEP courses with the greatest number of students enrolled.

At its January 8, 2018 meeting, the Taskforce voted to form working groups to make recommendations to the Board President and CEO and the Commissioner of Education on the following issues:

- Identification of five courses offered for statewide delivery,
- Establishment of standardized eligibility requirements for students,

- Agreement on a common rate for tuition/fees, and
- Identification of alternative delivery methods.

Representatives from two technical colleges, four community colleges, and two universities agreed to serve on each working group, as well as two superintendents representing secondary education. The groups met twice in January 2018, and developed a set of recommendations. Those recommendations were sent to institutions for a public comment period, and the recommendations and public comments were then reviewed by Commissioner Watson and President Flanders. The final recommendations are detailed below, and have been shared with the Taskforce and the Kansas Board of Education. They will be presented next week to the Kansas Board of Regents.

### **Recommendations to the Concurrent Enrollment Taskforce**

Concurrent enrollment opportunities are effective in increasing the percentage of students who enroll in college and these programs are linked to increases in college retention and completion rates. Low-income, first-generation and other underserved populations, in particular, benefit from concurrent enrollment programs.

Given the Kansas Board of Education has defined a successful high school graduate as someone who has completed postsecondary education without remediation, and given the Kansas Board of Regents has a strategic goal to increase higher education attainment, expansion of concurrent enrollment programs is critical to meet these goals.

Kansas has a strong concurrent enrollment culture where all community colleges and technical colleges offer concurrent enrollment programs. While every community has at least one assigned higher education provider, it is apparent high school students in Kansas do not have access to the same level of concurrent enrollment opportunities. Student eligibility requirements and course tuition vary widely by institution. For instance, some institutions offer full tuition waivers, while others charge full price. In addition, students eligible for a course in one service area may not meet the eligibility requirements in a neighboring service area. Some institutions purchase textbooks for students, while other institutions require students to buy educational materials supporting the course. In short, concurrent opportunities are more closely tied to where a student resides in Kansas as opposed to the right to choose a postsecondary institution.

Because the Board's service area requirement restricts high schools to using the assigned postsecondary provider for concurrent enrollment, high school students do not have the option to choose a provider. Because of these market restrictions, it is essential to eliminate the variance in costs and eligibility requirements.

The Coordinating Council is recommending concurrent enrollment programs be defined as any of the following:

- CEP (Concurrent Enrollment Programs): A college course offered at the high school using a high school instructor.
- College Provided Instruction: A college course offered either at the high school or at the college using a full-time or adjunct instructor provided by the college.

- Online Courses: A college course offered completely online using a full-time or adjunct instructor provided by the college.
- Hybrid Courses: A college course offered at the high school that combines online instruction from a full-time or adjunct instructor provided by the college and additional face to face instruction by either a high school instructor or the college instructor.

When drafting legislation regarding Statewide Concurrent Course Offerings for Academic Year 2019 (July 1, 2018 through June 30, 2019), the following statements are recommended for consideration:

Statement 1: In Year 1, a pilot program is recommended involving only one course (Composition I) so that any outstanding details and unforeseen issues can be defined and resolved before launching the full program. Institutions may choose whether or not to participate in the program.

Statement 2: The Board's policy on service areas will continue to apply. If an institution chooses not to participate in the pilot, but a high school within the institution's service area does participate, the Board will assign a participating postsecondary institution to the high school.

Statement 3: The following minimum eligibility standards apply to high school students enrolled in this program. Students must be:

- juniors or seniors; and
- have attained a cumulative GPA of 3.0 or better; and
  - (i) for American History I, Introduction to Psychology, and Public Speaking, earned an ACT composite score of at least 20 or an equivalent score on another valid assessment; or
  - (ii) for College Algebra and English Composition I, earned a college-ready ACT sub-score or equivalent on another valid assessment relevant to the offered concurrent enrollment course or courses.

The Board will convene a committee to identify other valid assessments and the required score students must meet for program eligibility.

Institutions expressed a need for alternative eligibility requirements for students who do not meet the GPA and assessment score requirements, but who institutions believe can be successful. A state committee comprised of representatives from two community colleges, one university, one technical college and Board staff will review institutional requests to admit such students and make a final determination.

Statement 4a: To be eligible for state funding designated to support this program, institutions must participate in the program.

Statement 4b: For the two-year sector, concurrent courses are eligible for funding through the nontiered funding line. It is recommended the Board advocate for full funding of the portion of funding supporting concurrent enrollment credit hours in the nontiered line item. It is recommended program funding be distributed in proportion to the amount of concurrent enrollment being offered through the program.

Statement 4c: If the program is not fully funded, institutions may charge tuition to students enrolled in the program up to \$175 a course.

Statement 5: The state-funded tuition of the student portion of the course is \$175. This includes tuition, fees, and educational materials.

Statement 6: The Board will convene a working group to recommend open source materials for courses that are part of the program. Use of identified materials is optional.

Statement 7: The Board will conduct a cost-study specific to the types of concurrent enrollment delivery options to identify direct costs for each sector.

Statement 8: The Board will continue to track the number of concurrent enrollment faculty meeting and not meeting the Higher Learning Commission's faculty qualifications by institution and will maintain a list of online graduate degrees offered by public universities in Kansas in the most common concurrent enrollment subject areas taught in the state. The report of faculty qualifications will be made available to the Board and, if requested, to the Kansas Legislature.