

Executive Summary for Proposal to Expand Accelerated Learning Options at The Ohio State University

February 23, 2009

Over the last several years, a growing number of leaders, educators, legislators, and citizens in the State of Ohio have addressed the issue of how to improve college access and success for all students. A common thread in many of these discussions considers options for high school students to earn college credit while they are in high school (often referred to as accelerated learning or dual enrollment). We believe that this climate offers Ohio State significant opportunities:

- To use its institutional, pedagogical, and scholarly expertise to develop innovative approaches to accelerated learning/dual enrollment that make use of particular and unique resources at Ohio State and
- To fulfill our land-grant "democratic mandate for openness, accessibility, and service to people" in new and effective ways
(http://www.nasulgc.org/publications/Land_Grant/land.htm 2007, July 20)

An ad hoc committee convened by the Office of the Executive Dean of the Colleges of the Arts and Sciences and representing interested Ohio State stakeholders presents the following proposal for providing broader accelerated learning/dual enrollment access to Ohio State. While some recent accelerated learning/dual enrollment programs (such as the dual enrollment pilot on the Lima Campus for mathematics and psychology courses) have begun through special dispensations, we believe that Ohio State should establish a campus committee that facilitates and reports on accelerated learning/dual enrollment projects through a set of regular procedures for such proposals. Such a process will allow interested parties to understand the parameters for such projects and ensure all appropriate university units are included in vetting proposals. In the end, a set of procedures will allow for stronger new programs with systematic oversight.

Definition of Accelerated Learning and Dual Enrollment

For this purposes of this document, we use the terms "accelerated learning" and "dual enrollment" as defined by the Ohio Partnership for Continued Learning's Earning College Credit in High School Committee.

"Dual enrollment options enable a student to earn both high school and college credit *during high school* as a result of participating in a *college course* offered at the high school, at a college or university, or via distance learning." ("Dual Enrollment Policy Recommendations: Executive Summary"

<http://www.pcl.ohio.gov/jcore/pcl/HomeContent.jsp> 2007, July 20).

Ohio State's central dual enrollment program is the Ohio State Academy.

"Accelerated learning opportunities enable a student to complete coursework while enrolled in high school that may earn credit toward a degree from an institution of higher education *upon the student's matriculation to higher education*; and in some cases the college credit is based on the attainment of a specified score on an examination covering the coursework" ("Dual Enrollment Policy Recommendations: Executive Summary"

<<http://www.pcl.ohio.gov/jcore/pcl/HomeContent.jsp>> 2007, July 20).

Examples of Ohio State's current accelerated learning options include advanced placement credit, examination credit, and some articulated credit agreements such as those between teaching academies and various Ohio State campuses.

Proposal

We propose that CAA appoint a subcommittee charged to encourage and support appropriate accelerated learning/dual enrollment activities at Ohio State. This committee's duties would be to:

- 1) Periodically scan demand for accelerated learning projects (with the state, the community, and Ohio State faculty)
- 2) Organize and facilitate processes for accelerated learning/dual enrollment partnerships at Ohio State by identifying existing structures for development of these learning partnerships and by developing new structures, standards, and best practices to facilitate these partnerships.
- 3) Vette and monitor accelerated learning/dual enrollment projects at the university. This would include yearly reports on the volume and quality of all accelerated learning/dual enrollment projects at Ohio State.

The committee should consist of:

- P-12 Director
- ASC Community Partnerships Director
- EHE representative
- UAFYE/Academy representative
- 1 representative from each of the college clusters: ASC, Professional Colleges, Health, etc.

Proposal to Expand Accelerated Learning/ Dual Enrollment Options at The Ohio State University

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Over the last several years, a growing number of leaders, educators, legislators, and citizens in the State of Ohio have addressed the issue of how to improve college access and success for all students. A common thread in many of these discussions considers options for high school students to earn college credit while they are in high school (often referred to as accelerated learning). We believe that this climate offers Ohio State significant opportunities:

- To use its institutional, pedagogical, and scholarly expertise to develop innovative approaches to accelerated learning that make use of particular and unique resources at Ohio State and
- To fulfill our land-grant "democratic mandate for openness, accessibility, and service to people" in new and effective ways (http://www.nasulgc.org/publications/Land_Grant/land.htm 2007, July 20).

Definition of Accelerated Learning and Dual Enrollment

This approach goes by many names: dual enrollment, early college, accelerated learning, etc. For this purposes of this document, we will use the terms "dual enrollment" and "accelerated learning" as defined by the Ohio Partnership for Continued Learning's Earning College Credit in High School Committee.

Dual enrollment options enable a student to earn both high school and college credit *during high school* as a result of participating in a *college course* offered at the high school, at a college or university, or via distance learning. Examples of dual enrollment options are: PSEO, other dual enrollment agreements, Early College High School, and some College Tech Prep programs.

Accelerated learning opportunities enable a student to complete coursework while enrolled in high school that may earn credit toward a degree from an institution of higher education *upon the student's matriculation to higher education*; and in some cases the college credit is based on the attainment of a specified score on an examination covering the coursework. Advanced Placement, International Baccalaureate, and some College Tech Prep articulation agreements are examples of accelerated learning options. "Dual Enrollment Policy Recommendations: Executive Summary" (<http://www.pcl.ohio.gov/jcore/pcl/HomeContent.jsp> 2007, July 20).

Statewide Support for Accelerated Learning/Dual Enrollment

Calls for development of new and/or additional accelerated learning programs come from a broad spectrum of leaders in the State and are based on several common goals:

- To develop a seamless education system

- To provide all prepared students with the opportunity to earn college credit before high school graduation
- To help students make successful transitions to college and career.

Below are examples of some of the organizations that support accelerated learning/dual enrollment.

The Ohio Partnership for Continued Learning A proposal with strong influence was developed under the auspices of The Ohio Partnership for Continued Learning, a state-wide committee established by statute and chaired by the Governor (<http://www.pcl.ohio.gov/jcore/pcl/HomeContent.jsp> 7.20.07). Its Earning College Credit in High School Subcommittee includes representatives from the Department of Education, the State Legislature, Ohio Board of Regents, public schools, community colleges, four-year colleges and research universities. Ohio State's representative to this committee is Nancy Nestor-Baker, Director, P-12 Project. Through a year of meetings, this committee has developed a statewide proposal (<<http://www.pcl.ohio.gov/jcore/pcl/HomeContent.jsp>> 2007, July 20).

Ohio Board of Regents. In summer 2006, the Ohio Board of Regents, in conjunction with the Ohio Department of Education and in response to House Bill 115 of the 136th General Assembly, offered funding for Regents' STEM and Foreign Languages Academies that in part would offer high school students college credit for participation in summer academies held on college campuses. (For examples, please see "Summer Academies for Students and Teachers" <<http://stem.ohio.gov/academies.html>> 2007, July 20.)

SAMEPAC. Support for programs like the Regents Academies is also found in recommendations by other related groups addressing STEM education. Our own past president Karen Holbrook served as co-chair for Ohio's Science and Mathematics Education Policy Advisory Committee, which included in its recommendations support of Regents' Academies summer programs that offer college credit to high school students (<www.regents.ohio.gov/samepac> 2007, July 20).

Metro School. The Metro School, a partnership Ohio State, Battelle Memorial Institute and the Educational Council (which includes superintendents from all 16 school districts in Franklin County) is actively involved in piloting new methods of educating for excellence. At the end of its first three years, work done at the Metro School suggests that students from a cross-section of abilities and backgrounds can master high school coursework more quickly than current high school calendars when taught through innovatively designed programs. For instance, working in a tri-mester calendar more like a college quarter system, Metro School students receive credit for three years of high school mathematics during their ninth grade year. While they may not be prepared to take courses in all subjects at the end of ninth grade, a number of students are taking be Mathematics 151 and 152 in the middle of their high school sophomore years.

Ohio State's Current Options for Accelerated Learning/Dual Enrollment

Ohio State has for some time had in place several mechanisms for accelerated learning/dual enrollment.

Advanced Placement test scores and *International Baccalaureate* programs can result in students receiving college credit upon admission to Ohio State.

Examination credit (particularly in foreign languages and mathematics) can award students credit for course work done in high school—once they are admitted to Ohio State.

Post-Secondary Education Options (PSEO) work is earned by some students at other colleges and universities and is counted as transfer credit once a student is admitted to Ohio State. Because of articulation and transfer agreements, once a student earns credit for a TAG course through another institution's PSEO or dual enrollment program, Ohio State must accept that credit.

The *Academy*, Ohio State's own PSEO program, admits students who meet Academy standards (rank in top 15% of class or have a GPA of 3.7 or higher and 26 ACT/1180 SAT composite score, along with principal recommendations) to take college courses while in high school. The Academy is targeted for individual students who are highly qualified across-the-board and who have the social and emotional maturity to take classes on a college campus. These students have advising support, but they take classes and do work with no special treatment, alongside already matriculated college students. (< <http://undergrad.osu.edu/academy/applying.html>> 2007, July 20).

Seniors to Sophomores. In its pilot year, the Seniors to Sophomores partnership among Columbus City Schools and central Ohio higher education institutions involves identifying Columbus City Schools students as the move into their senior year, matching them with the most appropriate higher education institution, and offering a two-week Orientation program. Students then can enroll in full-time college schedules. For 2008-2009, three students are participating at Ohio State. This program falls under PSEO funding.

A significant difference between AP/IB/Examination options and PSEO is that PSEO credits are paid for by the student's home school system. For other options, students and their families pay for course credit. Therefore, AP/IB/Examination options do not provide the same benefits to students from lower socio-economic backgrounds as PSEO programs do. (See "Appendix 2" for a fuller discussion of funding issues for accelerated learning/dual enrollment programs.)

New Opportunities for Accelerated Learning/Dual Enrollment Programs

While Ohio State's current options fill needs for some students and school systems, they are somewhat limited. Expanding accelerated learning/dual enrollment options can be one way to help Ohio students prepare for and succeed in college through development of a seamless transition that includes exposure to substantive college academic coursework while in high school. As is noted above, socioeconomic factors make PSEO programs good opportunities for a broader range of students. And Ohio State's PSEO program, the Academy, is not designed to deal with *partnerships* between Ohio State and public school systems and/or schools. This makes it difficult if not impossible for Ohio State to develop innovative partnerships that make use of our institutional, pedagogical, and scholarly expertise to help students make that seamless transition.

For example, of three Ohio State-led proposals for Regents' Summer Academies in 2006, only one (Chinese Regents Academy) from Ohio State was accepted, in part because proposers found it difficult to guarantee that high school students would meet across-the-board Ohio State Academy standards and therefore be eligible to receive college credit in one particular area (math or science). By using some of the recommendations in this proposal, we were able to make it possible for Ohio State to award credit to students for the second Chinese Regents Academy (20098). To fully honor Ohio State's partnership with the Metro School, we are finding ways to build on the innovative pedagogies being developed there and to work with students when they are prepared in particular areas, rather than following an one-size fits all timetable. As is evidenced by the ad hoc group that has come together to develop this proposal, there is widespread interest in such partnerships, when developed carefully. (See attached list of ad hoc committee members.)

Proposal

In response, an ad hoc committee convened by the Office of the Executive Dean of the Colleges of the Arts and Sciences and representing interested Ohio State stakeholders met during 2006-2007 to explore options for providing broader accelerated learning access to Ohio State. (See "Appendix 1" for a list of committee participants.) While some recent accelerated learning/dual enrollment programs (such as the dual enrollment pilot on the Lima Campus for mathematics and psychology courses) have begun through special dispensations, we believe that there Ohio State should establish a campus committee that facilitates and reports on accelerated learning/dual enrollment projects through a set of regular procedures for such proposals. Such a process will allow interested parties to understand the parameters for such projects and ensure all appropriate university units are included in vetting proposals. In the end, a set of procedures will allow for stronger new programs with systematic oversight.

Below is a plan to codify ways in which The Ohio State University could work with secondary schools across the State, while still maintaining the standards of our institution. We have looked for answers to the question: Under what conditions might a university such as Ohio State develop flexible, innovative programs that could provide expanded accelerated learning/dual enrollment opportunities while still maintaining current academic standards?

Committee

We propose that CAA appoint a subcommittee that would be charged to encourage and support appropriate accelerated learning/dual enrollment activities at Ohio State. This committee's duties would be to:

- 1) Periodically scan demand for accelerated learning projects (with the state, the community, and Ohio State faculty)
- 2) Organize and facilitate processes for accelerated learning partnerships at Ohio State by identifying existing structures for development of accelerated learning partnerships and by developing new structures, standards, and best practices to facilitate accelerated learning partnerships
- 3) Vette and monitor accelerated learning/dual enrollment projects at the university. This would include yearly reports on the volume and quality of all accelerated learning/dual enrollment projects at Ohio State.

We suggest the committee should consist of:

- P-12 Director
- ASC Community Partnerships Director
- EHE representative
- UAFYE/Academy representative
- 1 representative from each of the college clusters: ASC, Professional Colleges, Health Sciences

This committee would approve proposed projects that meet a set of guidelines that include student, instructor, course and project qualifications.

Student Qualification Guidelines

- Students must be in-state only. (Foreign exchange students are not eligible.)
- Students must be in grades 9-12.
- Students must demonstrate ability to perform college level work (non-remedial and/or non-repetitive) for the subject(s) being taught. The elements of this demonstration will be determined by all parties involved, the school partner, Ohio State admissions, and the University department(s) partner(s). For instance, for math partnerships, students would be required to score at the appropriate placement levels according to regular university placement processes. The partnering school might also provide materials showing evidence of student mastery or meeting of state benchmarks.
- Placement assessment(s) should be accessible at high school and available on-line where possible.

Instructor Qualification Guidelines

Colleges and universities are responsible for demonstrating that all instructors for accelerated learning/dual enrollment courses are appropriately qualified. Therefore, we suggest that they meet the following (based on the Higher Learning Commission's "Commission Guidance on Determining Qualified Faculty"

<http://www.ncahlc.org/index.php?option=com_docman&task=cat_view&Itemid=229&gid=82> 2007, July 20.

- Hold the same qualifications as on-campus faculty (for the course taught).
- Hold a degree at least one level above that of the program in which they are teaching with substantial coursework in that level. Thus, faculty teaching courses must hold a master's degree or higher in the subject area in which credit is provided for the course. GTA's working under direct supervision of faculty may be pursuing their master's degree at the time of instruction but must have demonstrated knowledge of the subject matter and have received training on the instruction of the subject.
- A special effort must be made to maintain academic continuity when faculty teach at a school district site, therefore, such faculty should first teach a course on the college campus and/or be approved by the faculty from the program area in which credit is provided for the course.

Courses Qualification Guidelines

- Accelerated learning/dual enrollment may be offered in multiple contexts:
 - Qualified students in the 9th – 12th grades may enroll in university level courses offered on the college campus.

- Accelerated learning/dual enrollment courses may be offered at an off-campus site.
- Accelerated learning/dual enrollment options must honor the same college content and pre-requisites (syllabi, assessments and texts) as the courses offered within the program area where credit is provided. University departments and appropriate curricular committees will be part of the process which ensures this qualification.
- Accelerated learning/dual enrollment course offerings should include Transfer Assurance Guidelines (TAG) courses approved by the Ohio Board of Regents. By using the TAG courses, students are guaranteed the transfer of applicable credits among Ohio's public colleges and universities. Information on TAG courses can be found at <<http://regents.ohio.gov/transfer/tags/index.php>> 2007, July 20

Project Qualification Guidelines

The proposed committee would ensure that proposed projects would

- Work with Initiative for Economic Access and P-12 Project to provide age-appropriate messages about college preparation.
- Make clear to participants that participation does not result in automatic admission to the Ohio State campus of the student's choice.
- Include plans for assessment of student learning outcomes that move beyond simple reporting of a grade. Possibilities for consideration could include articulated credit agreements (in which credit is awarded if and when a student is admitted to the institution through regular admissions procedures. An example is the Columbus Public Schools' Columbus Teaching Academy), undergraduate non-degree credit, etc. Plans should include opportunities for students to demonstrate their mastery of a topic, encouraging students to use any of a variety of methods to demonstrate learning, for example, portfolios, exhibitions, etc.
- Include plans for programmatic assessment.
- Respond to a special need of a school/student or make use of a particular resource or strength of Ohio State. Example situations include:
 - Secondary schools that do not have the resources to offer a number of critical languages taught at Ohio State might partner to allow their students to take specially designed courses (Ex: plans for Chinese language learning through the K-12 Chinese Flagship).
 - Ohio State faculty might work with secondary schools to design innovative approaches to learning. For instance, some disciplines are usually conceived of as organized by "building blocks." There might be possibilities to investigate different sequences of learning. (Ex: Previous discussions about math between MAPS and EHE as part of a Regents Summer Academy proposal)
- To ensure that projects take into account both secondary student needs and university standards, projects should be partnerships among school districts/secondary schools and Ohio State (from both the content and education areas). This may include faculty-teacher partnerships as well as partnerships between larger units. For example, an Ohio State program might partner with single or multiple school districts. However, lead teachers in any coursework eligible for college credit would be Ohio State faculty or would be approved by Ohio State units.

Appendix 1
List of Ad Hoc Committee Members

Edward Adelson, Associate Executive Dean, Colleges of the Arts and Sciences
Christopher Andersen, Director, Project GRO
Diane Birckbichler, Director Foreign Language Center
Pabrir Dutta, Chair, Department of Chemistry
Mabel Freeman, Assistant Vice President, Undergraduate Admissions and First-Year Experience
Martha Garland, Vice Provost for Enrollment Services and Dean for Undergraduate Education
Tally Hart, Economic Access Initiative
Rick Livingston, Associate Director, ICRPH
Nancy Nestor-Baker, Director, Ohio State P-12 Project
Mari Noda, Chair, Department of East Asian Studies
Alayne Parson, Professor, Department of Mathematics
Jacqueline Jones Royster, Executive Dean, Colleges of the Arts and Sciences
Dan Shapiro, Professor, Department of Mathematics
Randy Smith, Vice Provost for Academic Programs
David Staley, Director, Goldberg Program, Department of History
Sandy Stroot, Associate Dean, College of Education and Human Ecology
Galal Walker, Professor of Chinese, Director of the National East Asian Languages Resource Center, Director Chinese Flagship
Mindy Wright, Director Colleges of the Arts and Sciences Community Partnerships

Appendix 2

Funding Issues

Paying for Dual Enrollment Courses

Funding for dual enrollment courses, including PSEO, comes from four sources: the student/family, the school/district (directly or through state foundation dollars), the higher education entity, or private sources. In Ohio, unless the student/family opts to pay for the coursework, the state expects a funding partnership between the K-12 entity and the higher education institution. This is not uncommon; several states expect school districts and universities to partner in paying the costs for students to participate in dual enrollment courses.

PSEO Funding

The PSEO funding process is well-established and understood by school districts. Administrative requirements are established by statutory regulation leaving little room for confusion. However, PSEO can be a significant financial burden for K-12 schools and higher education.

Colleges/universities are reimbursed a sum for each participating student's tuition. The reimbursement is taken from public school districts' state foundation funding and is based on a formula tied to the level of state funding received by the district. Because districts receive varying amounts from the state, the reimbursement amounts differ. For example, in the Franklin County area, reimbursement amounts for a student's five-credit hour class range from about \$400 to about \$560, for a class that costs Ohio State approximately \$1200. Students from private schools may also participate: the state allocates a sum of money for PSEO reimbursement for private school students. As with public schools, the sum does not meet the cost. Additionally, there is an insufficient pool of money for the demand from private school students.

Although subsidy is received for participating students, the amount received from the state via subsidy and state foundation dollars does not equal the cost of the Ohio State class. While it is possible that schools with significantly lower tuition may break even or make money on PSEO, that is not possible at Ohio State under the state's current funding structure.

Dual Enrollment Funding

Ohio's dual enrollment statute (ORC 3313.6013) does not include specific budget requirements. Schools/school districts and higher education institutions create financial agreements for dual enrollment programs. Typically, the higher education institution charges a fee for the course offered. The fee may be based on each student or may be based on a class rate. A class could be offered for a flat rate, regardless of the number of students enrolled. The higher education institution bills the school/district for that rate. Often, the course is for both high school and college credit, taught by a district employee, at the school, during the school day. If this is the case, the college would not incur costs for the instructor because the instructor would be paid by the district as part of his/her regular teaching assignment. In at least one model, the college receives a flat rate for a course, returns a portion of that money to the district as a space rental fee, and the district uses the rental fees to offset the teacher costs.

A similar type of model is used by educational service centers (ESCs). ESCs provide services to numerous districts in their service area. For example, an ESC may serve as the umbrella for low-incidence special needs classes, allowing districts to join together in providing services the district cannot or does not wish to provide in-house. ESCs also contract employees to districts, which can allow a district somewhat more flexibility in filling positions. ESCs are only beginning to enter the field of dual enrollment. Operating somewhat similarly to their existing delivery-of-services structure, an ESC develops an agreement with the higher education institution for the course(s) offered and provides those courses to participating school districts. Thus, the ESC brokers the agreements, handles logistics, and serves as the district's agent. Depending on the agreement, the teacher might be an ESC employee, a district employee, or a college/university employee.

Dual enrollment models wherein high school teachers deliver the courses are growing rapidly in popularity with school districts. They can cost districts less than PSEO and can address needs to offer courses districts can no longer offer on their own. Additionally, districts tend to favor the use of district employees to teach the classes because this alleviates concerns raised by some teacher associations that dual enrollment could be used to shift teaching loads onto non-bargaining unit members, reducing full time equivalencies for bargaining unit members.

Schools also like the convenience of offering dual enrollment courses on their own campuses, according to their regular schedule, regardless of whether the instructor is a district or higher education employee.

However, these models raise significant questions for Ohio State and other state-funded institutions as regards instructor credentialing and oversight; curricular delivery and student assessment; tuition costs; and credit articulation. Using such a structure may require consideration of non-credit models such as that used by continuing education. If similar models were used, questions of awarding and transcribing credit would have to be addressed through use of placement tests or other means.

Hybrid funding

In higher education, we are familiar with cobbling together funding for various programs. It may be possible to put those skills to work in order to fund dual enrollment offerings. For example, in designing the funding model for a particular dual enrollment program, a unit could consider a hybrid of subsidy, district lump-sum payment, an exchange of services (modeled after the College of Education and Human Ecology's negotiated agreement with area school districts, wherein professional development offerings are offered at a reduced cost in exchange for access to research opportunities in the schools), development dollars, and a tuition rate based on non-credit structures or regional campus rates.

Summing Up

In considering funding options for dual enrollment courses, the following factors need to be considered:

- Funding type: PSEO (highly specified) or dual enrollment (agreement with school or ESC)

- Instructor credentialing and oversight, i.e.: university faculty, school or district employee, ESC employee
- Course location, including any rental and/or transportation costs
- Student assessment and placement costs
- Materials costs: provided by student, district, or university
- Tuition: based on individual student or group rate
- Tuition Rate: credit, noncredit, regional or Columbus campus
- Subsidy level
- Credit articulation (impacts ability to use non-credit funding structure)
- Opportunities to combine funding sources (e.g. professional development offsets, college recruitment budgets, external sponsors, etc in addition to subsidy and PSEO course reimbursement)