

MEMORANDUM

TO: Fort Wayne Senate

FROM: Cigdem Z. Gurgur, Chair, Educational Policy Committee
Mike Wolf, Chair, University Resources Policy Committee

DATE: March 27, 2015

SUBJECT: Dual Credit Task Force Report

DISPOSITION: To the Presiding Officer for implementation

WHEREAS, The Fort Wayne Senate charged the Educational Policy Committee (EPC) and the University Resources Policy Committee (URPC) addressing SD 12-12 with conducting an investigation “to determine the costs and benefits of IPFW’s participation in the Dual Credit Program”; and

WHEREAS, The Dual Credit Task Force collected and analyzed data for each question in SD 12-12; and

WHEREAS, The Dual Credit Task Force report offers suggestions for the improvement of the program;

BE IT RESOLVED, That the Fort Wayne Senate reviews the report to put forward any further charge for the respective Senate committees, EPC and URPC.

To: EPC and URPC
From: Yvonne Zubovic, Chair of the Dual Credit Task Force
Subject: Report in response to SD 12-12
Date: March 27, 2015

The Educational Policy Committee (EPC) and the University Resources Policy Committee (URPC) were charged by the Senate (SD 12-12) with conducting an investigation “to determine the costs and benefits of IPFW’s participation in the Dual Credit Program.” In particular, three items were to be addressed.

1. A comparison of the qualifications of the faculty who are teaching in the high schools and the qualifications of limited term faculty who are hired to teach the same courses on campus.
2. A detailed summary of the revenue and costs of IPFW to participate in the Dual Credit Program.
3. An assessment of the impact of program participation on student recruitment and enrollment and graduation rates.

EPC and URPC created a joint task force to undertake this investigation. The Dual Credit Task Force has collected and analyzed data for each question specified in SD 12-12. The results of the analysis are summarized in this report. In addition, at the conclusion of the report the Task Force has offered suggestions to consider for the improvement of the Dual Credit program.

Dual Credit Task Force Members:

Peter Dragnev, MATH
Cigdem Gurgur, MGMT/MKT
Peter Iadicola, SOC
Ann Livschiz, HIST
Mike Wolf, POLS
Yvonne Zubovic, MATH

Part 1: Comparison of Faculty Qualifications

Beginning in 2006, the Collegiate Connection Program initiated the School Based Program in which IPFW offers college-level courses in the high schools which are taught by IPFW approved high school teachers. Students in the Collegiate Connection Program may enroll in on-campus courses, however, many more high school students are enrolled in Dual Credit through the School Based Program. For example, in Spring 2014 out of 3087 high school students taking IPFW classes, 94.3% were enrolled in the School Based Program only, 3.7% were enrolled in Collegiate Connection only, and 2.0% were enrolled in both. Throughout the report, DC will denote Dual Credit and CC will denote Collegiate Connection.

The teacher approval process for the Dual Credit program is described on the Collegiate Connection website <http://www.ipfw.edu/offices/cc/educators/approval-process.html> and includes a link to the Teacher Appointment Criteria for each course. Although the qualifications required for approval differ across departments, the qualifications are intended to match the departmental standards used to approve adjunct faculty teaching on the IPFW campus and are required by the accreditation standards of the National Alliance of Concurrent Enrollment Partnerships, IPFW's accreditation body for Dual Credit. The requirements that a Dual Credit teacher have at least a Master's degree in the discipline or a related area as well as at least three years of teaching experience at the secondary or college level are common although not universal criteria.

For the Fall 2014 semester departments provided information on the highest degree of education attained by their Dual Credit (DC) instructors and/or the Limited Term Lecturers (LTL). This information is summarized by school/college for those departments with both DC and LTL instructors during that semester in Table 1. The first row for each school/college displays the number of faculty and the percentage for each degree category among DC instructors. The second row displays the same information for LTLs. ETCS is the only school/college for which the percentage with an Associate's or Bachelor's degree is greater for DC faculty than for LTL faculty. It is noted that each of the DC instructors in ETCS with a Bachelor's degree is working toward a Master's degree. Among faculty reported under the "Other" category are those with a Master's or Doctorate besides those listed (e.g., D.A. in VPA), candidates who are ABD in their discipline, and candidates in the process of earning a graduate degree. Note that some departments included this final group in the "Associate's/Bachelor's" category rather than in the "Other" category.

While this table shows a comparison of the highest degree earned, it does not provide information about whether the degree is in the discipline or a related area. The Task Force has requested information to determine the equivalence between DC and LTL credentials for this criterion, but has not been successful in collecting useful data. This has been identified as an area of concern that should be addressed.

Table 1. Comparison of Highest Degree Earned by Dual Credit Teachers and LTLs

Highest Degree Earned by Dual Credit versus LTL Faculty by College/School							
Semester = Fall 2014							
(Only Depts. With Dual Credit Included)							
College/ School	# of Depts.	DC or LTL	# of Faculty	Degrees			
				Assoc., Bach.	Master	PhD, JD, EdD, MD/DDS	Other
CEPP	3	DC	3	0.0%	66.7%		
		LTL	14	0.0%	85.7%	33.3%	0.0%
COAS	17	DC	129	7.8%	92.2%	14.3%	0.0%
		LTL	143	9.8%	74.1%	0.0%	0.0%
DSB	3	DC	9	0.0%	100.0%	13.3%	2.8%
		LTL	1	0.0%	0.0%	0.0%	0.0%
ETCS	5	DC	6	50.0%	50.0%	100.0%	0.0%
		LTL	7	14.3%	71.4%	0.0%	0.0%
VPA	4	DC	26	11.5%	84.6%	14.3%	0.0%
		LTL	63	42.9%	49.2%	0.0%	3.8%
Total	32	DC	173	9.2%	89.6%	3.2%	4.8%
		LTL	228	18.4%	67.5%	0.1%	0.1%
						11.0%	3.1%

Part 2: Summary of Revenue and Costs

As mentioned previously, starting in the mid 2000's IPFW expanded its Collegiate Connection program to include IPFW courses delivered at the high schools by high school instructors. Curriculum is approved by IPFW departments and high school teachers/instructors (referred to as DC faculty) are certified by IPFW department chairs or designees. This is very important lever to control the quality of the delivered courses.

Since 2011, students paid tuition of **\$25 per credit hour** for courses on the State Dual Credit/Concurrent Enrollment Priority Course List (some Math, English, American Government, Biology, Chemistry, Physics, Modern Languages courses). These courses are supported by the State at the current rate of **\$50 per credit hour**. The list of IPFW Priority Dual Credit Courses is available on the website <http://www.ipfw.edu/offices/cc/high-school/fees.html>. Additional background information about the Priority Course List can be found in the Indiana Dual Credit Frequently Asked Questions Document of the Indiana Department of Education at the website <http://www.doe.in.gov/sites/default/files/ccr/dual-credit-final-3.6.15.pdf>. Courses that are not on the Priority Course List collect **\$105 per credit hour** in tuition.

A request was been made for a more detailed summary of revenue, but was not received in time for inclusion in this report.

This tuition and state support is used to cover expenses incurred at University level (the Division of Continuing Studies, DCS) and Department level (overload for faculty supervising the teacher-faculty, professional development for teacher-faculty, etc.). The DCS Dual Credit Program Expenses for 2013-2014 are provided in Table 2. The Collegiate Connection 2013-2014 Expenses and 2014-2015 Budget are provided in Table 3.

Table 2. Division of Continuing Studies Expenses for the Dual Credit Program in 2013-2014

DCS Dual Credit Program Expenses 2013-2014				
	Sum. '13	Fall '13	Spr. '14	Totals
Project Expenses:				
Depart. Incentive/Faculty Stipend (\$350 or \$500)	0	80,700	50,887	131,587
Collegiate Connection Transfer (\$30 per section)*	0	0	0	0
Other Pers Service (\$100 pd Honoria to Instructors)	1,446	12,300	0	13,746
Site Visits/Travel mileage (instructors)	243	3,532	300	4,074
Subtotal	1,689	96,532	51,187	149,407
Salaries:				
Administrative Salary (A -65%)	14,189	14,189	14,189	42,566
Clerical wages (B - 100%)	7,883	7,883	7,883	23,649
Clerical wages (C - 10%)	867	867	867	2,601

Service Student	0	110	32	142
Funded Faculty (D - to oversee program)	569	4,553	4,553	9,676
Fringe	10,843	13,013	12,907	36,762
Subtotal	34,350	40,615	40,431	115,396
S & E Expenses:				
Office Supplies	0	58	0	58
Printing/Copying/Postage	902	269	56	1,227
Advertising/Publicity	0	650	0	650
Memberships	0	0	550	550
School visits/Confer./NACEP Conf.	1,735	3,664	706	6,105
Hospitality	364	2,405	777	3,546
Miscellaneous/Other expenses	0	299	130	429
Subtotal	3,000	7,345	2,218	12,564
Total Expenses in DCS	\$39,040	\$144,492	\$93,836	\$277,367

Table 3. Collegiate Connection Expenses in 2013-2014

Collegiate Connection 2013-2014 Expenses		
	2013-14	2014-15
	Close	Budget
WAGES:		
Regular Staff	\$101,059	\$101,059
Staff Overtime	\$0	\$0
Total Wages	\$101,059	\$101,059
S & E:		
Maintenance	\$0	\$0
Printing (External)	\$0	\$0
Printing (Internal)	\$619	\$500
Misc Printing & Office Supplies	\$58	\$50
Memberships	\$550	\$550
Postage	\$357	\$540
Travel/Professional Dev	\$465	\$500
In-State Travel	\$3,263	\$2,600
Out-of-State Travel	\$1,678	\$1,500
Publicity/T-shirts/Other Minor Equip	\$780	\$400
Computer	\$0	\$0
Hospitality/Food Service	\$3,572	\$3,100
Miscellaneous	\$715	\$700
Student Wages	\$0	\$0
Total S & E	\$12,057	\$10,440
TOTAL	\$113,116	\$111,499

Historically, approximately 25% of the IPFW dual-credit students choose to continue their college education at IPFW. Clearly, when students enroll at IPFW and transfer dual credit courses some tuition is lost. Some of these losses are covered by tuition obtained from students that choose to enroll in other institutions of higher education. At this time the funding of the program is not of urgent concern, although proposals to reduce the funding will impede on maintaining the quality of delivery.

Part 3: Student Recruitment, Enrollment and Graduation Rates

Student Recruitment:

Table 4 below shows the number of high school students enrolled in IPFW Collegiate Connection (CC) courses along with the percentage that subsequently enroll as IPFW degree-seeking students by academic year. The left portion of the table includes CC students at any level in high school. CC enrollments are by academic year and may include students duplicated between years. Note that some CC students in 2013-2014 will not have graduated from high school yet, which may explain, in part, the low percentage of admits from that year.

The right portion of the table provides the same information described above but restricted to CC students who are in their senior year in high school. Of all CC seniors subsequently admitted, all but six were high school admits. With the exception of the 2013-2014 academic year the percentage of CC high school seniors admitted into an IPFW program has varied between 24% and 28%.

While the CC enrollments have increased substantially since 2006, the percent of CC seniors who are later admitted as degree-seeking students has remained relatively constant. The question that remains unanswered from this data is “What percent of these students were influenced to come to IPFW because of the CC experience?”

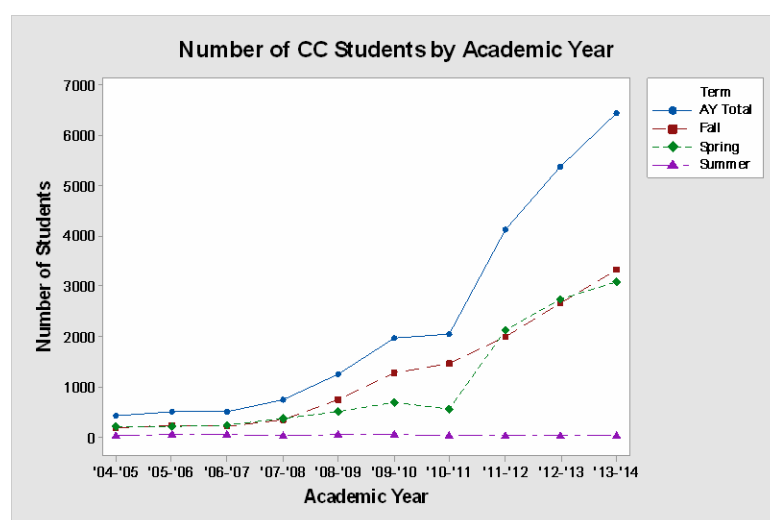
Table 4: Percent of Collegiate Connection students who are later admitted into degree seeking students at IPFW.

Academic Year	High School Students in IPFW Collegiate Connection		Only High School Seniors in IPFW Collegiate Connection	
	Number Enrolled in CC	Percent Later Admitted to IPFW	Number Enrolled in CC	Percent Later Admitted to IPFW
2006-07	413	27.4	309	27.5
2007-08	639	24.9	493	27.2
2008-09	1,089	24.1	730	24.8
2009-10	1,764	25.1	1,125	27.2
2010-11	1,854	23.3	1,102	25.2
2011-12	2,552	22.7	1,472	24.5
2012-13	3,239	21.1	1,909	24.5
2013-14	3,789	11.4	2,255	19.1

Enrollment:

Spring 2004 is the last semester that on-site high school classes taught by IPFW faculty were offered. School Based Program courses with classes taught by IPFW certified high school instructors began in the Summer 2006 Semester. Since 2006, Collegiate Connection (CC) includes students taking: School Based Program Dual Credit classes only, on-campus courses through Collegiate Connection only, and a combination of both. Figure 1 below displays the number of CC students enrolled by semester across academic years, including an Academic Year (AY) Total summing fall, spring, and summer numbers. Two academic years prior to the start of the School Based Program are included for comparison.

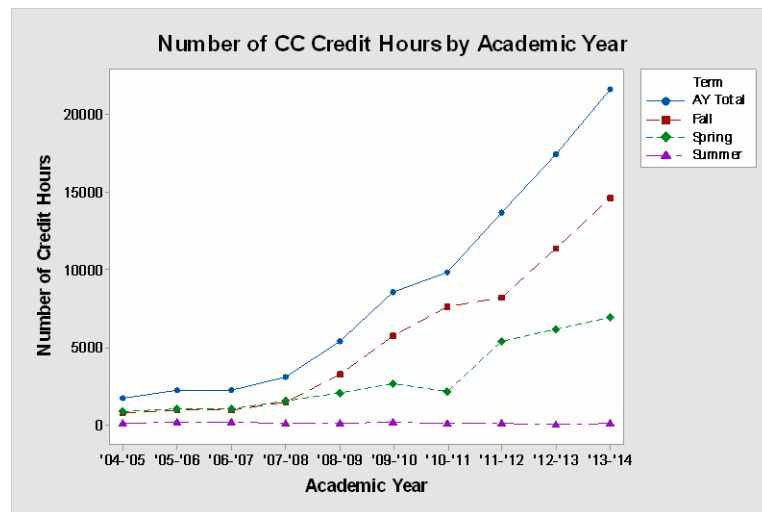
Figure 1: Number of students enrolled in Collegiate Connection



The number of students enrolled in CC has increased substantially since the School Based Program was initiated. For example, CC enrollments rose from 216 in Fall 2006 to 3,328 in Fall 2013. A similar increase has occurred in the spring semesters. Summer enrollments have been relatively stable over that time, reflecting the students enrolled in on-campus CC only.

A similar trend is apparent for CC credit hours. Figure 2 displays the credit hours by semester across academic years, again including an Academic Year (AY) Total summing fall, spring, and summer credit hours. The number of credit hours has increased substantially in fall and spring semesters, for example from 983 credits in Fall 2006 to 14,576 credits in Fall 2013. The credit hours for the summer have remained relatively stable during the same time period.

Figure 2: Number of credit hours for students enrolled in Collegiate Connection



While Figure 1 provides information on the number of CC students enrolled, it does not demonstrate the impact on IPFW enrollments. To assess this impact consider the percent of IPFW students that are part of Collegiate Connection in any given year. This percentage is displayed in Figure 3. The graph shows that a growing percentage of IPFW’s enrollment is due to CC, and this group is primarily students in the School Based Program. For the 2013-2014 academic year, these students represented close to 25% of the fall and spring enrollments.

Figure 3: Percent of IPFW Student Enrollment represented by Collegiate Connection Students

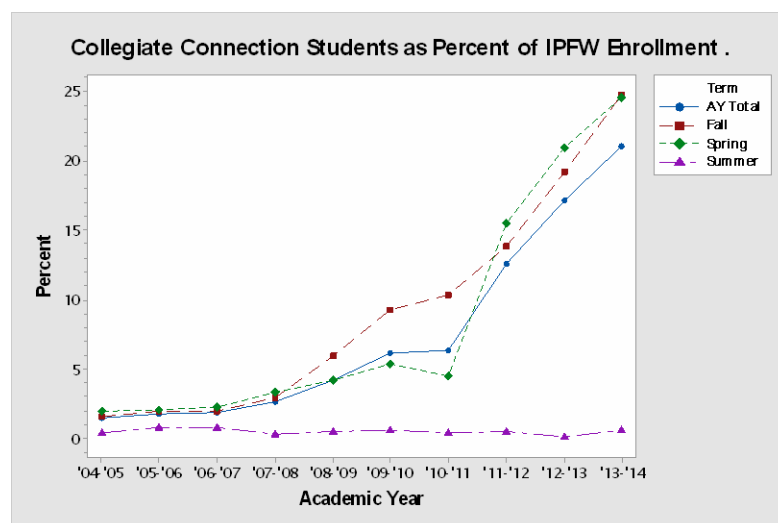
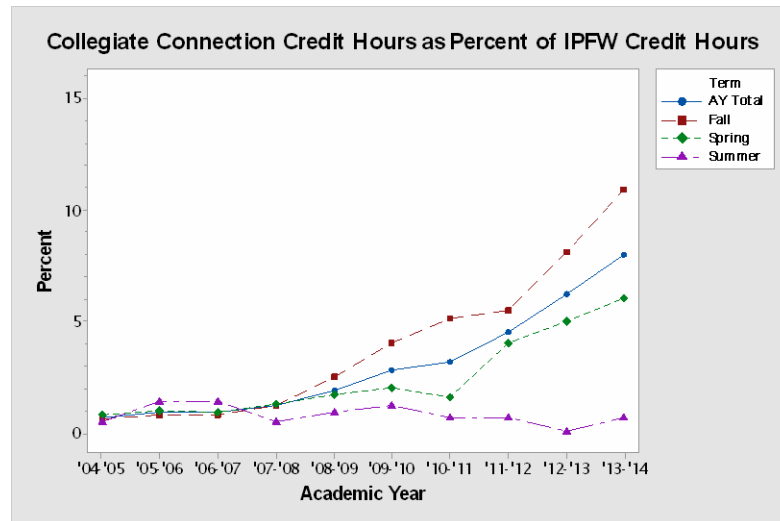


Figure 4 shows that a growing percentage of IPFW’s credit hours is due to CC, primarily students in the School Based Program. For the 2013-2014 academic year these students took

approximately 11% and 6% of the fall and spring credit hours, respectively. Clearly the impact of the program growth is more dramatic in IPFW head count than in credit hours.

Figure 4: Percent of IPFW Student Credit Hours represented by Collegiate Connection Students



Since IPFW is not the only institution participating in the School Based Program, consider the profile of Dual Credit experience for IPFW’s high school admits. In Figure 5 high school admits are classified according to their dual credit status by academic year. Note that academic year is labelled so that 2007 represents the 2006-2007 year. A student’s Dual Credit Status is denoted using: Red = no Dual Credit hours, Yellow = only IPFW Dual Credit hours, Green = Only Dual Credit Hours from Other Institutions, and Blue = Dual Credit from both IPFW and Other Institutions. While initially numbers of high school admits were increasing, the numbers have declined since the 2010-2011 academic year. Also, the number of high school admits with no Dual Credit has declined since 2008-2009. Not surprisingly, the number of students with Dual Credit from IPFW has steadily increased.

Figure 5: Number of High School Admits Classified by Dual Credit Status

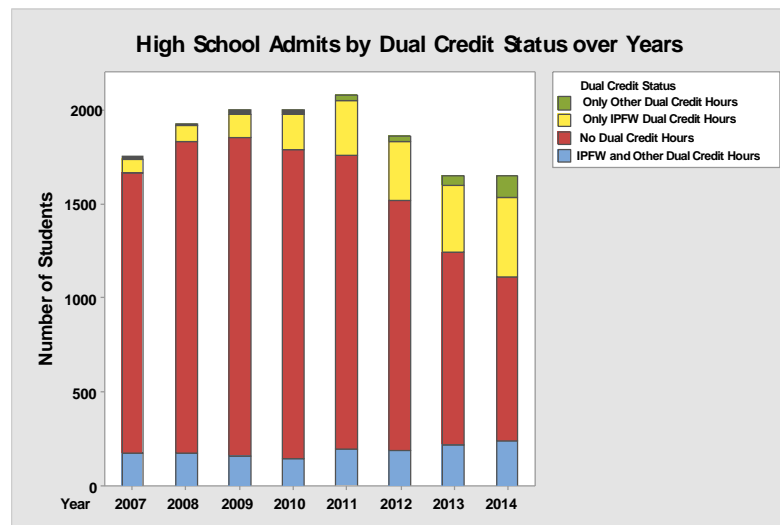
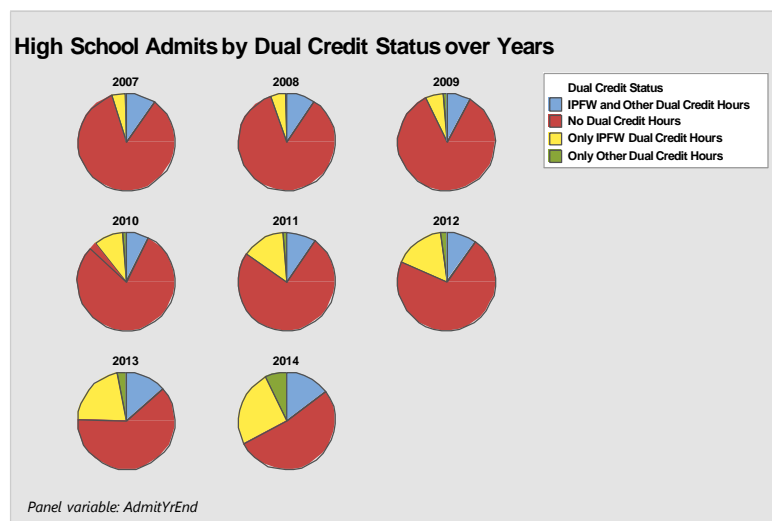


Figure 6 displays similar information about this classification as the portion of the distribution. By the 2013-2014 academic year, the percentage of students admitted directly from high school with no Dual Credit had decreased to 52.6%. Students admitted with Dual Credit from IPFW (25.6%) and from IPFW and Other Institutions (14.7%) made up over 40% of the high school admits in that same year. This stands in stark contrast to the 2006-2007 year when the vast majority (85.4%) of high school admits had no Dual Credit earned.

Figure 6: Distribution of High School Admits Classified by Dual Credit Status



Retention and Graduation Rates:

Various metrics for student success concern retention and progress to graduation. To explore the relationship between participation in Dual Credit and retention, Figure 7 displays freshman fall semester to sophomore fall semester retention rates for students classified according to Dual Credit status. Clearly, retention rates are lowest for those students having no Dual Credit courses. However the next lowest retention rates are for those students who have taken Dual Credit Courses only from IPFW. Recall that this was also the next largest group of students among the four categories. The highest retention rates are found in the small group of students who have only Dual Credit from other schools.

Since not every high school student is eligible to enroll in Dual Credit, cohorts for each academic year were created consisting of students who: (1) earned a high school GPA of at least 3.0 on a four point scale, and (2) finished in the top 50% of their high school class. Cohort students were categorized by those with Dual Credit versus those with no Dual Credit. Not every high school reports GPA and/or high school percentile, so the cohort sizes ranged from 89 to 479 for those with Dual Credit and 307 to 763 for those without Dual Credit. Figure 8 displays freshman fall semester to sophomore fall semester retention rates for these cohorts. The retention rate for those students in the cohort with Dual Credit is from 4.8% to 12.5% higher than the retention rate for

those with no Dual Credit. So comparing students with more similar high school credentials still demonstrates that students with Dual Credit are retained at a higher rate.

Figure 7: Freshman to Sophomore Year Retention Rates by Dual Credit Status

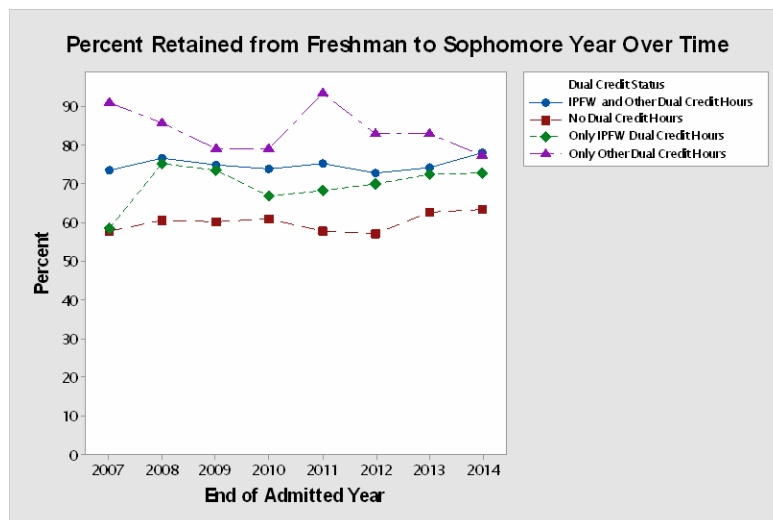


Figure 8: Freshman to Sophomore Year Retention Rates for Cohorts

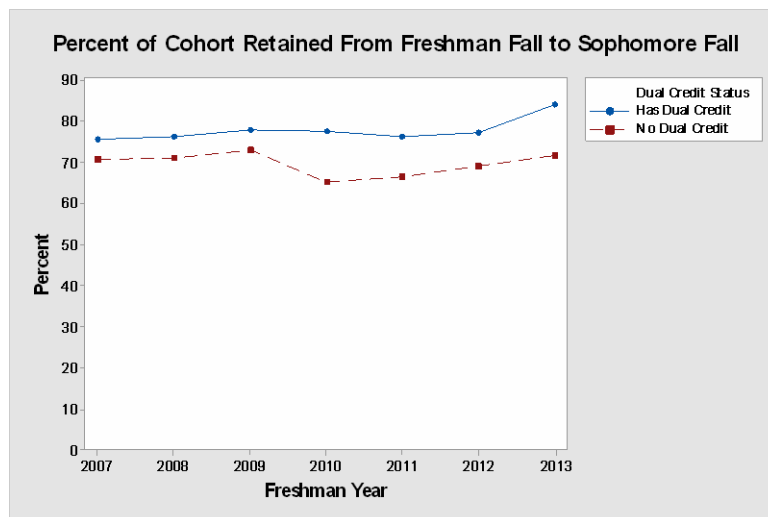


Figure 9 shows the percent of all high school admitted students who earn a Bachelor's degree within four years, separated by Dual Credit status. Note that the End of Admitted Year = 2008 indicates that the student was admitted in the 2007-2008 academic year. Clearly, the graduation rates are the lowest for those students who have not taken any Dual Credit. The next lowest rates are for those taking only IPFW Dual Credit, with a few exceptions. Figure 10 displays the same

information as Figure 9 for the cohort of students described above. Not surprisingly, the graduation rates are again higher for those students who have taken some Dual Credit.

Figure 9: Percent Earning a Bachelor's Degree within Four Years by Dual Credit Status

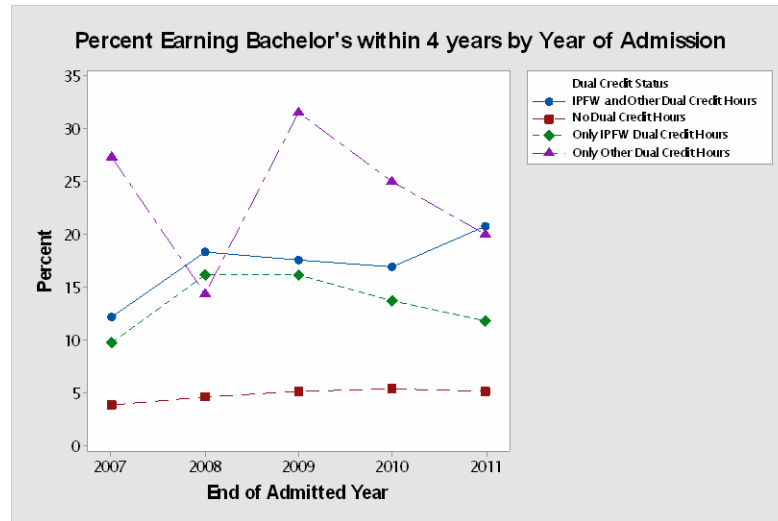
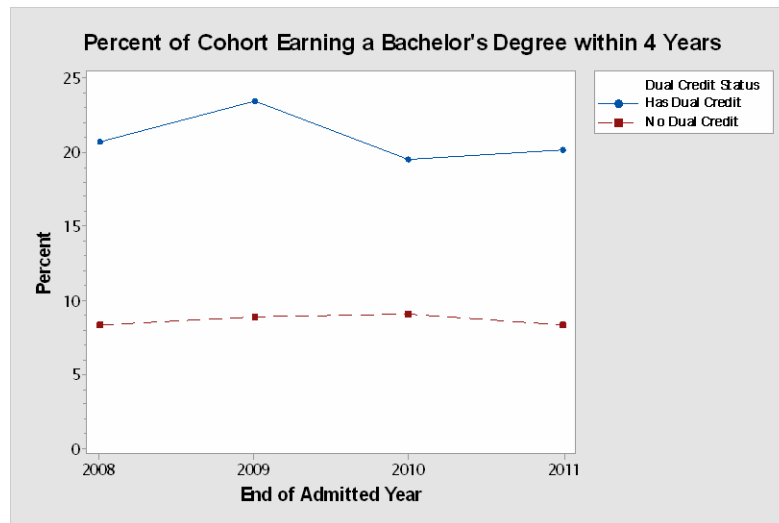


Figure 10: Percent of Cohort Earning a Bachelor's Degree within Four Years



A question that remains unanswered is how students who have taken Dual Credit perform in follow-up courses once enrolled at IPFW. Since some Dual Credit courses may be prerequisites to IPFW courses at the sophomore level and higher, it is essential that students taking these courses in the high school are appropriately prepared.

Suggestions to Consider for the Improvement of the Program

(1) Faculty Qualifications

A common teacher appointment criterion is that the degree be in the discipline or a related discipline. We suggest adding the following columns to the DC and LTL Teacher Credential Reporting Templates: (1) area or discipline of the highest degree attained; (2) number of graduate credits earned for those working toward a graduate degree.

(2) Budgetary Constraints

A pressing concern is the issue of maintaining the level expertise of the DC faculty working force. Recent moves by the legislature to remove incentives for teachers attaining a Master's degree have resulted in a significant withdrawal of high school teachers pursuing these degrees. A further study of the historical trend in overall percent of teachers with Master's is pressing. DC faculty themselves have raised this issue. The concern as far as resources is that IPFW may not be able to deliver its mission in the concurrent enrollment program at the quality associated with the Indiana and Purdue brands.

Because of budgetary constraints IPFW was forced to remove its match of tuition remission for Dual Credit teachers having development plans to complete Graduate programs at IPFW. A System-wide funded plan for professional development of prospective dual-credit teachers may be needed to address the issue.

(3) Recruitment, Retention and Graduation

Several additional sources of data may provide insight into the answer to "What percent of these students were influenced to come to IPFW because of the CC experience?" An investigation of whether Dual Credit has increased the percentage of students from participating high schools who enroll as IPFW degree seeking students is suggested, in light of implemented recruitment practices, may yield some effective strategies for increasing these enrollment rates.

While retention and graduation rates are important metrics to consider, another measure of the quality of the program is the success rates of Dual Credit students in subsequent courses. A suggestion is to conduct a study of student performance in courses for which a Dual Credit course is a prerequisite.

(4) Quality Concerns

The quality of the program should be an important concern in any discussion related to the Dual Credit Program. The committee suggests experimenting with other models of Collegiate Connection faculty collaboration and supervision. In several discipline areas it is very difficult to recruit high school faculty who possess the Master's degree requirement in the subject area or related subject. It is recommended that the program experiment with developing a model of utilizing faculty from the university as master

teachers who will collaborate with the high school faculty in the delivery of the course. This collaborative work may involve offering lectures on site or remotely, providing more guidance in the development of classroom activities including lectures, class discussions, student in-class work, and class simulations. This model will not only enhance the quality of the course, but also establish a greater connection between the high school faculty and students, and IPFW faculty. This model of delivery will further differentiate the IPFW brand as providing more of the college experience in the high school classroom. These master teachers from the campus should receive a stipend to pay for their services that are offered in this more extensive collaborative model of delivery of the course.

(5) Accreditation

IPFW is accredited by the National Alliance of Concurrent Enrollment Partnerships. As such, NACEP requires that: “Instructors teaching college or university courses through the concurrent enrollment program meet the academic requirements for faculty and instructors teaching in the sponsoring postsecondary institution.” This standard is not required by other Dual Credit-providing institutions of higher education in Northeast Indiana, which leaves IPFW unable to partner with many teachers lacking degree requirements that end up becoming certified by institutions without these standards. IPFW should develop a strategy of how our accreditation standards should be used moving forward given that accreditation is not a requirement for Dual Credit in Indiana. Should our higher standards be highlighted to persuade school districts to partner with IPFW on Dual Credit? Should IPFW work with NACEP to promote its standards as a baseline accreditation for all institutions in Indiana with the Indiana Commission on Higher Education, state legislators, and Department of Education? Should IPFW abandon its NACEP accreditation?