

**BOARD OF REGENTS**  
**BRIEFING PAPER**  
**Dual and Concurrent Enrollment Pricing**

**BACKGROUND & POLICY CONTEXT OF ISSUE:**

Dual enrollment programs provide students the opportunity to earn credit for college-level courses that also count towards graduation requirements for a high school diploma, accelerating learning and lowering the cost and time of earning a college degree. Dual and concurrent enrollment are terms that are often used interchangeably whereby high school students are earning college-credits but will be defined specifically herein for the policy proposal. Currently, students with access to dual/concurrent enrollment programs have the option to take as little as one college course to as many needed to earn an associate degree by the time they have completed their senior year of high school. In some cases, students may travel to a local higher education institution to take courses alongside college students, while others may take college-level courses on their high school campus.

In many states, dual enrollment has been used to accelerate time to degree for high-achieving learners, and often served middle- or higher-income students. In many cases, the students who are likely to benefit the most — students of color and students from low-income backgrounds — are not participating at high levels. In recent years, Nevada has seen growth in the percent of minority students participating in dual/concurrent enrollment opportunities. However, recognizing that this strategy is beneficial for all students, particularly minority students, in November 2020 the Chancellor (in consultation with the Council of Presidents) and State Superintendent recommended that steps be taken to further expand dual/concurrent enrollment opportunities across Nevada supporting the Board’s strategic goals of access, success, and particularly of closing the achievement gap. Leading that effort with the Presidents and pursuant to the authority established in *Title 2, Chapter 1, Section 1.4.11*, the Chancellor, in partnership with the State Superintendent, established the ad hoc Dual Enrollment Task Force made up of representatives from K-12 and NSHE. The Task Force was charged with evaluating three areas that require immediate attention in order to expand dual enrollment opportunities across the state: 1.) price; 2.) high school instructor qualifications (for concurrent enrollment); and 3.) school/district supports.

Regarding the matter of dual enrollment pricing, the Task Force was charged with developing recommendations that establish a standardized price for dual enrollment courses across all NSHE institutions. Currently, Board policy provides discretion to institutions to establish a discounted registration fee, and as a result, prices vary considerably by institution (even within the same institutional tier). The Task Force established a price subcommittee of NSHE representatives to review pricing for dual and concurrent enrollment courses and ultimately developed the pricing recommendations presented herein. In approaching this work, the price subcommittee adhered to certain principles when recommending standardized by prices:

- The pricing structure will recognize the differences in cost that are dependent on the particular course model utilized (concurrent or dual):
  - “Concurrent Enrollment” whereby the college-level course is taught by a high school instructor that is selected by the institution, typically resulting in a significantly lower cost. Currently, NSHE institutions pay high school instructors a stipend ranging from \$0 to \$500, depending on the agreement with the high school or district, and in some cases the district also pays a stipend to the high school instructor.

It is important to recognize that while the cost structure for concurrent enrollment courses is less than traditional dual enrollment, this difference is not a factor that impacts course quality as all NSHE institutions monitor instructor qualifications to ensure the integrity of courses. Course quality is further supported through instructor support structures and assessment of student learning outcomes that occurs on a regular basis.
  - “Dual Enrollment” is a course taught by a NSHE instructor and may be delivered on the high school campus, college campus, or hybrid, for which a portion of the class is remotely

delivered. Because the courses are taught by NSHE faculty, the cost structure is higher than for concurrent enrollment.

- Traditionally, the base registration fee varies by institution type (community college, state college, and universities), reflecting cost structures that vary by institution predominantly due to differences in faculty salary costs. The discounted registration fees recommended by the price subcommittee reflect the differences in cost by institution type for dual enrollment, where the course is taught by an NSHE instructor.
- Fees charged for dual enrollment should cover costs related to course delivery and are intended for formal dual enrollment programs that are established through an agreement between the high school and college. The pricing proposal will not apply to student who independently enroll in NSHE courses and are not part of a dual enrollment cohort; however, institutions may utilize the dual enrollment pricing for independently enrolled students at their discretion.

In an effort to promote access, the price subcommittee agreed that institutions should be allowed to continue the practice of utilizing philanthropic dollars and institutional financial aid in the form of scholarships and/or grants, further reducing the cost to students. Further, the discounted base registration fee will be allocated to the various fee categories (State-Supported Operating Budget, General Improvement, Capital Improvement, Activities and Program, Student Access, and Student Association) proportionally as they are allocated in the *Procedures and Guidelines Manual*, Chapter 7, Section 16. In other words, as is the current practice, each category within the distribution of the base registration fee will be reduced by the amount the base registration fee has been discounted.

The pricing recommendations provided for in this proposal are for academic year 2022-23 and 2023-24 only. This will allow sufficient time for the registration fee discounts to be evaluated to determine if the prices need further adjustment for academic year 2024-25 and beyond. This is a first step in ensuring pricing consistency across the state.

#### **SPECIFIC ACTIONS BEING RECOMMENDED OR REQUESTED:**

Amend Board policy under *Title 4, Chapter 16, Section 2* to provide that institutions may offer early and/or dual/concurrent enrollment programs at a reduced registration fee so long as such fees cover the costs of the course or program and are approved by the Board. In addition, institutions may offer scholarships or grants to further reduce the cost to students. Further, amend Chapter 7 of the NSHE *Procedures and Guidelines Manual* to include a schedule of fees for dual and concurrent enrollment courses for academic years 2022-23 and 2023-24.

#### **IMPETUS (WHY NOW?):**

This proposal is brought forward as a result of the recommendation of Chancellor, State Superintendent, and Council of Presidents that dual/concurrent enrollment opportunities be expanded across the state in an effort to support closing the achievement gap. As a result of that recommendation, the ad hoc Dual Enrollment Task Force was created to address immediate issues, including the uneven dual/concurrent enrollment pricing structure that currently exists across NSHE institutions. The proposal provided for herein is the first step in establishing consistency pricing across NSHE institutions beginning in academic year 2022-23 through academic year 2023-24.

#### **CHECK THE NSHE STRATEGIC PLAN GOAL THAT IS SUPPORTED BY THIS REQUEST:**

- Access (Increase participation in post-secondary education)**
- Success (Increase student success)**
- Close the Achievement Gap (Close the achievement gap among underserved student populations)**
- Workforce (Collaboratively address the challenges of the workforce and industry education needs of Nevada)**
- Research (Co-develop solutions to the critical issues facing 21<sup>st</sup> century Nevada and raise the overall research profile)**
- Not Applicable to NSHE Strategic Plan Goals**

**INDICATE HOW THE PROPOSAL SUPPORTS THE SPECIFIC STRATEGIC PLAN GOAL**

The policy proposal supports early and dual/concurrent enrollment programs through a uniform pricing structure ensuring that students, regardless of location, will be charged a consistent price. NSHE and national data on dual and concurrent enrollment indicate that student who avail themselves of such opportunities are more likely to continue to college and when they do graduate at rates higher than those students who did not have a dual/concurrent enrollment experience in high school, supporting the Board’s goals of access, success, and closing the achievement gap.

**BULLET POINTS TO SUPPORT REQUEST/RECOMMENDATION:**

- Concurrent enrollment pricing aligns with the lower costs of providing high school students access to college-level courses, promoting student access and ultimately student success as students can earn credit for college-level coursework while in high school at a significantly reduced price of \$75 per course with no application fee or other student and/or special course fees.
- Dual enrollment (as defined in the P&G proposal) allows high school students to access traditional college-level courses at a reduced base registration fee and reduced student fees, also promoting student access and student success.
- Institutions are clearly authorized to award scholarships and grants, as is the current practice of many institutions, in an effort to further promote access by reducing the cost to the student.
- The proposed pricing structure ensures that dual enrollment pricing covers the cost of course delivery, promotes student access through consistent pricing, and ensures a financially viable program.
- The work of the Dual Enrollment Task Force is a first and significant step in expanding access to dual/concurrent enrollment across the state and addressing issues of immediate concern, including the current case of inconsistent pricing across NSHE institutions. The recommendations provided herein, if adopted, will be reviewed in 2023 at which time the efficacy of the pricing structure can be evaluated and adjusted as needed.

**POTENTIAL ARGUMENTS AGAINST THE REQUEST/RECOMMENDATION:**

None have been brought forward.

**ALTERNATIVE(S) TO WHAT IS BEING REQUESTED/RECOMMENDED:**

None have been brought forward at this time.

**RECOMMENDATION FROM THE CHANCELLOR’S OFFICE:**

The Chancellor’s Office supports the recommendation for uniform dual and concurrent enrollment pricing.

**COMPLIANCE WITH BOARD POLICY:**

- Consistent With Current Board Policy: Title # \_\_\_\_\_ Chapter # \_\_\_\_\_ Section # \_\_\_\_\_
- Amends Current Board Policy: *Title 4, Chapter 16, Section 2*
- Amends Current Procedures & Guidelines Manual: *Chapter 7, new Section 2*
- Other: \_\_\_\_\_
- Fiscal Impact: Yes \_\_\_\_\_ No \_\_\_\_\_  
Explain: \_\_\_\_\_

**POLICY PROPOSAL**  
**Title 4, Chapter 16, Section 2**

Dual/Concurrent and Early Enrollment for High School Students

Additions appear in *boldface italics*; deletions are [~~stricken~~ and bracketed]

**Section 2. Dual/Concurrent and Early Enrollment for High School Students**

Nevada's adoption of the Nevada Academic Content Standards will substantially increase the rigor and quality of education in Kindergarten through 12th grade in Nevada – a benefit to the State as a whole, but particularly to Nevada's students, higher education, and the business community. NSHE is committed to working with the secondary education community to help prepare students for post-secondary education and the workforce, including providing opportunities for earning college-level credit while in high school.

1. High school students may enroll in an NSHE college or university, subject to the approval of appropriate institution officials.
2. NSHE institutions shall work collaboratively and may enter into agreements or partnerships with school districts, public and private high schools, and charter schools to provide early and/or dual/*concurrent* enrollment opportunities, including, but not limited to “jump start” programs. [~~Agreements or partnerships may include offering programs or courses at a discounted registration fee. The registration fee must be approved by the President. Institutions must report biennially to the Board on the agreements or partnerships, including as applicable, the programs or courses offered, the number of high school students served, and the approved registration fees charged.~~] This Subsection does not preclude NSHE institutions from working collaboratively with school districts, local public and private high schools or charter schools to develop high school courses designed to prepare high school students for post-secondary education.
3. *NSHE institutions may offer early and/or dual enrollment programs and courses to high school students at a reduced registration fee that appropriately cover the costs of the course or program, subject to the approval of the Board. Institutions may promote access to early and/or dual enrollment programs by establishing scholarship and/or grant programs to reduce the cost to students.*
4. High school graduates identified as Career and Technical Education (CTE) Program Completers who have earned a State Certificate of Skill Attainment may be given college credits for high school work based on written, articulated program agreements with the Department of Education. This does not preclude local agreements between a community college with a school or school district for granting college credit for: 1) expanded credit programs; or 2) basic CTE credits if:
  - a. The CTE program is approved by the State Board of Education; and
  - b. A state end-of-program assessment is not available.

Except as otherwise provided herein, grades for all CTE articulated credit shall be S/U. Upon the request of a student seeking transfer to another postsecondary institution, an institution may assign a grade point value on a case-by-case basis.

[4] 5. High school students who have been officially excused from compulsory school attendance on the condition of equivalent instruction outside the school (e.g., home school) may be admitted and may enroll if, on a case-by-case basis, it is determined that the student is:

- a. Equivalent to a high school junior or senior and receives approval from the appropriate institution official; or
- b. Equivalent to a level below a high school junior and is identified by the institution as academically gifted or talented.

[5] 6. Each college or university may establish performance or testing standards to determine readiness for enrollment or admission when other criteria for admission or enrollment are not met.

[6] 7. An NSHE institution may, on a limited basis, admit students who have been identified as possessing the abilities and skills necessary for advanced academic work in an alternative program of education for profoundly gifted and talented students that may include degree or non-degree options without reference to the credit limitations established elsewhere in Chapter 16.

[7] 8. For purposes of this Section:

- a. The term “high school student(s)” includes students enrolled in a Nevada public or private high school, students enrolled in grades 9, 10, 11, and 12 in a charter school in Nevada, and students formally enrolled in a Nevada school district sponsored program designed to meet the requirements of an adult standard diploma.
- b. Dual/*concurrent* enrollment refers to courses or programs for which a high school student receives credit from an NSHE institution and credit toward the total number of credits required for graduation from the high school or the charter school.
- c. Early enrollment refers to courses or programs for which a high school student receives credit from an NSHE institution, but may not necessarily receive credit towards graduation from the high school or the charter school.

***NSHE Procedures and Guidelines Manual***  
**CHAPTER 7, new SECTION 2**  
**Dual and Concurrent Enrollment Fees**

Additions appear in ***boldface italics***; deletions are [~~stricken~~ and bracketed]

***Section 2. Dual and Concurrent Enrollment Fees***

1. *Fees established in this section are effective for academic year 2022-23 and 2023-24 only.*
2. *All NSHE institutions will charge \$75 per course for concurrent enrollment courses with no additional student and/or special course fees.*
3. *The following schedule will be utilized for dual enrollment courses:*

<b><i><u>Institution Tier</u></i></b>	<b><i><u>Per Credit Registration Fee</u></i></b>	<b><i><u>Other Fees</u></i></b>
<b><i>Universities</i></b>	<b><i>\$150/credit</i></b>	<b><i>Technology fee (regular and iNtegrate); any special course fees associated with an individual course</i></b>
<b><i>State College</i></b>	<b><i>\$118/credit</i></b>	
<b><i>Community Colleges</i></b>	<b><i>\$85/credit</i></b>	

***Institutions may utilize this pricing for Nevada high school students who are independently enrolled in an NSHE course that is not offered through a formally established dual enrollment program.***

4. ***For the purpose of this section, the term:***
  - a. ***“Concurrent enrollment course” means a postsecondary course taught at a high school by a high school instructor mutually agreed upon by the NSHE institution and high school.***
  - b. ***“Dual enrollment course” means a postsecondary course taught by an NSHE instructor on the high school campus or NSHE campus through a formally established dual enrollment program.***
5. ***Students enrolled in dual or concurrent enrollment courses and/or programs will not be charged an application fee.***

RENUMBER SECTION 2 THROUGH 22 AS SECTIONS 3 THROUGH 23.