Dual Credit in Illinois: Ensuring a Quality Expansion

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An instructional arrangement where an academically qualified high school student enrolls in a college-level course and, upon successful course completion, concurrently earns both college credit and high school credit.

A college course, offered for high school credit

**NOT VICE-VERSA**
What are the benefits of Dual Credit?

- Better Access
- Lower Cost
- Improved curricula
- Better partnerships

Borden, Taylor, Park, & Seller (2013). Dual Credit in U.S. Higher Education
Models of Dual Credit

Model A • Taught at high school, by high school teacher

Model B • Taught at high school, by college instructor

Model C • Taught at college, by college instructor
Growth in Dual Credit (DC) Nationwide (2002-03 to 2010-11)

- 75% rise in DC enrollment, from 1.16M to 2.04M
- 81% rise in public HSs offering DC, up from 71%
- 77% of DC enrollment in HSs, up from 74%
http://www.iccb.org/pdf/reports/FY13_Dual_Credit_Data_Tables.pdf
## Data and Statewide Trends

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Range</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Courses</strong></td>
<td>9,076</td>
<td>0 – 853</td>
<td>189</td>
</tr>
<tr>
<td><strong>Enrollments (duplicated)</strong></td>
<td>93,722</td>
<td>0 – 13,751</td>
<td>1,953</td>
</tr>
</tbody>
</table>

[http://www.iccb.org/pdf/reports/FY13_Dual_Credit_Data_Tables.pdf](http://www.iccb.org/pdf/reports/FY13_Dual_Credit_Data_Tables.pdf)
**Enrollments – FY 2012**

- **Top 10 Colleges**
  - 53,206
  - 61%

- **Bottom 38 Colleges**
  - 34,365
  - 39%
ENROLLMENTS – FY 2013

Top 10 Colleges

55,386
59%

Bottom 38 Colleges

38,336
41%

http://www.iccb.org/pdf/reports/FY13_Dual_Credit_Data_Tables.pdf
## Course Enrollment Patterns – FY 2013

<table>
<thead>
<tr>
<th>PCS Code</th>
<th># of Enrollments</th>
<th>% of Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Transfer</td>
<td>54,996</td>
<td>58.7%</td>
</tr>
<tr>
<td>1.2 CTE</td>
<td>38,726</td>
<td>41.3%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>93,722</td>
<td></td>
</tr>
</tbody>
</table>

Based upon The Program Classification System - or PCS code:

- 1.1 Baccalaureate/Transfer Instruction
- 1.2 Occupational/Technical Instruction

http://www.iccb.org/pdf/reports/FY13_Dual_Credit_Data_Tables.pdf
High School Students Taking Community College Courses (Unduplicated)

ISBE: http://www.isbe.net/research/htmls hs_college_courses.htm
## Top 10 Enrollments – FY 2012

<table>
<thead>
<tr>
<th>Course</th>
<th>Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>11,267</td>
</tr>
<tr>
<td>General Office</td>
<td>4,583</td>
</tr>
<tr>
<td>Mathematics General</td>
<td>3,919</td>
</tr>
<tr>
<td>Spanish Language and Lit</td>
<td>3,562</td>
</tr>
<tr>
<td>Psychology General</td>
<td>3,359</td>
</tr>
<tr>
<td>Speech and Rhetorical Studies</td>
<td>3,210</td>
</tr>
<tr>
<td>Welding Technology/Welder</td>
<td>2,756</td>
</tr>
<tr>
<td>American History</td>
<td>2,636</td>
</tr>
<tr>
<td>Nurse/Nursing Assistant/Aide</td>
<td>2,446</td>
</tr>
<tr>
<td>Business Office Automation</td>
<td>2,390</td>
</tr>
</tbody>
</table>

ICCB Administrative Rules

A. State Laws, Regulations, Accreditation Standards

B. Instructors ✅

C. Qualification of Students ✅

D. Placement Testing and Prerequisites ✅

E. Course Offerings ✅

F. Course Requirements

G. Concurrent Enrollment

Nationally -- Who Pays?

- Postsecondary institutions (77%)
- Parents and students (66%)
- High school and public school districts (44%)
- The State (38%)
- Other sources (10%)

Marken et al. (2013)
National Funding for Dual Credit Enrollment

- 24 states offer direct funding
  - 7 more offer direct funding for specific programs
- 19 states regulate tuition & fees
  - 4 more regulate tuition & fees for specific programs
- 10 states have textbook provisions
  - 4 more have textbook provisions for specific programs

Borden, Taylor, Park, & Seller (2013). *Dual Credit in U.S. Higher Education*
Who Pays for Dual Credit in Illinois?

50% colleges charge tuition or fees

- 47% charge fees
- 36% charge tuition for some courses
- 28% charge tuition for some courses and fees

[Pie chart showing 50% do not charge and 50% do charge]
Exchange of Funds

- 69% colleges report no exchange of funds
- 22% colleges report exchange of funds
- 9% no response
Reasons Funds are Exchanged

- High schools pay college application fee
- Colleges pay high schools a stipend if a high school teacher teaches the course
- High schools pay the college stipend if a college instructor teaches the course
- High schools pay students’ tuition
Textbook and Course Materials

- Students Pay for All: 17%
- Students Pay for Some: 44%
- Students Do Not Pay: 39%
College Admin & Overhead Costs

* Vary from <$10,000 to >$250,000 Per College
  * College administrative salaries
  * Personnel salaries for placement testing, articulation, data, scheduling, etc.
  * Instructor stipends for teaching, orientation, and professional development
  * Instructor and administrative travel
Purpose:

* To support the **development**, enhanced **delivery** and **evaluation** of local dual credit programs and to **expand student access** to higher education while maintaining high academic standards.
**OBJECTIVES**

1. Plan and implement **new dual credit offerings in existing locations** based upon student needs and founded upon local partnerships.

2. Plan and implement **dual credit offerings in disciplines, locations, or high schools where dual credit has never been conducted** in the applying district, based upon student needs and founded upon local partnerships.

3. Develop, support and utilize **innovative instructional models** that have not been attempted in dual credit classrooms in the applying district.

4. Engage secondary and postsecondary faculty in **curriculum alignment and articulation activities** related specifically to current and new dual credit offerings.

5. Support the **recruitment efforts of qualified faculty** to teach dual credit and qualified students to enroll in dual credit.

6. Provide **professional development** to dual credit faculty and administrators.

7. **Assess the effectiveness** of dual credit programs through the development of or investment in evaluation metrics and methods.
Dual Credit Enhancement Grant

FY 2014
Maximum Award $10,000
40/48 Applied
25 Funded - $250,000

FY 2015
Maximum Award $10,000
40/48 Applied
36 Funded - $340,000
“... develop CTE dual credit programs through the creation of new partnerships with the District Career Centers where there is currently no dual credit offered. The goal is to develop at least one program of study containing at least two dual credit courses at each center.”

“... will form a Dual Credit Alignment Task Force that will engage secondary and postsecondary faculty in continuous curricula alignment of existing courses and the alignment of new subject matters.”
“Instructional model in which dual credit students would receive lecture instruction at their high school with the dual credit faculty and attend the lab portion of the course at the college receiving instruction from the college faculty.”

“Create electronic library of current and past agreements to assess trends, as well as develop student success reporting capabilities.”
PROJECT HIGHLIGHTS

“Form a Dual Credit Advisory Committee comprised of administrators and faculty.”

“Analyze data on the percentage of high school graduates who currently earn early college credit to define a baseline and determine areas of need.”
“College instructors will provide professional development, coursework, and pedagogy training for instructors recruited to teach the course among the participating high schools.

- Tuition will be waived for participating teachers,
- Stipend upon successful completion of the course
- Qualify as adjunct instructors credentialed to teach the new course.”
“... will invite dual credit high school instructors to attend collaborative meetings with college instructors to compare curriculum, articulation and rigor.”

“... develop a blended instructional delivery model that features 67-75% classroom instruction and 25-33% in aide-supported, on-site computer labs at participating high school.”
Instructor Qualifications

- Faculty Qualifications is an issue
  - State Rules and Regulations
  - Higher Learning Commission
- Building a Cohort for Teachers
Dual Credit: Multiple Stakeholders

- Student
- Accreditors
- Colleges / Universities
- Parents
- State
- High Schools
Questions?