

# ILLINOIS DUAL CREDIT UPDATE

May 9, 2017  
10:00-11:00 AM



# Agenda

- Administrative Rules
- Dual Credit Landscape in Illinois
- Dual Credit Expansion Efforts
  - Whitney Thompson, Director for Career and Technical Education, ICCB
  - Dr. Ashley Becker, Senior Director for Academic Affairs, ICCB
- ILACEP Updates
  - Dr. David Naze, ILACEP President, Joliet Junior College
- Accelerate College, a Local Dual Credit Model
  - Dr. Mia Hardy, Elgin Community College

# What is Dual Credit?

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***

# 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

# Who can teach dual credit?

## **Section 1501.507 (b)**

The instructors for these courses shall be selected, employed, and evaluated by the community college. They shall be selected from individuals with appropriate credentials and demonstrated teaching competencies at the college level. For transfer courses (1.1 PCS), these qualifications include a minimum of a Master's Degree with 18 graduate hours appropriate to the academic field of study or discipline in which they are teaching. For CTE (1.2 PCS) courses, these qualifications include 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field.

## **Dual Credit Quality Act**

- **Instructors teaching credit-bearing college-level courses for dual credit must meet the same academic credential requirements as faculty teaching on campus and need not meet certification requirements set out in Article 21 of the School Code.**
- **Every dual credit course must be reviewed annually by faculty through the appropriate department to ensure consistency with campus courses.**

# Who can take dual credit?

## Section 1501.507 (c)

Students accepted for enrollment in college-level courses must have appropriate academic qualifications, a high level of motivation and adequate time to devote to studying a college-level course. The students' course selections shall be made in consultation with high school counselors and/or principals are restricted to students who are able to demonstrate readiness for college-level work, as determined by placement procedures consistent with those that would be used with college level students. The students shall meet all college criteria and follow all college procedures for enrolling in courses. *Credit hours generated by freshman and sophomore students for dual credit courses are not eligible for reimbursement.*

### Dual Credit Quality Act:

- Students must meet the same academic criteria as those enrolled in credit-bearing college courses, including taking appropriate placement testing.

# What courses can be offered as dual credit?

## **Section 1501.507(e)**

Courses shall be selected from transfer courses that have been articulated with baccalaureate institutions in Illinois or from courses in ICCB approved certificate or associate in applied science degree programs.

### **Dual Credit Quality Act**

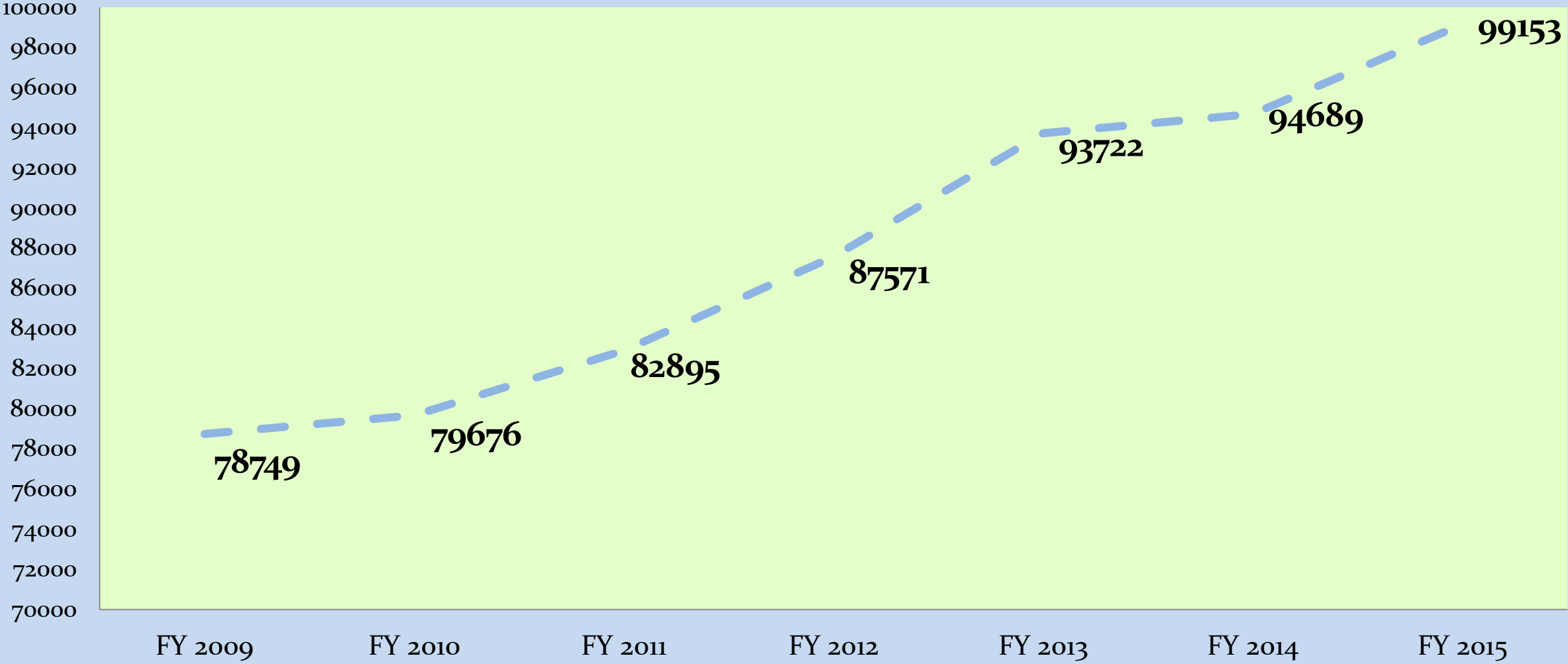
- **Course content must be the same as that required for credit-bearing college courses.**
- **Learning outcomes must be the same as for credit-bearing college courses and be appropriately measured.**

What does dual credit look like in Illinois?



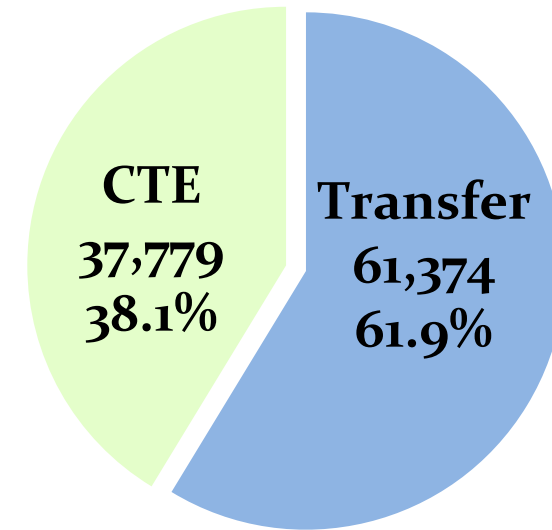


# STATEWIDE ENROLLMENTS



# Course Enrollment Patterns – FY 2015

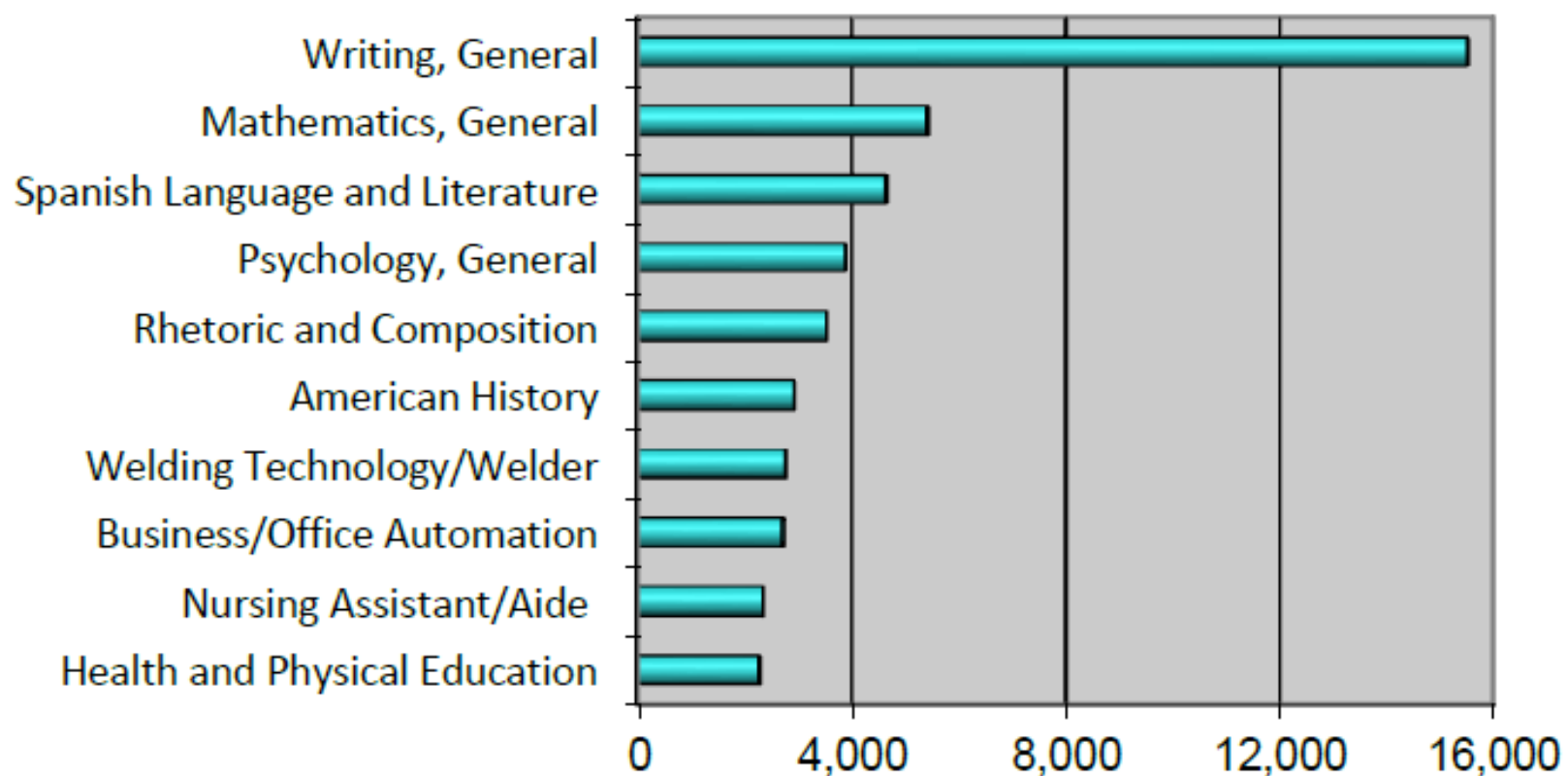
| PCS Code            | # of Enrollments | % of Enrollments |
|---------------------|------------------|------------------|
| <b>1.1</b> Transfer | 61,374           | 61.9%            |
| <b>1.2</b> CTE      | 37,779           | 38.1%            |
| <b>TOTAL</b>        | <b>99,153</b>    |                  |



Each course offered at Illinois community colleges is classified according to The *Program Classification System* - or PCS code:

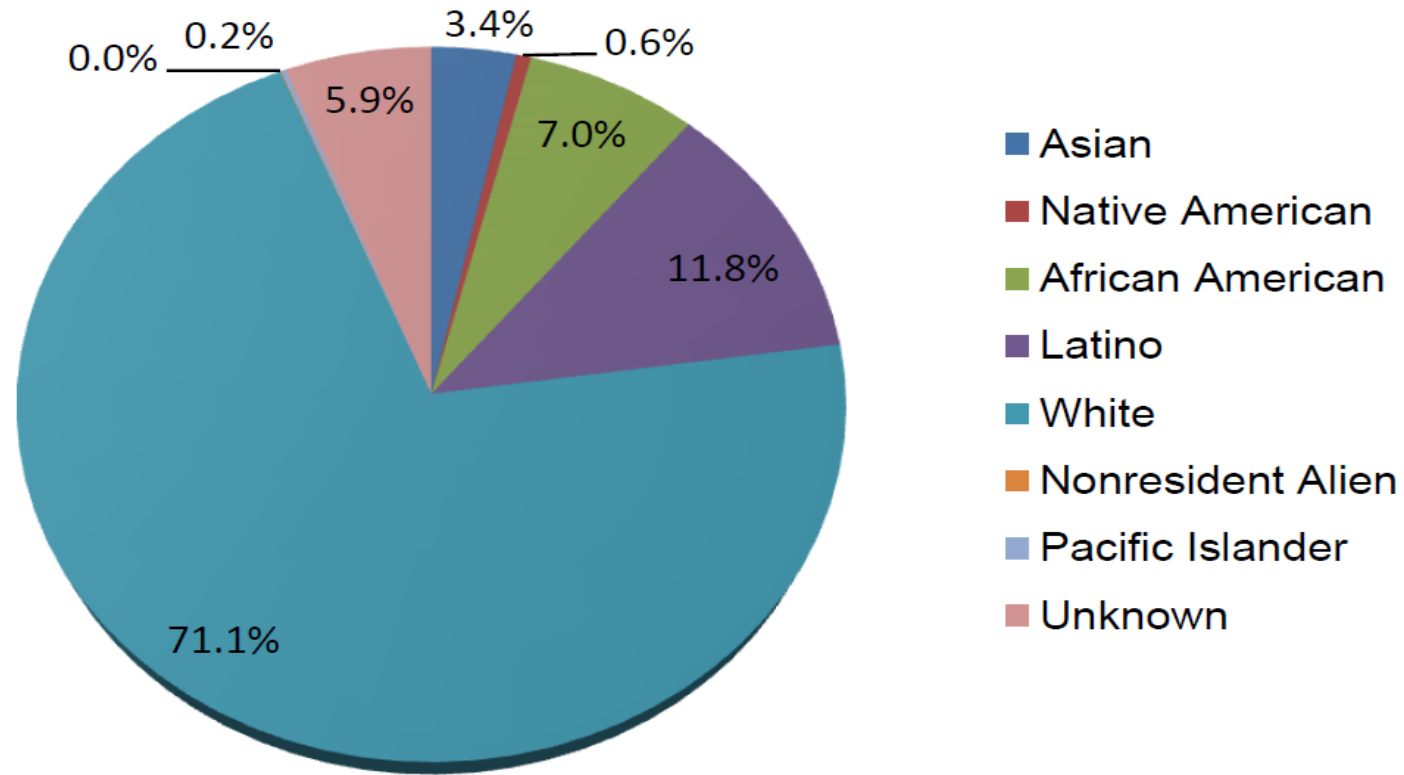
- 1.1 Baccalaureate/Transfer Instruction
- 1.2 Occupational/Technical Instruction

**Figure 5. Top Ten Dual Credit Course Enrollments  
Fiscal Year 2015**



Source of Data: ICCB SU/SR Records

**Figure 1. Race/Ethnicity of High School Students  
Taking Dual Credit Courses  
Fiscal Year 2015**



**Source of Data: ICCB Annual Enrolment and Completion (A1) Data**

Why is dual credit so important?

# Benefits of Dual Credit

Research has found that students who took dual credit courses in high school were more likely to:

- Graduate from high school,
- Enroll in college,
- Start college in a 4-year institution,
- Enroll in college fulltime, and
- Stay in college at least two years.

**College Readiness  
Persistence  
Completion**

# Benefits of Dual Credit

## College Readiness

- Realization of real expectations<sup>1</sup>
- Higher first year GPA.<sup>2</sup>

## Persistence

- Higher college participation rate
- Continue to the second year at a higher rate
- Accumulate more college credit <sup>3</sup>

## Completion

- Decreases time to a degree and lowers college cost
- Attrition rate increases for students with less than 20 credit hours by the end of their first year. “6 is good, 9 is better, and 12 is a guarantee of momentum.” <sup>4</sup>

# How does the State support dual credit?

## Dual Credit Enhancement Grant

### Objectives:

- Plan and implement new dual credit offerings
- Develop, support and utilize innovative instructional models
- Curriculum alignment
- Support the recruitment efforts of qualified faculty and students
- Provide professional development
- Assess the effectiveness of dual credit



# How to Expand Dual Credit Offerings?

# Dual Credit Secondary Faculty Requirements

- In June of 2015, The Higher Learning Commission (HLC) revised rules for Dual Credit Faculty Requirements to assure academic quality by requiring institutions to demonstrate that faculty members who deliver college-level content are appropriately qualified to do so.
- Under HLC's Dual Credit Faculty requirements, an institution must demonstrate responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through a process designed to promote continuous improvement.
- Specifically, institutions are expected to ensure all courses are rigorous, faculty are qualified for all of its dual credit programs, and assure that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
- Therefore, all high school faculty seeking to teach dual credit courses must have a Master's degree in content area or a Master's degree plus 18 graduate credit hours in content area he or she teaches or wishes to teach in.

# Dual Credit Secondary Survey

In the fall of 2016, the Illinois Community College Board in partnership with the Illinois State Board of Education and the Illinois Board of Higher Education conducted a survey on dual credit throughout the state. The survey was sent out by the Illinois State Board of Education to all high school teachers across the state.

# New Collaborations

- Currently, the Illinois Community College Board is working with Northern Illinois University, Governor State University, and Southern Illinois University Carbondale to develop 18 hour graduate certificates in Mathematics, Science, and English.
- Through this partnership, the Illinois Community College Board and its partners hope to have an online and hybrid graduate certificate and Master's degree programs offered for the upcoming 17-18 school year.
- Without our partners, Illinois secondary and postsecondary institutions will not be able to have access to quality and flexible postsecondary Master's programs and certificates to assist high school teachers with obtaining the proper credentials to teach dual credit courses.

# How to Expand Dual Credit Offerings

## Current Staff

- Work with current high school teachers already eligible to teach dual credit.

## Credentialing

- Identify key areas for teachers and recruit them to seek credentials to teach dual credit.

## Assistance/Grants

- Work with ICCB and IBHE on developing relationships to address your needs.

## Dual Enrollment Opportunities

- Many institutions offer college-level courses to students while in high school.

# Questions?

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