

# Dual Credit Symposia

Sponsored by the Illinois Community College Board

# Dual Credit Symposia

April 24, 2013

- Chicago, IL

May 6, 2013

- Lewis & Clark  
Community College

May 7, 2013

- Lincoln Land  
Community College



## AGENDA

1. Dual Credit Standards in Illinois
2. The Impact of Dual Credit and Dual Enrollment: What Do We Know?
3. Understanding NACEP's National Standards for Program Quality and Peer Review Accreditation Process
4. Q & A

# Dual Credit Standards in Illinois

The Basics

Quality Standards

Issues

Data and Statewide Trends



# THE BASICS

- Definition of Dual Credit
- Dual Credit vs. Dual Enrollment
- Models of Dual Credit

# 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***

**ICCB Rule 1501.507(b)(11)-Credit Hour Claims**

## Dual Credit Vs. Dual Enrollment

Concurrently earns college credit and high school credit

College credit is earned; High School credit is not necessarily awarded

Reflects strong / well established secondary –postsecondary articulation and alignment

Does not require or reflect secondary-postsecondary articulation or alignment

Students do not need to initiate contact or petition the high school to accept the credit

Often student initiated, not administratively facilitated

Courses are offered at the: college, high school, area career center, online or via distance learning

Courses are offered at the college

# 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



# QUALITY STANDARDS

- ICCB Administrative Rules
- Illinois Dual Credit Quality Act
- ICCB Recognition Process

GOOD  
BETTER  
**BEST**

# ICCB Dual Credit 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

*(1501.507-11 Credit Hour Grants)*

## A. State Laws, Regulations, Accreditation Standards

- State Laws
- ICCB Regulations
- HLC Accreditation Standards
- Local College Policies

All that apply to courses, instructional procedures and academic standards at the college apply to college-level courses offered by the college:

- On Campus
- Off Campus
- At Secondary Schools

## B. Instructors

- The instructors for these courses shall be:
  - 1) selected, employed and evaluated by the community college.
  - 2) selected from full-time and/or adjunct faculty with:
    - ✓ Appropriate credentials
    - ✓ Demonstrated teaching competencies at the college level



*\*High school instructors are often used as adjuncts  
Must meet community college faculty requirements.*

## C. Qualification of Students

Students accepted for enrollment in college-level courses must:



- Have appropriate academic qualifications
- Have a high level of motivation
- Have adequate time to devote to a college-level course
- Meet all college criteria
- Follow all college procedures for enrolling in courses

*“...ordinarily restricted to students in the junior and senior years of high school.”*

## D. Placement Testing and Prerequisites

- ❑ Dual credit students must satisfy all course placement tests or course prerequisites when applicable to assure that they have the same qualifications and preparation as other college students.

The logo for ACT, featuring the letters "ACT" in a bold, white, serif font with a red swoosh under the "A".

ACT®

The logo for CollegeBoard ACCUPLACER, featuring a blue outline of a person's head and shoulders, the text "CollegeBoard" in blue, and "ACCUPLACER" in blue below it.

CollegeBoard  
ACCUPLACER

The logo for COMPASS, featuring the word "COMPASS" in a bold, white, sans-serif font with a red swoosh below it.

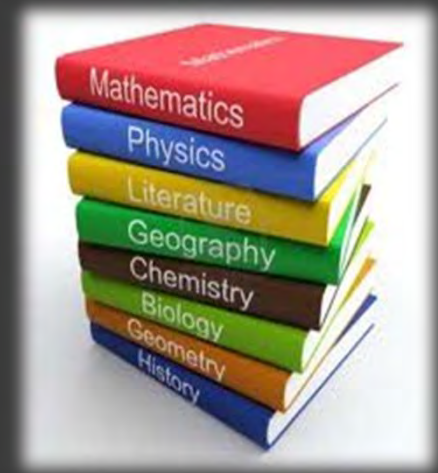
COMPASS®

## E. Course Offerings

- Dual credit courses can be either:
  - Transfer courses that have been articulated with senior institutions in Illinois

OR

- First-year courses in ICCB approved Associate in Applied Science (AAS) degree programs.



## F. Course Requirements

Dual credit courses must be the same as those offered on campus. Must have the same:

- Outlines
- Content
- Course Prerequisites
- Descriptions
- Requirements
- Learning Outcomes
- Methods of Evaluating Students

*Consistent with what's on campus.*



# DUAL CREDIT QUALITY ACT

**Impacts ALL institutions offering dual credit**

- **Universities (IBHE)**
- **Community Colleges (ICCB)**



# Purpose

- Reduce college costs
- Speed time to degree completion
- Improve/align HS curriculum with college and workplace expectations
- Facilitate transition between HS and college
- Enhance communication between HS and colleges
- Offer opportunities for improving degree attainment for underserved student populations

# Institutions

- **Must** adhere to the standards when offering dual credit
  - Standards based off ICCB Admin Rules and NACEP Standards.
- May adopt policies to protect the academic standing of students who are not successful in dual credit courses:
  - late withdrawal from a course
  - taking the course on a pass-fail basis

# 9 Standards

## Closely mirror ICCB Admin Rules

1. Instructors must meet same academic credential requirements as faculty teaching on campus
  - *need not meet certification requirements in Article 21 of School Code*
2. Instructors in career and technical education courses must possess the credentials and demonstrated teaching competencies appropriate to the field of instruction.
3. Students must meet the same academic criteria as those enrolled in credit-bearing college courses, including taking appropriate placement testing.
4. Course content must be the same as that required for credit-bearing college courses.

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## Standards Continued

5. Learning outcomes must be the same as for credit-bearing college courses and be appropriately measured.
6. Institutions shall provide high school instructors with an orientation in course curriculum, assessment methods, and administrative requirements .
7. Dual credit instructors must be given the opportunity to participate in all activities available to other adjunct faculty, including professional development, seminars, site visits, and internal communication.
8. Every dual credit course must be reviewed annually by faculty through the appropriate department to ensure consistency with campus courses.
9. Dual credit students must be assessed using methods consistent with students in traditional credit-bearing college courses.

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# ICCB RECOGNITION

**College policies and practices are monitored as part of the ICCB Recognition process**

# Five-year Cycle: 2011-2015

1. Colleges must be recognized to be eligible for state funding
2. Recognition evaluations assure that colleges are in compliance with ICCB Admin Rules
3. All colleges are evaluated on a select number of standards during the same five-year cycle
  - Dual credit included in the 2011-2015 cycle
    - Recognition Standard 1c – Dual Credit  
(Mirrors the 7 Administrative Rules on Dual Credit)

# Examples of what is evaluated

- Campus Dual Credit Policies
- College faculty records / ICCB faculty records
- College student records
- Articulation agreements
- Course outlines / syllabi
- College Recognition self-study



# ISSUES

- Fiscal
- Mixed Classes

# Fiscal Issues

- **Who pays . . .**

- In 1996, IL Community College Board amended the Admin Rules to allow community colleges to claim dual credit enrollments for credit hour grants, regardless of whether the high school included them in their Average Daily Attendance (ADA) claim
- Books, supplies, etc are still an issue . . .

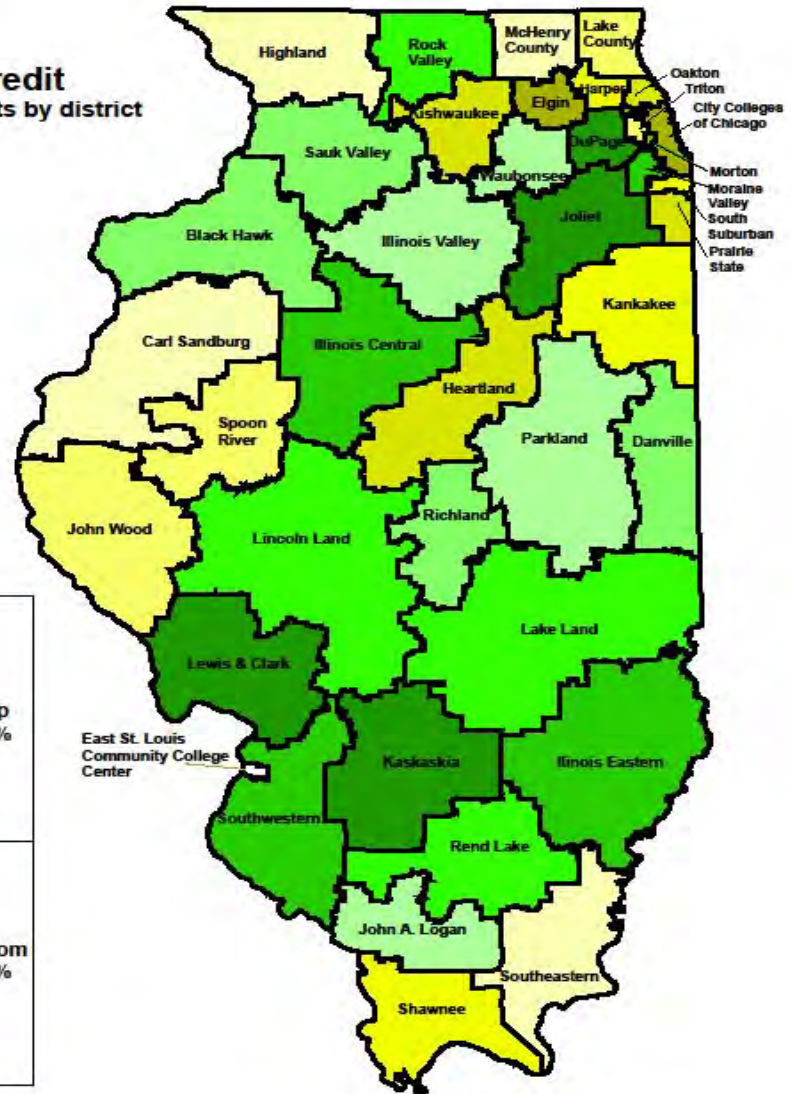
# Mixed Classes

- Defined as a situation where unqualified students are allowed to enroll in a dual credit course
  - *“Unqualified” refers to students who do not meet all of the college prerequisites*
    - *testing, previous course completion, etc.*

*The practice of offering “mixed” dual credit classes is prohibited by ICCB Administrative Rules 1501.507-11*

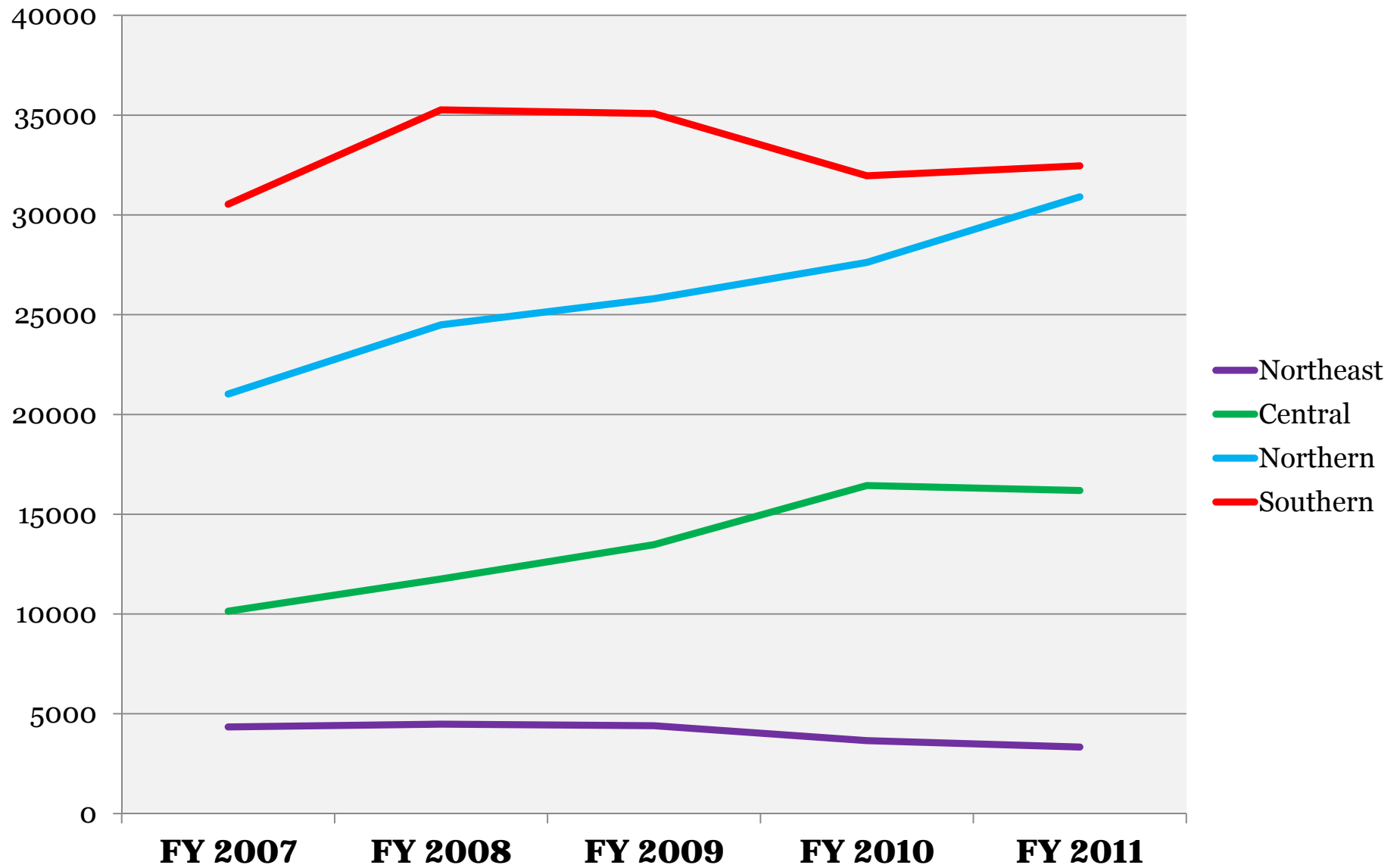
# DATA AND STATEWIDE TRENDS

Dual Credit enrollments by district  
FY 2011



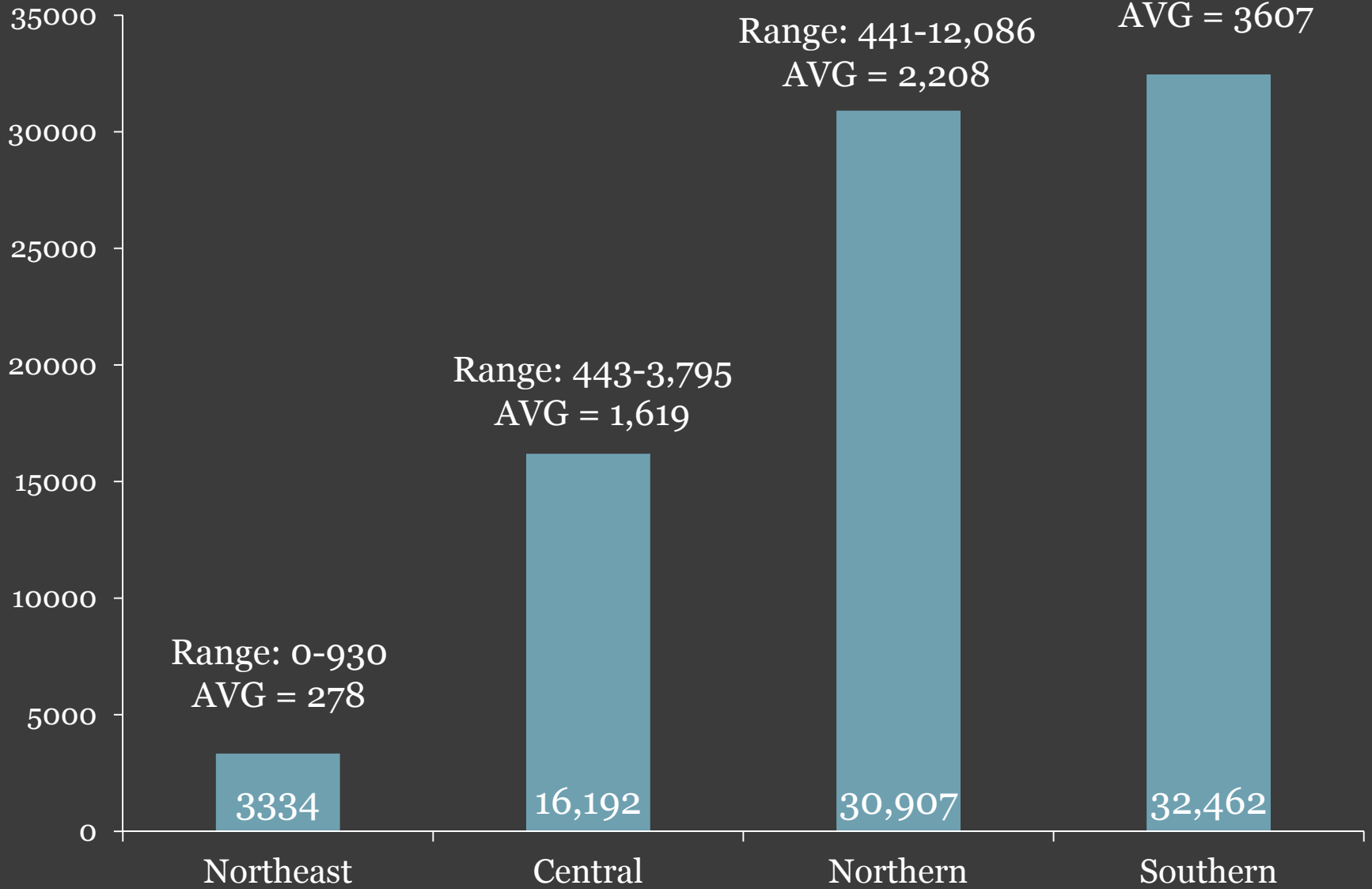
1	Top 50%
2	
3	
4	
5	
6	Bottom 50%
7	
8	
9	
10	

# Regional Enrollment Comparison



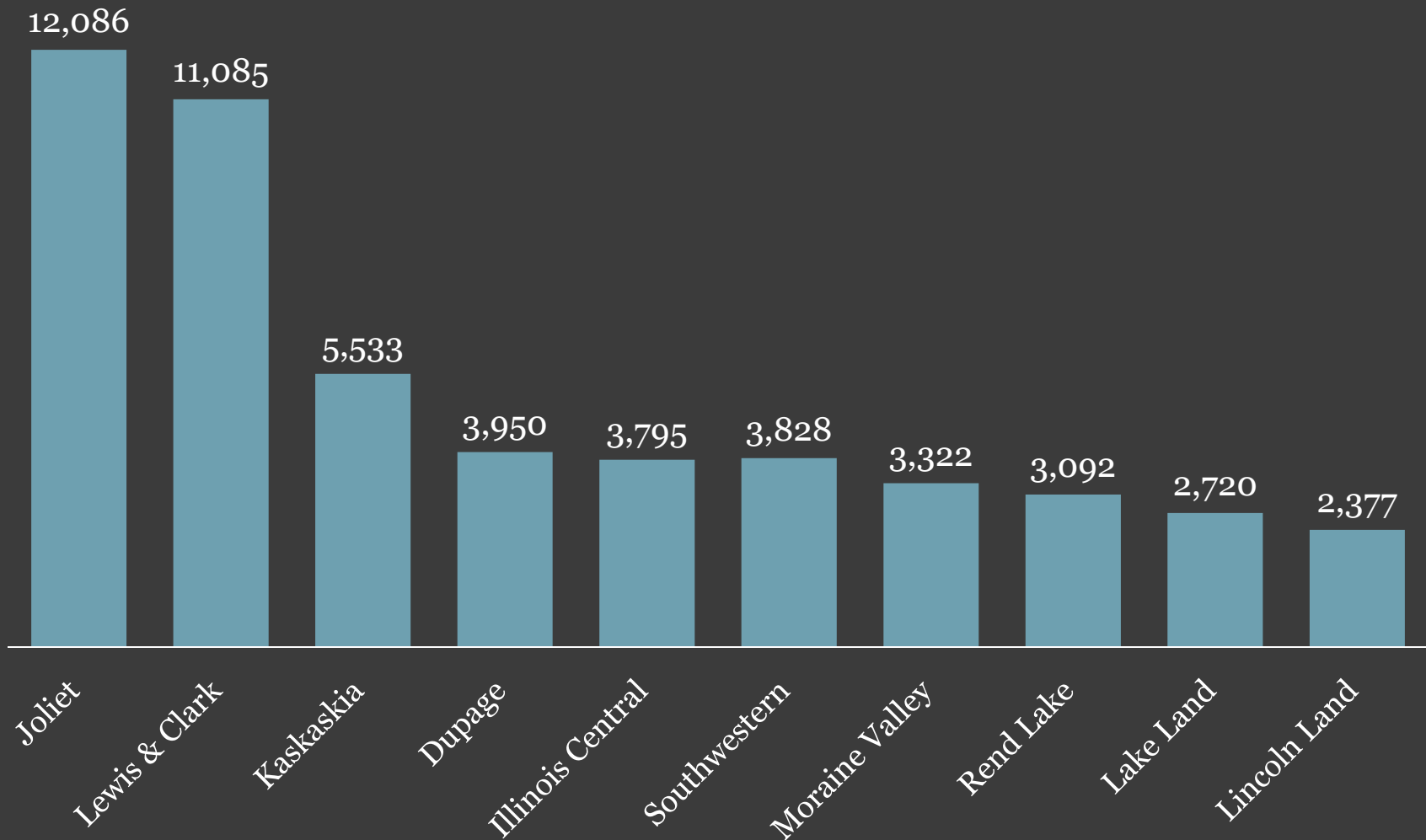


# FY 2011 Enrollments

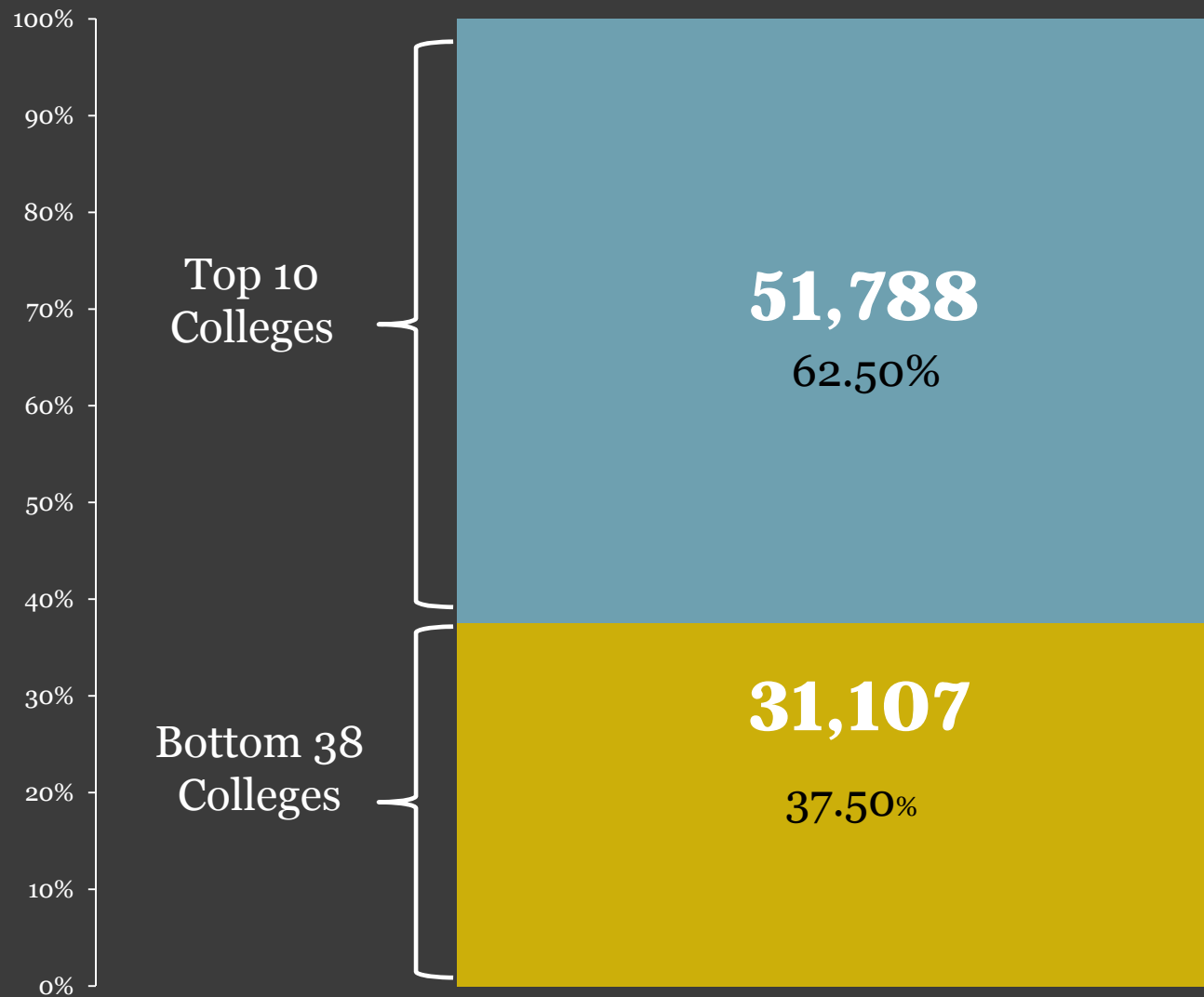


# Top 10 Colleges

## FY 2011 Dual Credit Enrollment

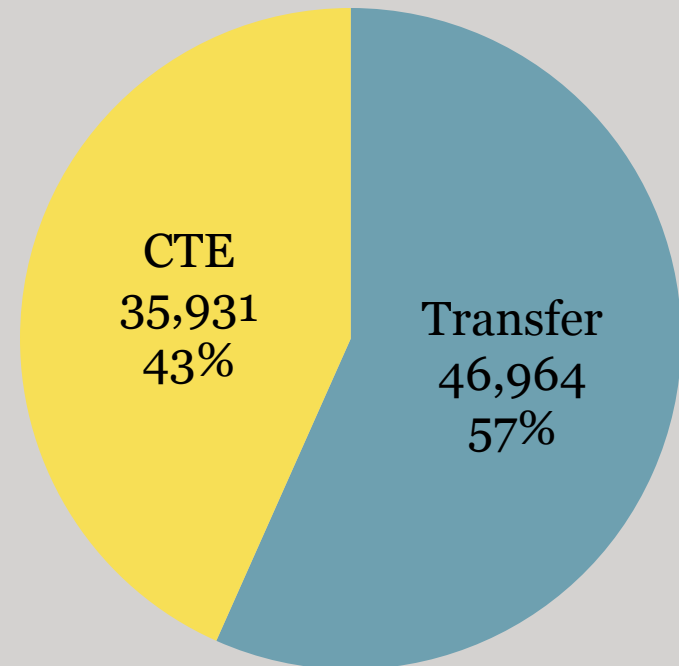


# FY 2011 Enrollments



# FY 2011 Course Enrollment Patterns

PCS Code	Enrollments	%
<b>1.1</b> Transfer	46,964	56.7%
<b>1.2</b> CTE	35,931	43.3%
<b>TOTAL</b>	<b>82,895</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

# FY 2011 Top Ten Enrollments

Course	Enrollments
English Composition	10,574
General Office	4,816
Mathematics General	3,659
Spanish Language and Lit	3,454
Psychology General	3,397
Speech and Rhetorical Studies	2,763
American History	2,659
Welding Technology/Welder	2,540
Business Office Automation	2,346
Nurse/Nursing Assistant/Aide	2,157

Source: <http://www.iccb.org/pdf/reports/DataTablesfy11.pdf>

# Future Direction

- Dual Credit Advisory Committee
- Peer to Peer sharing of Best Practices
- Track on Dual Credit at the Forum for Excellence
- NACEP Conference in Chicago, October 26-28, 2014

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