Dual Credit in Illinois: Making it Work

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by

Elisabeth Barnett
Douglas Gardner
Debra Bragg

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OCCRL
University of Illinois
at Urbana-Champaign
51 Gerty Drive, 129 CRC
Champaign, IL 61820
217-244-9390
occrl@uiuc.edu
http//occrl.ed.uiuc.edu

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Introduction

Dual credit programs were first established in the 1970s, gradually gaining popularity in the 1980s, and expanding enormously through the 1990s. These programs are designed to allow high school students to begin college-level coursework and simultaneously earn high school and college credit. While the original intent was to provide more challenging educational opportunities to advanced high school students, dual credit courses and programs are also used to decrease drop-out rates and ease the transition to college for "at risk" students (AASCU, 2002). Collaborative partnerships of secondary schools and community colleges have provided the leadership for the establishment of these programs.

As an approach, dual credit programs are still relatively new and untested. Despite this, they are becoming very widely available. In Illinois, 25,551 students were counted as enrolled in dual credit courses in the 2001-02 school year, an increase of about 100% from the previous year, and more than 10 times the number enrolled in 1991-92 (Andrews & Barnett, 2002). Not counting exam-based approaches such as Advanced Placement (AP), about half a million students are estimated to participate in these programs annually at the national level (Clark 2001).

While programs proliferate, practitioners and policy-makers scramble for sources of information on how to best structure these initiatives. The model holds great promise, but little is known on whether the desired outcomes are in fact occurring or whether some models and practices are more effective than others. This publication is designed to share information on the implementation of dual credit programs in Illinois and nationally. Its purpose is to serve as a resource for those working to create or improve these initiatives.

Benefits and Challenges

Many writers on dual credit programs describe the excitement that educators and policy makers feel about their potential to address a number of critical and emerging issues (AACSU, 2002; Andrews, 2001; Boswell, 2001; Clark, 2001; Pierce, 2002), such as:

- Reducing college costs for families and the state.
- Accelerating student progress toward degree completion.
- Providing greater challenges to advanced students.
- A more productive senior year of high school.
- Wider access to college resources and facilities, especially important to small, rural schools.
- Helping students to visualize themselves as "college material."
- Supporting college goals such as improved student recruitment, better community relations, and expansion into new, potentially fund-generating, areas.

On the other hand, areas of concern are frequently mentioned. The most pressing of these have to do with the quality of the courses offered, and how to insure they are truly at "college level." Other issues have to do with the transferability of credit, especially to 4-year universities, appropriate funding mechanisms, and the degree to which access is open to students of varying backgrounds and ability levels. Andrews and Mees (2001) conducted a study of all community college presidents in Illinois regarding dual credit, and found overwhelming support for these programs. However, the presidents' biggest concerns had to do with the need to maintain quality. Kim, Bragg, and Barnett (2003) asked Illinois state leaders about areas for program improvement, identifying quality assurance and secondary/postsecondary collaboration as the top concerns of the state.

Study of Best Practices in Dual Credit

To meet the needs of policy-makers and practitioners for information on how to implement dual credit initiatives effectively, a study was conducted in the spring of 2003 by the Office of Community College Research and Leadership (OCCRL) of the University of Illinois at Urbana-Champaign (Barnett, 2003b). One representative from each community college organization in Illinois (n=38) was interviewed by telephone to learn about key practices currently in use. Subsequently, four colleges were selected to participate in site visits conducted by a team of researchers interested in learning more about their implementation approaches. These colleges were chosen based upon the recommendations of their peers, numbers of students served, geographical diversity, and the presence of interesting or unusual program components (see Appendix A). During full day visits, interviews were conducted with college leadership, college program directors, high school partners, faculty, counselors, and other people supporting the effort. Case reports were prepared describing each college's program, and many of the findings are reported in this document.

For the purposes of this report, the information gathered in Illinois was analyzed and integrated with findings from previous state and national research on this topic. Thus, current information from multiple sources is included related to each of the major *decisions* that are made when structuring dual credit programs. It should be noted that the community colleges that were visited are mentioned by name most frequently, although other colleges may well be implementing similar practices.

Definitions

The terms dual credit and dual enrollment are often used interchangeably. For the purposes of this publication, they are differentiated along the lines of definitions derived through a Delphi study conducted by Kim, Bragg, and Barnett (2003), under the auspices of the Illinois Articulation project, a group organized by OCCRL in collaboration with the Illinois State Board of Education (ISBE) and the Illinois Community College Board (ICCB) to examine policy issues related to dual credit:

> **Dual credit:** Students receive both high school and college credit for a college-level class successfully completed.
>
> **Dual enrollment:** Students are concurrently enrolled (and taking some college-level classes) in high school and college. They may or may not receive high school credit for the college classes.

Scope of Dual Credit in Illinois

Dual credit programs in Illinois are guided and monitored by the Illinois Community College Board (ICCB), which establishes administrative rules (see *http://www.iccb.state.il.us/pdf/manuals/sysrules.pdf,* page 61), provides grant funding, and collects data on student and institutional participation. However, local decisions are made about scope and size of programs, resulting in great diversity in the approaches used around the state. In general, local control permits greater responsiveness to specific conditions and needs, but also results in more unevenness in a program's availability and in the quality with which it is implemented.

Colleges and Programs of Study

The following information on Illinois dual credit offerings comes from two sources. The first is a study of the characteristics of students participating in dual credit courses conducted by the Illinois State Board of Education (ISBE, 2000). The second is a year-end summary of activities that Illinois community colleges undertook as described in final reports submitted to the Illinois Community College Board (Barnett, 2003a):

- All 48 community colleges in the state offer some form of dual credit/enrollment.
- The colleges with the greatest number of participating students in 2000-2001 were: Lewis and Clark (21% of the state total), Lake Land (5%) and Triton (5%).
- In 2001-2002, community colleges reported that they had dual credit agreements with 483 secondary schools (73% of the total) and dual enrollment agreements with 375 schools (57% of the total).
- A total of 6,969 courses were offered statewide for dual credit or dual enrollment in 2001-2002.
- Students were enrolled in 29 subject areas in 2000-2001, the most popular being computer and information sciences (23% of total enrollments), English (14%), and business (12%).
- During 2001-2002, most students took courses offered in the high school (70%), while others attended courses on college campuses (26%), participated via distance learning (3%) or through the Internet (1%).
- Seventy-two percent of colleges offered both dual credit and dual enrollment courses in both transfer and career-technical education in 2001-2002.

Student Participation

The same two sources mentioned above indicated that student participation in dual credit or dual enrollment courses was as follows:

- There has been enormous growth in student numbers and credits awarded in the past decade. Total enrollments have doubled each of the past two years (2000-2001, 2001-2002).
- In 2001-2002, a total of 18,945 students attended college classes at their high schools, while 7,123 were enrolled in classes at a nearby college.
- Of all participating students in 2000-2001, 77% were white, 11% black, 8% Hispanic, and 2% of Asian origin.
- In 2000-2001, 52% of dual credit students were female and 48% were male.
- In 2000-2001, 36% of students were not charged tuition at all, 25% had their tuition paid by a school district, and 22% paid tuition themselves.
- Students earning dual credit in 2000-2001 resided in 94 of Illinois' 102 counties. Cook County was home to 3,146 or 27% of the total.
- There were important differences in participation by school, even in regions with significant overall involvement.
- State Accelerated College Enrollment grants supported full or partial tuition waivers for 17,006 students in 2001-2002.

Structuring Dual Credit Programs: Key Decisions

Community colleges implementing dual credit programs aspire to establish a system that reflects best practices and offers excellent opportunities to students. To accomplish this, they make a series of decisions on how to best structure various aspects of the initiative. In this section, information is presented on ten key decision areas related to dual credit program implementation. These areas were selected based on an extensive review of the research that has been done on this topic, and refined after conducting further research (see Appendix A) on the status of dual credit as implemented by community colleges in Illinois.

Decision 1. Program Approach

Dual credit programs may be set up in different ways depending on the priorities of the colleges and high schools involved, the outcomes desired, and a variety of local factors.

Decision 2. Organization and Funding

Dual credit programs may be located in a variety of college and high school offices, under the leadership of different people. There are also choices to be made related to management practices and funding streams.

Decision 3. Course Delivery

Courses may be delivered in high schools, on college campuses, or via distance/online learning technologies. They may be taught by high school or college faculty, and combine or separate their high school and college students.

Decision 4. Student Selection and Guidance

Students selected to participate in dual credit must be prepared to undertake and succeed in college level studies. Approaches on how to assess their readiness differ. Further, programs interested in serving traditionally underrepresented students have additional issues to consider.

Decision 5. Faculty Selection and Supervision

Those teaching dual credit courses must have the background needed to teach college level courses. Specific credentials and the means of assessing them vary among colleges. Colleges also differ in the ways that they interact with the faculty teaching these courses.

Decision 6. Quality Assurance

Dual credit courses, faculty, and assessments must be verifiably of college level to be acceptable for transfer to many postsecondary institutions. Systems for assuring that this standard is maintained differ among colleges.

Decision 7. Relationships with High Schools

The quality and type of the relationship between the college and participating high schools play a large role in how well the program is implemented.

Decision 8. Credit Award and Transfer

Credits earned may transfer more or less easily depending on a number of factors such as course type, subject matter, location, instructor, and inclusion in existing articulation systems.

Decision 9. Marketing and Public Information

Participation in dual credit programs is highly influenced by the level of support they enjoy among educators and by the extent to which the larger community is aware of them.

Decision 10. Monitoring and Evaluation

Systems to assess program progress can play an important role in assuring effectiveness and high quality implementation. A number of approaches may be used.

Decision 1. Program Approach

Why do colleges in Illinois offer dual credit?

A number of community colleges became interested in offering dual credit courses in the 1980s and earlier, perceiving some of the advantages discussed earlier. However, two changes in state policy spurred its rapid growth in recent years. In 1996, administrative rules changed to permit colleges to collect state funding for dually enrolled students, whether or not the secondary school received average daily attendance dollars. Subsequently, in 2001, the ICCB began offering Accelerated College Enrollment (ACE) grants, a further incentive to participation (Kerr, 2001).

Representatives of Illinois community colleges interviewed in the spring of 2003 (n=38) viewed dual credit programs as fitting very well with college missions (rated an average of 4.75 on a 5 point scale), and high among college priorities (rated an average of 4.5 on a 5 point scale; Barnett, 2003b).

What advantages do colleges associate with dual credit programs?

Illinois college representatives were asked, “How important do you think each of the following factors has been in encouraging your college to become involved in dual credit?” On a 1 (low) to 5 (high) scale, the following factors were rated as influential (Barnett, 2003b):

Dual credit is perceived as producing good results for students	4.4
Dual credit is perceived as helpful in recruiting students	4.1
Dual credit is perceived as a financial plus	3.9
Dual credit is perceived as popular in the community	3.7
Dual credit is perceived as associated with leading colleges	3.2

In a survey conducted in Illinois in 2001, community college chief academic officers were asked to name the greatest strengths of their dual credit programs. Of 45 respondents, 21 pointed to the relationships with local high schools, while 17 discussed the opportunities provided to students, and 7 the advantages for their colleges (Andrews, 2002).

How do dual credit programs fit into other college initiatives?

1. Dual credit is sometimes integrated with other activities and programs:
   a. When dual credit is provided for AP classes, students have increased confidence that they will actually receive college credit.

b. Tech Prep, when combined with dual credit, allows students to begin college-level career-oriented education early.

c. Industry credentialing, as with CISCO or A+ certification programs, may be combined with dual credit opportunities.

d. The Illinois Articulation Initiative (IAI) provides useful guidance on which courses have already been approved for statewide transfer.

e. There are several examples in Illinois of students moving as a cohort through dual credit programs providing them with additional opportunities and support, e.g., Daley College's Manufacturing Technology program and Kankakee Community College's TRIO program.

f. Colleges that perceive dual credit as contributing to student recruitment are more likely to have high numbers of students enrolled (Barnett, 2003b).

g. Distance or online courses may be offered for dual credit to high school students.

2. Dual credit may set the stage for other integrated efforts between colleges and high schools such as the development of joint campuses or programs (Barnett, 2003b).

What are some threats to the development of dual credit programs?

The following concerns about dual credit programs were expressed by 48 chief academic officers of Illinois community colleges in a survey conducted in 2001 (Andrews, 2002):

- The need for better and more funding (33%).
- Course and instructor quality (21%).
- Coordination with high schools (17%).
- University unwillingness to accept dual credits (17%).
- Student readiness for college level work (13%).
- Faculty concerns about the impact of dual credit on students or on their own jobs (17%).

Decision 2. Organization and Funding

Where are dual credit programs situated organizationally within Illinois community colleges?

Dual credit programs are housed in a number of different places within community colleges, including offices for Continuing Education (Lake Land), School-College Partnerships (Daley), Admissions (DuPage), Academic Affairs (Prairie State), Student Services (Heartland), and Workforce Development (Morton). The reasons for these placements have to do with institutional history and the reasons underlying the college's interest in dual credit. Many colleges have designated a point person for communication related to dual credit with those outside of the institution.

How are these programs administered in high schools?

Many dual credit programs in Illinois are enhanced by the involvement of designated liaisons within partnering high schools. These liaisons are often counselors, and they usually play an important role in the student selection process. Some may be compensated; most participate as part of their regular work. Lewis and Clark Community College has a unique, decentralized system for managing relationships with high schools. Five geographically dispersed Community Education Centers are responsible for working with assigned groups of schools (Barnett, 2003b).

How are dual credit programs funded?

In Illinois, colleges receive state funds based on student enrollments, Accelerated College Enrollment (ACE) grant funds, and student tuition. Net revenue to the college depends on the size of its program, levels of expenditures to maintain the program, and the amount of tuition that is waived. Per an administrative rule changes in 1996, high schools do not lose average daily attendance (ADA) funding from the state for students participating in college courses.

In some states, funding follows the student. For example, in Washington State, state ADA payments follow the student attending college, with the exception of 7% that the secondary schools keep for administrative costs. Colleges do not charge tuition for dually enrolled students (Hanson, 2001). Frazier (2001) noted a wide variety of systems in use nationally with different portions of the total cost picked up by students, schools districts, colleges, and taxpayers.

How are Accelerated College Enrollment (ACE) grants used?

ACE grants are primarily used to waive or reduce tuition paid by students to participate in dual credit courses. In the 2001-2002 year, 44% of colleges used ACE grant funds to completely waive tuition to students in these programs. Twenty-four percent of colleges reduced tuition charges between 25% and 75%, while an additional 32% used other tuition reduction formulas (Barnett, 2003a).

In 2001-2002, a total of 17,006 students were assisted with ACE grant funds, 67% of the total who were enrolled in dual credit or enrollment programs. Colleges estimated that they could have served an additional 4,173+ students with more funding (Barnett, 2003a).

Beginning in 2002, colleges were permitted to use ACE grants for limited other purposes related to P-16 initiatives. Most have chosen to continue using these funds exclusively or primarily to support dual credit programs (Barnett, 2003b).

What are some promising practices in the organization of dual credit programs?

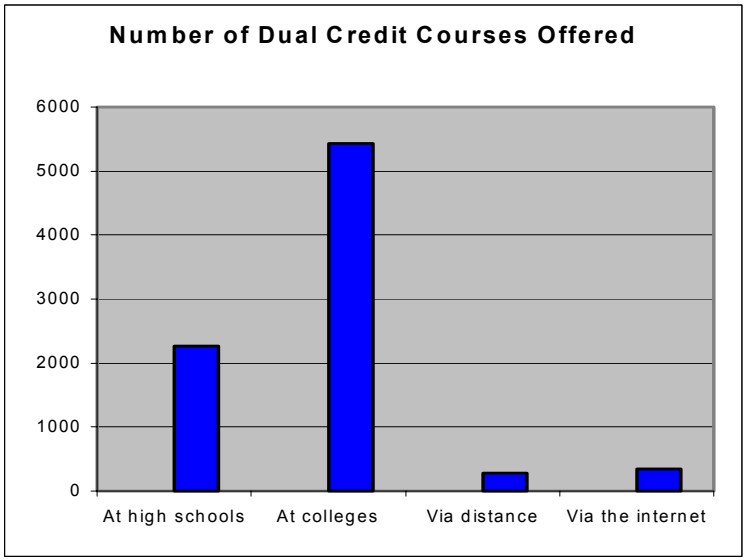
1. College textbook rental programs can reduce costs for students and high schools and insure that up-to-date, high quality textbooks are universally used. This feature is very attractive to school boards concerned with education budgets (Lake Land).
2. Extensive involvement of representatives of different college departments in the start-up of the program can create a cooperative, mutually supportive atmosphere within the college (Lake Land).
3. High school block scheduling makes it easier for students to participate in courses taught at the college (Moraine Valley).
4. Partnerships with businesses, based on a Tech Prep consortium model, can insure that dual credit courses prepare students well for existing jobs and provide supplemental financial resources (Daley).
5. Program development is enhanced by the use of strong management systems and standard forms for dual credit student admissions, class schedules, course withdrawal, placement testing, obtaining approval to offer a course, and providing information to instructors and parents (Lewis and Clark; Barnett, 2003b).

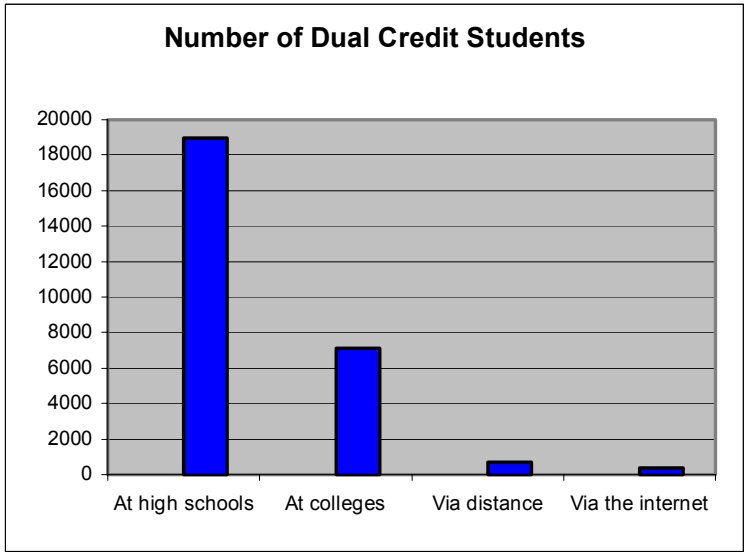
Decision 3. Course Delivery

Where are dual credit courses delivered?

In Illinois, the largest number of dual credit/enrollment *courses* are taught on community college campuses, while the largest number of *students* take classes in their home high school. In 2001-2002, the distribution of courses and students was as follows (Barnett 2003a):

- At high schools — 2,263 courses — 18,945 students
- On college campuses — 5,435 courses — 7,123 students
- Via distance learning — 276 courses — 687 students
- Via the Internet — 344 courses — 369 students





What kinds of courses are offered for dual credit?

Both transfer and career technical education (CTE) courses are offered for dual credit in Illinois. The most popular courses in terms of student numbers in 2000- 2001 (those with statewide enrollments over 750; ISBE, 2000) were:

Transfer courses	**Students enrolled**
English Language and Literature	2,593
Social Sciences and History	1,153
Math	1,012
Psychology	875

CTE courses	**Students enrolled**
Computer and Information Sciences	4,218
Business Management/Admin. Services	2,150
Trade and Industrial	1,792
Health	792

How are courses selected?

In most cases, high schools select courses to fill curricular gaps and expand opportunities for students. They often opt for courses that they would like to offer, but could not fill, or for which they do not have needed equipment (e.g. automotive repair). Lake Land College uses a different approach. High school teachers who would like to offer a college course submit their credentials. These are reviewed and the teachers are informed of the courses they would be eligible to teach. Courses that transfer under the Illinois Articulation Initiative are preferred by many high schools and colleges. Others choose AP courses as ones that are already widely accepted as college-level courses (Barnett, 2003b).

Which type of course delivery is best for students?

According to Burns and Lewis (2000), students liked both high school and college-based dual credit courses, but were more satisfied with those offered on college campuses. Those attending on college campuses also showed gains in independence. Concern is sometimes expressed about students missing opportunities to participate in high school extracurricular activities if they spend extensive time at the college (Stone & Adams, 1999).

Decision 4. Student Selection and Guidance

How are students selected to participate in dual credit?

Of 30 Illinois colleges reporting how they determine student eligibility, many required students to attain minimum college placement test scores or meet other college admission standards (23 mentions) and there was also reliance on high school recommendations (20 mentions). Two-thirds of the total used multiple criteria (grades, grade level, placement testing, high school recommendation, etc.), with some using as many as five different factors (Barnett 2003a).

Colleges are often encouraged to think out the ramifications of having younger students on their campuses. Some recommendations include the establishment of a minimum age, involving parents in the admissions process, and making sure counselors are prepared to handle questions about transfer of credit to a variety of institutions (AASCU, 2002; Johnston & Kristovich, 1998).

How are students tested for college placement purposes?

Illinois community colleges generally use regular college placement exams to assess student readiness to take dual credit classes. Some may use testing only for entry to specific classes, or may require different scores for admission to different classes.

Colleges responded as follows when asked, “What is your policy regarding placement testing for dual credit/ enrollment students?” (Barnett, 2003a):

Responses to Question	Number Responding (n=32)
Students must pass the college placement exam.	9
Students must pass subject area placement tests for some courses.	18
Students must meet course prerequisites.	3
The same policy applies for all students.	10

How accessible are dual credit programs to different student groups?

According to Illinois community college representatives, access to dual credit for lower academic achievers is largely through Tech Prep and other career-technical education classes, many of which accept students with lower scores on placement exams; some developmental course offerings, usually without college credit; and a few classes on life skills, college success, and career choices (e.g., Lewis and Clark, Lake Land). Some cohort groups associated with TRIO/GEAR-UP at Kankakee Community College are taking dual credit courses; Chicago Project Excel participants include a large number of disadvantaged students (Barnett, 2003b).

Money can be a barrier to student access to these courses. Only 36% of students were not charged tuition in FY01 (ISBE, 2000). In addition, access is uneven geographically, depending on the level of interest shown by specific high schools and colleges (Barnett, 2003b).

What are some promising practices to improve student access to dual credit courses among Illinois colleges?

1. ACE grant funds increase the number of students whose tuition is waived or reduced.
2. Students are not charged for the first course they take on the college campus (Moraine Valley).
3. Online classes improve geographic access (Lake Land).
4. College placement testing held at high schools improves access for students, and also provides important information on college readiness (Lewis and Clark).
5. Dual credit courses offered in the high schools reduce barriers related to transportation or student discomfort with a change of setting.
6. Some programs, designed for at-risk students (New York's College Now, Massachusetts' Diploma Plus, and Washington's PATHNET), have developed ways to offer developmental courses before or along with regular college courses, with college credit offered for the latter.

Are high school students separated from college students?

Most dual credit students take courses at their home high schools. For those taking courses on college campuses, policies vary. Some colleges believe that high school students act more maturely when they are in classes with college students (e.g., Moraine Valley), while others prefer to separate the high school students (e.g., Daley).

Decision 5. Faculty Selection and Supervision

How are faculty selected and supervised?

Faculty teaching dual credit courses are almost universally expected to have the qualifications of an adjunct professor at the community college. Some colleges prefer employing current high school teachers, while others prefer that they be existing college faculty (Barnett, 2003a, 2003b). In addition, college department chairs generally provide guidance and training.

Community colleges reported the following answers to the question: "How do you select faculty to teach dual credit/enrollment courses?" in their annual reports to the state on dual credit (Barnett, 2003a):

Faculty Selection Requirements	Number of mentions or responses (n=31)
Require same qualifications as regular college faculty	22
Require courses to be taught by existing college faculty	6
Require high school teacher meet same qualifications as adjunct instructor	4

Other factors mentioned as important had to do with finding faculty who understand and are sensitive to teaching younger students, and being sure the faculty members really want to teach dual credit. One college needed faculty members with the skills to teach dual credit courses online. Another mentioned the importance of college faculty being certified to teach at the high school level in the particular program area. One summed up several of these points when commenting that faculty of dual credit courses need to be accessible, have appropriate credentials, and have adequate experience and willingness to teach students at the high school level.

What are areas of concern related to faculty selection?

High school teachers may be concerned about having college faculty teaching at the high school, sometimes fearing loss of jobs. In some locales, only certified teachers are permitted to teach in high schools. Some college faculty oppose allowing high school teachers to offer dual credit classes, expressing doubts that the classes will actually be taught at the college level (Stone & Adams, 1999).

Hebert (2001) conducted research on students in advanced college math classes in Florida. She found that students who took dual credit math courses (introductory college-level) taught by high school faculty received better grades in their advanced classes than those whose dual credit courses were taught by college faculty.

What are promising practices in the selection and supervision of dual credit course faculty?

1. Many potential problems between high school and college personnel seem to be resolved by good communication mechanisms such as regular, mutually respectful joint faculty meetings.
2. College mentors may be provided for high school faculty teaching dual credit (Rend Lake).
3. At Southwestern Illinois College, teachers from local high schools who are instructing in dual credit classes are routinely invited to the college to participate in faculty development activities (Fontenot, 2003).
4. Perceived advantages to high school teachers for teaching dual credit include access to college syllabi and resources, opportunities to teach advanced classes, a chance to interact with others in their discipline, and prestige associated with college faculty status (Barnett, 2003b).
5. Clear and easy administrative systems make faculty more comfortable with getting involved. Colleges may develop systems that keep paperwork to a minimum or websites to guide participating faculty (Barnett, 2003b).

Decision 6. Quality Assurance

According to Kim, Bragg, and Barnett (2003), the biggest concern related to the quality of dual credit courses has to do with ensuring that they are taught at the college level.

What is college level coursework?

1. According to Johnstone and Del Genio (2001), "[There] is a great similarity—indeed a virtual overlap—between the curricular content and the educational purposes of the last years of high school and the first years of college" (p. 19). Pierce (2001) observes that, "There is no universal agreement on the meaning of the phrase 'collegiate level' and yet it is used routinely as if there was" (p. 3).
2. College-level coursework is usually operationally defined as encompassing course content that is currently taught at a particular college for credit.

How do we assure that dual credit courses are equivalent to those taught on college campuses?

1. The Illinois Community College Board requires that the course outlines utilized for dual credit courses be the same as for courses offered on campus and at other off-campus sites. Course pre-requisites, descriptions, outlines, requirements, and methods of evaluating students must be the same as for on-campus offerings (Fontenot, 2003).
2. Many dual credit courses are those already offered on college campuses. In 2001-2002, 7,123 (26%) of Illinois dual credit students took classes on college campuses. These were almost always existing courses, with admission open to qualified high school students (Barnett, 2003a).
3. Almost all colleges have a review process based in the relevant academic department. Generally this is very similar to that used to assure quality in any course offered on- or off-site (Barnett, 2003b).
4. Colleges may use standards set by the National Alliance of Concurrent Enrollment Programs (NACEP) as a guideline in setting quality standards. See *http://www.nacep.org/pages/standards.html.*

What are colleges doing to insure high quality in their dual credit programs?

1. Course syllabi and teacher credentials are approved initially and then reviewed annually by college department heads (Lewis and Clark).
2. High school and college faculty have joint meetings at high schools to set up courses; faculty meet as a group and then by discipline (Moraine Valley).
3. Colleges may publish a list of the courses offered at high schools that have been determined to be equivalent to specific college courses (Lewis and Clark).
4. Illinois Articulation Initiative approved courses are selected as having already met statewide quality standards (at many colleges).
5. At some colleges, Advanced Placement (AP) courses are also approved for dual credit. The AP exam serves as a quality control measure (Moraine Valley).
6. Courses such as those for CISCO and A+ training use nationally standardized exams, another way of checking quality against national measures (Moraine Valley).
7. Classroom visits by college department heads may be conducted.

What are colleges doing to make sure that students are ready for college-level courses?

1. College placement tests are administered to students to make sure that they are ready for college level work (most colleges). Counselors often play an important role in assessing student readiness as well.
2. Washington's Running Start program found that many students and their parents do not have a realistic idea of the expectations and workload of a college environment. They are considering the creation of a "reality checklist" to help students to self-assess their readiness (S. Z. Hanson, personal communication, April 2002).
3. A number of colleges around the country build in "early warning systems" that enable students who find that they are not prepared for college-level work to drop a course before it goes on their record (e.g., Moraine Valley).

Decision 7. Relationships with High Schools

What partnerships currently exist?

As of the 2001-2002 academic year, dual credit agreements had been established by Illinois community colleges with 483 high schools or 73% of all Illinois high schools. Colleges had also established dual enrollment agreements with 375 high schools or 57% of all Illinois high schools. Colleges expected that they would form agreements with 69 new schools during FY03 (Barnett 2003a).

How well established are these relationships?

1. In FY01, 21 Illinois community college presidents highlighted high school/college partnerships as an important strength of their dual credit programs (Barnett, 2003a).
2. In 2003, 16 of 38 community college representatives interviewed mentioned strong relationships with high schools as an important aspect of "what's working well" (Barnett, 2003b).
3. Most dual credit/enrollment relationships are formalized as written agreements between the community college and its high school partners (e.g., Lewis and Clark, Lake Land).
4. Some education leaders have noted that collaboration between high schools and colleges may improve as a *result* of dual credit/enrollment, leading to other cooperative ventures (Andrews & Barnett, 2002).

What kind of support does dual credit have from different groups of educators?

In telephone interviews conducted in the spring of 2003, community college representatives rated the level of support for dual credit programs among different groups of educators in their region. They used a 1 (low) to 5 (high) scale to describe their perceptions of this support, with the following results (Barnett, 2003b):

Community college support for dual credit programs	
College leaders	4.7
College academic/transfer faculty	3.7
College career-technical faculty	4.5
High school support for dual credit programs	
High school leaders	4.3
High school faculty	3.8

What are some current promising practices?

As dual credit programs evolve, community colleges develop ways to develop strong relationships with their high school partners and improve administrative systems. The following are examples of useful practices:

1. Liaisons are appointed from the community college to specific high schools (Lewis and Clark).
2. Satellite centers located close to groups of high schools serve as points of contact (Lewis and Clark, Lincoln Land).
3. High school needs form the basis of program development; sometimes motivated by an interest in finding cost savings in response to budget cuts (Barnett, 2003b).
4. Lewis and Clark has a former superintendent on staff to build relationships and share information with superintendents and principals in the region (Barnett, 2003b)
5. Sharing resources can be helpful. Shawnee pays participating high schools $325 for each section of dual credit taught. Lake Land pays a stipend to liaisons (usually counselors) based in the high school (Barnett, 2003b).
6. Colleges are careful to avoid competition with existing high school programs. For example, at Prairie State all dual credit was originally in career and technical education because high schools already had strong AP programs.
7. High school faculty have traditionally had concerns about dual credit programs as they started up. Colleges have addressed this by developing programs at a slow pace with extensive consultation with faculty. Attention is paid to creating collegial relationships between college and high school faculty and being aware of “cross-cultural” issues (Barnett, 2003b).

Decision 8. Credit Award and Transfer

An area of difficulty in the use of dual credit has been the extent to which courses will transfer to postsecondary institutions other than the ones that originally offered them. Johnstone and Del Genio (2001) found that about half of four-year colleges nationwide do not allow credit earned in high school to be used toward college graduation. They note that, "Virtually all institutions, faculty and administrations alike, will respond favorably to the prospect of entering students better prepared in high school…. However, some institutions… will resist these courses substituting for their courses" (p.58). In contrast, in a nationwide study of dual credit, Frazier (2001) reported that 37 out of 50 state government officials interviewed indicated that "the transfer of credits was not a problem" (p. 10).

Do all students in these programs get both high school and college credit?

Students taking dual credit courses in Illinois generally receive both high school and college credit unless (Barnett, 2003b):

1. They receive less than the grade established by the high school and/or college as the minimum needed to receive dual credit, usually a B or a C (Moraine Valley).
2. They do not receive the required score on the college placement test (Lewis and Clark).
3. The course is offered at the college for college credit, but is not approved for high school credit. According to the ICCB administrative rules, the decision on whether to award high school credit is left to the high school.
4. They are in career-technical education fields not accepted for transfer by receiving institutions.

What courses are most or least likely to transfer?

1. All courses successfully completed will transfer to the college that offered the dual credit courses.
2. In Illinois, courses with an Illinois Articulation Initiative (IAI) course number generally transfer without difficulty to any postsecondary institution that is a participant in the agreement. It should be noted that courses may not transfer in the same way into different majors. More information is available on the IAI website at *www.itransfer.org*.
3. Career and technical education courses may not transfer to four-year colleges and universities.
4. Some universities are reluctant to accept courses for transfer that are considered to be among those required to qualify for admission (e.g. fourth year of high school English; Barnett, 2003b).

How can students improve their chances that credit will transfer?

Students and/or their counselors are advised to discuss the details of specific courses with the college(s) the student hopes to attend to obtain information on whether individual courses will be accepted for transfer (Barnett, 2003b).

How many credits do Illinois students earn?

In 2000-2001, 11,809 Illinois high school students earned a total of 13,675 *high school* credits (ISBE, 2000). Many individual dual credit program managers tell of students who have graduated from high school in Illinois with a semester or more of college credit.

How does dual credit compare with other ways to earn college credit in terms of transferability?

Advanced Placement (AP) credit, or other credit by exam (CLEP, IB) is readily accepted by most colleges and universities, although the test scores required by individual institutions may vary. However, some high schools report that many students do not score well enough on the AP exams to receive credit at some colleges and universities (Barnett, 2003b).

Students may also earn college while in high school through the use of articulated credit or credit-in escrow. In these systems, students earn credit that is actually awarded only if additional college level work is completed or other conditions are met. For a variety of reasons, Illinois students rarely end up receiving and benefiting from credits earned in this way (Barnett, 2003b)

Decision 9. Marketing and Public Information

What kind of support does dual credit have?

In telephone interviews, community college representatives rated the level of support for dual credit programs shown by different groups in their region. They used a 1 (low) to 5 (high) scale to describe their perceptions of this support, with the following results (Barnett, 2003b):

Support from parents	4.3
Support from students	4.1
Community support	3.4

One college representative that we interviewed noted, “Parents are very interested, they want me to come and speak to their groups; parents register that this has a strong impact on their pocket book; parents want their children to go to college and they want to find out the correct information.” A number of those interviewed attributed the lower rating for community support to the fact that dual credit is not widely known as yet.

How do community colleges approach marketing and public information on dual credit?

A number of colleges have attractive websites specific to their dual credit programs. Most are multi-purpose, while some focus on the needs of faculty teaching in these programs. Two examples of multi-purpose websites from Illinois are:

Lewis and Clark Community College	*www.lc.edu/HighSchoolPartnerships.nsf*
City College of Chicago—Daley College	*www.curie.getitgoin.com*

Two from other parts of the country are:

Bates Technical College in Tacoma, WA	*http://www.bates.ctc.edu/page.asp?view=2955*
Indiana University Online and Distance Education	*http://scs.indiana.edu/hs/hs_courses.html*

Other colleges offer targeted orientation sessions or share information on dual credit at student registration and parent nights. Some use brochures, posters, and other print materials. There has also been some press coverage of these programs.

What impact does the dual credit experience have on students' perceptions of the sponsoring college?

Two small follow-up studies in Illinois found that high school students who took dual credit courses at Rend Lake College and Illinois Valley Community College had dramatically improved impressions of the colleges after participating (Andrews, 2001).

What are some current promising practices?

1. Dual credit can lend prestige to other ventures and vice versa (Barnett, 2003b). For example:
    a. In some locales, Tech Prep coordinators are able to attract new students with the offer of dual credit.
    b. Advanced Placement (AP) classes are offered for dual credit, increasing the visibility and desirability of both.
    c. Special high school programs may incorporate opportunities for dual credit. Examples include career academies, TRIO programs, and summer bridge programs.
2. When parents are knowledgeable about dual credit, they are able to guide their children in selecting appropriate courses. In addition, there are less likely to be misunderstandings regarding credits earned at each of the two participating institutions. Some colleges write letters to parents to make sure that they understand the pros and cons of dual credit courses. A few have parents sign agreements as well (Barnett, 2003b).
3. Illinois community colleges that see dual credit as an asset for student recruitment have statistically significantly higher numbers of dual credit students (Barnett, 2003b).

Decision 10. Monitoring and Evaluation

Are colleges and high schools monitoring or evaluating their dual credit programs?

Community colleges and high schools have taken important steps to insure quality in most places, but are generally not building systems for assessment of their dual credit programs. Frazier (2001) found very little evidence of systematic evaluation in his review of state practices, and noted that evaluation would greatly assist in assuring program quality.

In response to a request from the Illinois Community College Board and for internal monitoring purposes, all Illinois community colleges collect data on student enrollments, courses offered, credits awarded, and location of course delivery. Similarly, high schools provide data on high school students enrolled in community college courses for high school credit to the Illinois State Board of Education every other year.

Quality control and evaluation of instruction is generally conducted in the same way as would be done for any other community college or high school course (Soder, 2000; Barnett 2003b).

What are some promising practices in program monitoring and evaluation?

1. Fontenot (2003) notes that student performance indicators at the classroom level have been implemented at a number of educational institutions. She observes that the Maricopa Community College District's Chemistry Instructional Council has developed a useful method for evaluating student performance. Twenty questions are included in every final exam to determine if selected chemistry classes, including those offered for dual credit, are meeting district standards.
2. The National Alliance for Concurrent Enrollment Programs (NACEP) has established a set of standards to be used in assessing or improving quality in dual credit programs. These are available on their website at *http://www.nacep.org/pages/standards.html*.
3. Research on student outcomes is facilitated by the ability of high schools and colleges to share information about students who are enrolled in both institutions without violating privacy laws.
4. Lake Land College assigns a special code to the records of dual credit students in order to track their progress through the college once they become regular enrollees.

What do we know about the outcomes of dual credit programs?

A limited number of studies have been done on dual credit that have suggested the following positive outcomes (Andrews, 2001, as quoted in Gardner, 2002):

1. There is extensive cooperation among high schools and colleges in the provision of dual credit opportunities.
2. Some students are finishing high school having completed 1-2 semesters of college work.
3. Few students have had difficulty in transferring their credits to higher education institutions.
4. Students report that the courses that they took for dual credit were at least as challenging as those taken subsequently at universities.

Running Start, Washington State's dual credit program, has found that students participating in dual credit courses perform as well as other college students in two-year institutions. They also perform equally well when they enter the University of Washington (Hanson, 2001).

Four Illinois Community Colleges Dual Credit Program Implementation

In the spring and summer of 2003, a team of researchers from the University of Illinois at Urbana-Champaign, the Illinois State Board of Education, and the Illinois Community College Board visited four colleges in Illinois to learn more about their dual credit programs. These colleges were selected based upon the recommendations of their peers, geographical location, and numbers of students served. Brief descriptions of their dual credit programs follow.

The four colleges are:

- LEWIS AND CLARK COMMUNITY COLLEGE
- LAKE LAND COLLEGE
- MORAINE VALLEY COMMUNITY COLLEGE
- DALEY COLLEGE—CITY COLLEGES OF CHICAGO

Lewis and Clark Community College
Godfrey, Illinois

Program Contact: Stu Trask, Director of High School Partnerships
Address: 5800 Godfrey Road, Godfrey, IL 62035
Phone: (618) 468-2800
Email: strask@lc.edu
Website: *www.lc.edu/HighSchoolPartnerships.nsf*

Lewis and Clark Community College, located in southwestern Illinois, enrolls about one quarter of all dual credit students in the state (4,798 in FY02). Because the college has made high school partnerships a high priority, they have developed strong program management systems and a diverse array of course offerings.

Program Description

The college has the following types of dual credit offerings:

1. College courses taught in a high school by a high school teacher with adjunct faculty status at the college. The specific courses offered differ by school.
2. A *Second Semester Senior Program* in which high school seniors spend part of their day taking classes on the Lewis and Clark campus and receive dual credit.
3. On-line classes taught by high school or college faculty. Participating students must be seniors with good grades, high motivation, and strong computer skills.
4. An automotive class developed exclusively for students from two high schools (tuition is paid by the participating high schools).
5. Several career development classes, available to all with no placement test requirements.

Unique Dimensions

The college is especially notable for the way it has structured relationships with partnering high schools. Five Community Education Centers have been established, each staffed by a specialist and an assistant, who are charged with coordinating activities and nurturing relationships with a specific group of high schools. A former superintendent on the college staff has also been instrumental in strengthening the partnerships.

Widespread college placement testing in the high schools, required for participation in the dual credit program, also enables students, faculty, and administrators to assess their students' progress toward being "college ready" upon graduation. This is viewed as a service by the college to the high schools.

Because of its scale and a relatively long history of implementation, the program has well developed administrative systems, involving extensive cooperation among different college and high school departments. They have worked out a number of problems as they have arisen, leading to a well-tested and highly functional system.

Useful Resources

Materials are available listing courses according to their equivalent titles at the high school and college levels, and showing the placement test score required to enroll.

Forms and informational sheets for all major procedures have been developed including: student admissions, class schedules, procedures for withdrawal, placement testing, online course expectations and procedures, obtaining approval to offer a course (for high schools), instructor information, and a parent informational letter.

Print marketing materials such as a brochure, a poster, and fact sheets are a useful complement to the program's informative web site.

Program Design Decisions

Decision 1. Program Approach
The program is part of a larger effort to partner with high schools to benefit students and the community. Multiple objectives are addressed including: increased educational opportunities for students, meeting community needs, improving student readiness for and transition to college, better use of the senior year, reducing duplication of educational labs and facilities, student recruitment, and saving students time and money.

Decision 2. Organization and Funding
Within the college, the program is overseen by the Associate Vice President for Community Education, and managed by a full-time Director. There is also significant involvement by the Department of Admissions and Records, and by the staff of the five Community Education Centers (CEC). An official liaison has been appointed at each high school. Funding for the program comes from state FTE reimbursements, Accelerated College Enrollment (ACE) grant funds, and tuition paid by students attending classes at the college or online. Students attending classes at their high schools do not pay tuition.

Decision 3. Course Delivery
Most courses are offered at high schools (96% of total dual credit enrollment), but a growing number of students are attending classes at the college itself (2 %). Online classes, in which a specific number of spaces are reserved for high school students, account for 2% of participating students (FY02). About 70% of courses are in career-technical areas.

Decision 4. Student Selection and Guidance
Students are placed into the college-level courses by their high school counselors, but must pass a college placement test in reading to receive college credit. Those taking English or math courses must also pass the appropriate placement tests in those areas. Students receive guidance from high school counselors and teachers, and from the CEC specialists.

Decision 5. Faculty Selection and Supervision
Most courses are taught by high school faculty, identified by the high school administration with the assistance of the CEC specialists. They must meet the written criteria established by the college for adjunct faculty. Their qualifications are reviewed and accepted/rejected by the college's departmental leadership. Department leaders are responsible for guiding, supporting, and supervising their work. Professional development opportunities are provided.

Decision 6. Quality Assurance
Each course proposed for dual credit must be approved by the college when it is first developed, and reviewed frequently thereafter (usually annually). It is generally designed by an approved high school teacher to conform with existing college course syllabi, and college textbooks and assessment procedures are used. Student placement testing is also considered a quality control measure.

Decision 7. Relationships with High Schools
The infrastructure established to support the dual credit initiative is also strengthening relationships with the high schools in general, leading to other cooperative initiatives. Examples include a new shared high school/college building, several collaborative grant projects, and a joint research project on student math achievement.

Decision 8. Credit Award and Transfer
For the most part, credits transfer readily. Those covered by the Illinois Articulation Initiative (IAI) transfer most easily. Dual credit is replacing Advanced Placement to some extent. It is seen as a less costly option and one not so dependent on the results of a single test.

Decision 9. Marketing and Public Information
Only modest marketing was done early on. Dual credit options are now much more pro-actively promoted using print, web-based, and face-to-face communication with parents and students.

Decision 10. Monitoring and Evaluation
Student records are kept by both the Partnerships office and the Admissions office. Analysis is done of enrollment patterns and course performance and completion. Research on student satisfaction is underway.

Lake Land College
Mattoon, Illinois

Program Contact: Cheryl Yount, Dean of Continuing Education
Address: 5001 Lake Land Boulevard, Mattoon, IL 61938
Phone: (217) 234-5450
Email: cyount@lakeland.cc.il.us
Website: *www.lakelandcollege.com*

Lake Land College covers an area the size of Connecticut, and offers dual credit programs at 17 widely dispersed high schools. Their dual credit courses, primarily offered in the high schools, enable students to begin college level work early while developing a sense of connection with the college.

Program Description

The college offers the following types of dual credit courses:

1. The majority of the classes are offered in the high schools, taught by high school teachers who meet the qualifications of college adjunct faculty as defined by the Illinois Community College Board.
2. Students may also take classes at any of the Lake Land campuses, an option that is especially important for participation in career and technical classes not offered in the high schools.
3. On-line classes are available through the college and through *Illinois Community Colleges Online*.
4. A dual credit course called *Strategies for Success* has been used by district high schools to help their students to plan for college.

Unique Dimensions

The college has a unique approach to initiating dual credit classes. Interested high school teachers submit college transcripts and other information about their qualifications. These documents are reviewed by the division chairs at the college, and the high school teachers are told which college courses they are approved to teach. Course outlines, syllabi, texts, and tests are provided by the college.

The local high school liaisons are selected from each participating high school and are key to the effectiveness of this program. They coordinate all aspects of the dual credit program at their schools, and receive a small stipend. This feature is especially important because of the distances between the participating institutions.

The college has a textbook rental program, which reduces costs for students and schools and insures that up-to-date, high quality textbooks are universally used. This feature is very attractive to school boards concerned with keeping down costs. The $5/unit per student cost is generally passed on to students by the high school.

Useful Resources

The college has well-developed administrative systems including written policies and instructions, fact sheets, parent/student letters, and forms related to most processes.

Lake Land has developed a student orientation process specifically for dual credit students, delivered in the high schools. A major focus is on helping students to understand how their dual credit courses fit into the requirements for college majors.

The Strategies for Success courses are designed to improve student performance in college and beyond, and include goal setting, understanding college resources, test taking, and time management strategies.

Program Design Decisions

Decision 1. Program Approach
The college works closely with the high schools to offer the courses that they believe would be of greatest benefit to their students. Lake Land is interested in forming relationships with students while in high school so that they will continue their college-level studies at Lake Land. High schools are responding to the interests of students and parents in getting a head start on college.

Decision 2. Organization and Funding
The program is housed in the college's Continuing Education office and overseen by the Dean with the assistance of an administrative staff person. There was extensive involvement from a range of college offices in the program's start-up. Each high school appoints a liaison to coordinate the program on-site. The program is funded with state FTE reimbursement funds and ACE grant dollars. Students do not pay tuition unless they are taking a course outside of regular high school hours, on campus, or online.

Decision 3. Course Delivery
Ninety-two percent of participating students take classes at their high schools, while 5% go to a college campus and 3% participate via distance learning or online (FY02). All courses are guided by college course outlines and texts. About 70% of courses are in transfer areas, while 30% are in career and technical education.

Decision 4. Student Selection and Guidance
High school counselors pre-screen students to participate in dual credit classes based on their prior academic performance and maturity. Students wishing to enter transfer classes take the Accuplacer test to determine eligibility. Students enrolling in career and technical education classes are not tested. Students under the age of 16 are individually screened by a college committee. Special college orientation sessions have been designed for high school students taking dual credit courses.

Decision 5. Faculty Selection and Supervision
Interested high school teachers that meet the qualifications for college adjunct faculty may apply to teach dual credit courses. After review and approval by the appropriate division chair, they develop a course syllabus based on college outlines. The instructors may also attend inservice training at the college.

Decision 6. Quality Assurance
Division chairs use the same system for maintaining quality as is used in all other courses offered at Lake Land College's multiple campuses: hiring qualified faculty, approving course syllabi, and insuring that students are ready for college level work.

Decision 7. Relationships with High Schools
The college has a long-standing strong relationship with area high schools, which has served as the foundation for the development of this program. Keys to continued success have been the positive perceptions of the program by all concerned and the role of the high school liaisons. Other joint initiatives, such as a regional vocational center, are in the planning stages.

Decision 8. Credit Award and Transfer
Credit generally transfers easily in and out of state. Some students have graduated with 20+ hours of college credit earned.

Decision 9. Marketing and Public Information
Much information on the availability of dual credit travels by word of mouth. However, the college also has a program brochure and related materials, and sends representatives into the high schools to talk about the program with parents, students, and staff.

Decision 10. Monitoring and Evaluation
A unique curriculum code helps the college to keep track of dual credit students in the transition from high school to college. Data on student enrollments are compiled by year, by participating high school, and by source of funding.

Moraine Valley Community College
Palos Hills, Illinois

Program Contact: Margaret Collins, Assistant Dean, Science, Business and Computer Technologies
Address: 10900 S 88th Ave, Palos Hills, Illinois 60465-0937
Phone: (708) 974-5521
Email: Collins@morainevalley.edu
Website: *www.morainevalley.edu*

Moraine Valley Community College serves a small but populous district located to the southwest of Chicago. As one of twelve Vanguard Learning Colleges in the nation, the college focuses a great deal of attention on student learning. Moraine Valley served 15,780 students in credit classes in the fall of 2003, representing a 9% enrollment increase over the previous fall.

Program Description

Although high school students have been able to take classes at the college for a long time, dual credit has been formally offered for approximately five years. Because Moraine Valley prioritizes responsiveness to individual high schools' needs, dual credit courses are offered through a variety of approaches, including:

1. Students in selected AP or honors classes may opt to take them for dual credit as well. This allows those who succeed in the course, but do not pass the AP exam, to obtain college credit.
2. CISCO and A+ classes are offered for dual credit. Quality is insured through the use of national curricula and tests.
3. The Jumpstart program encourages high school students to earn college credit while still in high school by offering their first Moraine Valley course free of charge. Students usually take a course on campus. However, several agreements have been established with the high schools that enable these courses to be available for credit at the high schools as well.
4. Individual high schools arrange for the college to provide needed classes including CAD, automotive repair, and health science courses.

Unique Dimensions

The college has chosen to develop the dual credit program very slowly in order to avert any concerns, and gradually build successful relationships with partnering high schools. The involvement of interested high school faculty members has been key to its success.

Enrollment in high school AP classes is growing because students who may have difficulty passing the AP exams may be able to earn transferable dual credit. Likewise, the college feels more confident that high quality, college-level curriculum will be taught in high school AP classes.

Group meetings between discipline-specific college and high school faculty to discuss course content have proven to be very beneficial. Those involved have worked hard to make sure that all faculty members are treated as equals. Meetings were held at the high school.

High school block scheduling has made it easier for students to participate in courses taught at the college.

Useful Resources

Moraine Valley's Memorandum of Understanding with area schools describing the responsibilities of participating institutions regarding the dual credit program is a useful model that can be replicated by others.

As a part of Moraine Valley's experience as a Learning College, helpful documents on promoting student success have been developed and are available on their website.

Program Design Decisions

Decision 1. Program Approach
The program is organized to support the goals of high school partners who wish to expand curricular offerings and/or to provide their students with better access to college credit courses. Student recruitment is explicitly not a focus of this program.

Decision 2. Organization and Funding
The college and each participating high school have assigned an individual to be the point of contact for dual credit courses. At the college, the program was originally developed by the Dean of Science, Business and Computer Technologies, and resides in his department. ACE grant funds are used to waive a portion of the tuition and to reimburse the tuition of Jumpstart students who earn a B or better.

Decision 3. Course Delivery
Courses are delivered at high schools and on the college campus. The college and high schools work collaboratively to select courses to offer for dual credit from among those currently taught. Transfer courses are generally AP or honors classes, and must be approved for transfer under the Illinois Articulation Initiative (IAI). Career courses are those selected to provide high school students with more educational and future employment options.

Decision 4. Student Selection and Guidance
Students are selected by the high school counselors based on courses taken and previous academic performance. No placement testing is conducted. The college finds that classes in which high school and college students are enrolled together elicit more mature behavior from the high school students.

Decision 5. Faculty Selection and Supervision
Any faculty teaching transfer courses must meet the requirements for teaching at the community college level. Those teaching in the high schools must also be certified high school teachers. The responsible college department chair may conduct classroom visits as needed to insure quality.

Decision 6. Quality Assurance
The department chairs at Moraine Valley analyze course syllabi, texts, and evaluation methods to insure that they qualify as college courses. Teacher credentials are also assessed. The inclusion of courses already designed as Advanced Placement, and the use of AP tests, provides an extra measure of quality assurance.

Decision 7. Relationships with High Schools
The college is very concerned with building relationships with each individual high school based on its needs and prevailing culture. The slow growth of the program, and their responsiveness to addressing concerns, has created a climate of trust and cooperation.

Decision 8. Credit Award and Transfer
Some participating high schools require students to earn a grade of B or better in order to qualify for college credit. Most courses are accepted for transfer by colleges and universities, although a participating private school has had a number of students' courses not accepted by more selective institutions.

Decision 9. Marketing and Public Information
The college markets its dual credit program in a very limited way. They prefer that the program grow at a measured pace to insure that all partners are fully involved in each stage of its development.

Decision 10. Monitoring and Evaluation
Numbers of students participating in each school are tracked along with courses taken.

Daley College—City Colleges of Chicago
Chicago, Illinois

Program Contact: Prem Sud, Executive Director, Manufacturing Technology Institute
Address: 7500 S. Pulaski Road, Chicago, IL 60652
Phone: (773) 838-0300
Email: psud@ccc.edu
Website: *www.curie.getitgoin.com*

Daley College is one of the seven campuses of the City Colleges of Chicago system. It provides academic and occupational transfer degrees as well as certificate programs, and serves about 4,500 students a year in credit courses.

Program Description

Two accelerated learning programs are available to secondary students in the Chicago Public Schools (CPS): Project Bridge and Project Excel. Project Bridge allows high school juniors and seniors the opportunity to begin their college education while still in high school by enrolling in college-level general education courses that count for dual credit. Project Excel provides specialized training for students in career and technical education courses.

Richard J. Daley College offers courses to secondary students in both the Project Excel and Project Bridge program; however, the Project Excel program appears to be the more popular option for students. The college has developed an exemplary program model that includes partnership programs in Manufacturing Technology, Business, and Computer Information Systems. The oldest and most fully developed of these is the Manufacturing Technology Program. Qualified students enter as a cohort in grade 11 and take classes at both the college and high school. Upon completion of the program, the student receives a high school diploma, between 12 and 20 college credit hours, the benefit of hands-on work experience, and in some cases, a certificate of initial mastery. Students are intensively monitored and nurtured by the three staff members most closely involved with the project.

Unique Dimensions

A hallmark of this program is the strong partnerships with businesses, based on a Tech Prep consortium model. Business partners provide financial resources, guide curriculum, and offer internships and other work-based learning opportunities.

The college has been working with the Illinois Institute of Technology (IIT) to offer a 2+2+2 model (allowing students to earn a high school diploma, an associate's degree and a bachelor's degree) and also a 2+2+2+2 model that awards students a master's degree.

Project Excel students have access to all of the college facilities that a typical Daley College student enjoys. Once they enroll in the program, they receive a college student identification badge that allows them to use the recreational facilities, the library, the cafeteria, and other college services.

Useful Resources

The programmatic, sequential, replicable structure of Daley's Project Excel program is one of the program's greatest strengths.

The program was originally based on a model career academy developed by John Porter, Superintendent in Ridgewood, NJ. Another important resource used in developing the program was a book called *Thinking for a Living* by Ray Marshal and Marc Tucker.

The project's excellent website is useful to students, parents, and educators.

Program Design Decisions

Decision 1. Program Approach
The primary intent of the program is to fill curricular gaps in high school offerings by allowing secondary students to enroll in occupational courses at the community college. The college views this program as part of its role in helping people to receive the education they need to move from kindergarten into jobs. Specific goals include exposing students to college and helping them to explore a range of career paths.

Decision 2. Organization and Funding
The project is overseen by the Director of School-College Partnerships and the Executive Director of the Manufacturing Technology Institute. It is funded by business partners, the Chicago Public Schools (CPS), and through grant funds.

Decision 3. Course Delivery
Project Excel courses are taught primarily at the college, by college or high school faculty, to classes of all high school students. The college offers separate classes for high school students due to scheduling conflicts between the high schools and the college, and based on the belief that high school students work better in separate groups.

Decision 4. Student Selection and Guidance
Because of high demand for the courses, Project Excel students at Daley are required to have a higher GPA to enroll than are Project Bridge students. Project Excel students must have a 3.0 GPA or better (though students with lower GPAs may receive permission from the ETC coordinator or high school principal to participate), pass the college's placement test, and have achieved 90% attendance in high school.

Decision 5. Faculty Selection and Supervision
Project Excel faculty are hired by the director of the program in cooperation with department chairpersons. Except for machinery instructors, who must be master mechanics, all instructors must have a degree. According to the director of the Manufacturing Program, most of the teachers are either engineers or certified teachers with technical expertise. The program director regularly visits classes to assure the quality of instruction.

Decision 6. Quality Assurance
In addition to the quality control measures employed by the college, the CPS district office must approve college programs in order for them to qualify as Project Excel courses.

Decision 7. Relationships with High Schools
Daley College's Project Excel program has site coordinators located at the high schools. This provides an important avenue for communication among the secondary and postsecondary institutions, as well as a central point of contact for students, parents, and school officials.

Decision 8. Credit Award and Transfer
Courses are immediately transcripted at the community college, permitting a seamless transfer for students to Daley College or other postsecondary institutions. Program administrators have also been working with local four-year degree institutions, particularly the Illinois Institute of Technology, to allow articulation of course credit towards a baccalaureate degree.

Decision 9. Marketing and Public Information
The college creates avenues of communication with students, parents, and secondary officials through the use of the newly developed web site (*http://www.getitgoin.com*), regular letters to parents, and high quality program brochures.

Decision 10. Monitoring and Evaluation
Student attendance and performance is closely monitored. In addition, a group led by Linda Serra Hagedorn from the University of Southern California conducted research on students enrolled in the Project Excel program at each of the City Colleges. According to Hagedorn's study, Project Excel had several positive effects on students, including helping them to improve their academic study skills, to finish high school and go on to college, and to decide on a college major and a career field.

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Appendix A. Research Design

Introduction

The need for research to improve dual credit programs in Illinois emerged from discussions conducted by an advisory team associated with the Articulation Project, created in 2001 by the Office of Community College Research and Leadership (OCCRL), the Illinois State Board of Education (ISBE), and the Illinois Community College Board (ICCB). After exploring a number of issues related to high school to college articulation, the group identified a pressing need for research directed toward enhancing the quality of dual credit programs in Illinois. Following a Delphi study to identify priority areas for investigation (Kim, Bragg, and Barnett, 2003), it was decided to conduct research that would identify best practices in the implementation of dual credit programs.

Goals

1. To conduct research relevant to the improvement of systems for dual credit implementation in Illinois community colleges.
2. To disseminate information to policy makers and practitioners on best practices related to dual credit.

Methods

To learn about best practices in dual credit, the research team used two approaches. First, telephone interviews were conducted with a representative of each community college in the state of Illinois. Subsequently, four community colleges were profiled in short case studies focusing on their dual credit implementation practices.

Telephone Interviews

The researchers interviewed the person identified as the contact person for dual credit for each community college, as indicated on the reports submitted annually to the ICCB regarding the use of Accelerated College Enrollment (ACE) grant funds. A total of 38 people were interviewed for approximately ½ hour each. The interview guide included both closed and open-ended questions. Questions were asked related to the scope and type of dual credit courses offered through the college, the reasons why dual credit was offered, the types of support for dual credit in the local environment, and particular strengths and challenges associated with the initiative. Responses were tabulated for each question. Quantitative data were entered into SPSS and analyzed using descriptive and inferential statistics including correlational statistics. Qualitative data were coded and categories created in order to understand the major themes that emerged.

Case Studies

During the telephone interviews, respondents were asked to name the three community colleges in Illinois who they perceived as doing an especially good job in implementing dual credit. Their responses were tabulated, along with information on each colleges' location, students served in dual credit programs, and student demographics. We also considered unique features of colleges' dual credit programs as described during the telephone interviews. Based on this information, four colleges were selected for site visits. A team of 2-4 visitors went to each college and spent one full day. Interviews were conducted with the college president or other senior administrator, the program director(s) and staff, high school administrators, teachers at the college and high school level, college department chairs, high school and college counselors, and some business partners. Interview guides were developed based on a "decision areas" framework reflecting major decisions made when structuring a dual credit program. Each researcher wrote a case report on the college visited, organized according to the decision areas. Information was selected from these reports to include in the case write-ups that appear in final sections of this document.

OCCRL, University of Illinois
at Urbana-Champaign
51 Gerty Drive, 129 CRC
Champaign, IL 61820
217-244-9390
occrl@uiuc.edu
http//occrl.ed.uiuc.edu