

Summary of the FY02 ACE Grant Final Reports

**A Report to the
Illinois Community College Board**

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EXECUTIVE SUMMARY

The Accelerated College Enrollment (ACE) grants are made available by the Illinois Community College Board (ICCB) to all interested community colleges in the state. This grant program, initiated in FY01, was designed to support the development of dual credit/enrollment programs by providing funds to underwrite all or portions of the tuition and fees of participating high school students. These funds are utilized by all community colleges in the state. Colleges receiving ACE grant dollars submit an annual report of their activities to the ICCB, along with a number of other yearly reports. The following information is synthesized from reports submitted by 38 of the 39 community college districts in Illinois covering grant implementation during the FY02 year (July 2001- June 2002).

According to the reports, of 25,551 students participating in these programs (19,289 in dual credit and 6,265 in dual enrollment), 17,006 or 67% were assisted by the ACE grants. A total of 6,969 courses were offered for dual credit or dual enrollment in the state. Of all courses offered, 65% took place on college campuses, while 27% were conducted in high schools. The great majority (70%) of participating students took courses at their home high schools, while 26% were attending classes on college campuses. Seventy two percent of colleges offered dual credit and dual enrollment courses in both transfer and career-technical education areas.

Seventy three percent of all Illinois high schools are involved in dual credit agreements with their local colleges, while 57% have agreements related to dual enrollment. Each college in Illinois has dual credit agreements with an average of 14 schools and dual enrollment agreements with an average of 11 schools. Colleges formalized an average of two new agreements in FY02 and planned to establish an average of two more in the following year. Forty-four percent of colleges used ACE grant funding to waive 100% of tuition and fees, while the rest waived some portion of students' costs.

Regarding policies that influence the quality of programs offered, questions were asked about student eligibility, placement testing, and faculty selection. A variety of criteria were used to determine student eligibility including meeting college admissions standards or obtaining adequate placement scores, high school recommendations, high school grades or other academic qualifications, and junior or senior status. The majority of colleges require that students pass course/subject area placement tests for some courses, and a significant number expect students to pass the college placement exam before beginning their studies. Faculty of dual credit courses are almost always expected to have the same credentials as those teaching other college courses.

A final area of interest had to do with the programs' strengths, weaknesses and areas of concern. The three most commonly mentioned strengths for FY02 were: students get a head start on and/or become acclimated to college (8 mentions), strong relationships with high schools (6 mentions), and high student participation or increased enrollment (5 mentions). The most prevalent area of concern had to do with problems with funding, uncertainty of ACE grants, and/or the need for more funds in order to meet demand (13 mentions).

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Introduction

The Accelerated College Enrollment (ACE) grants are made available by the Illinois Community College Board (ICCB) to all interested community colleges in the state. This grant program, initiated in FY01, was designed to support the development of dual credit/enrollment programs in the state. Colleges receive funding at the rate of \$55 per credit hour and funds are generally used to underwrite all or portions of the tuition and fees of participating high school students. This grant program is utilized by all community colleges in the state. At least partially in response to the grant's availability, as well as an administrative rule change in 1996 that permitted the collection of state funding for dually enrolled students by both high schools and community colleges, the state has seen enormous growth in student participation.

Colleges receiving ACE grant funds submit an annual report of their activities to the ICCB, along with a number of other yearly reports. While in FY01 responses to only five questions were required, the FY02 report was redesigned to include more complete information. In addition to basic data on student participation and course offerings, a number of questions were added that would provide insight into how these programs are set up and administered. This was done in order to combine information that had previously been requested from colleges for both grant monitoring (ICCB) and research (Illinois Community College Presidents' Council) purposes into a single report.

The following information is synthesized from 38 reports of the 39 college districts submitted by Illinois community colleges covering the FY02 year (July 2001- June 2002). These reports include information from all but one of the community colleges in the state (South Suburban). Two of the reports cover multiple campuses (City Colleges of Chicago and Illinois Eastern Community Colleges). Of those reporting, three colleges used the old form. The only information included from these three colleges is the total number of students who received support through the ACE grants. A copy of the FY02 report form is attached in **Appendix A**.

Definitions

The following definitions were used in the final report form used by the ICCB to request information from the colleges:

Dual Credit (DC) - "a program in which high school students are enrolled in college courses and receive simultaneous credit from both the college and high school."

Dual Enrollment (DE) - "high school students enrolled in college courses for college credit only."

Scope of the Program

General Overview

Colleges were first asked to provide information on the number of students served by the ACE grant, those enrolled in dual credit or dual enrollment, and on the number of courses offered for dual credit or enrollment. Calculation of average, median and standard deviation was performed by the OCCRL staff, based on the raw numbers provided by each college on these points (Table 1). On average, community colleges in the state served almost 450 students with ACE grants in FY02. They enrolled about 550 students in dual credit, but a much lower number of 115 in dual

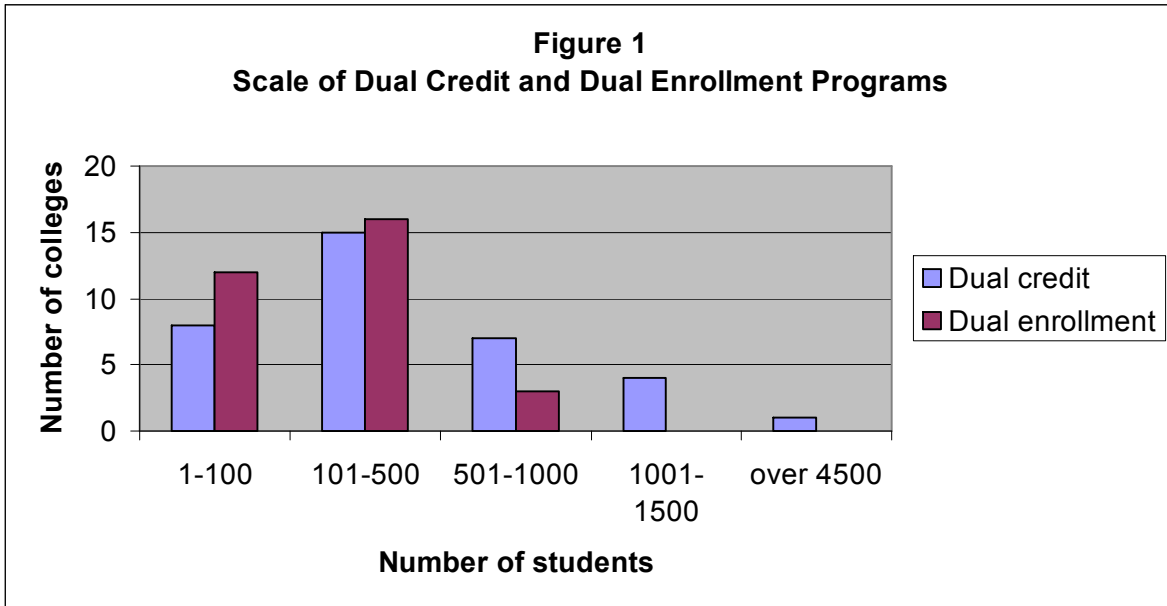
enrollment. Colleges reported offering an average of nearly 100 dual credit/enrollment courses in the past year. Individual college responses are shown in **Appendix B**.

Table 1.
Student Enrollments and Courses Offered, State Total and Per College

| Student Enrollments and Courses Offered | Total | College Mean | College Median |
|--|--------------|---------------------|-----------------------|
| Total students served by ACE grants (n=38) | 17,006 | 448 | 199 |
| Total students enrolled in dual credit at college (n=35) | 19,289 | 551 | 385 |
| Total students in dual enrollment at college (n=32) | 6,265 | 196 | 115 |
| Courses offered for dual credit/enrollment (n=34) | 6,969 | 205 | 99 |

According to the ACE grant reports, most but not all students who participated in dual credit/enrollment courses received support from the ACE grants. Of 25,551 students served through these programs (19,289 in dual credit and 6,265 in dual enrollment), 17,006 or 67% were assisted through the ACE grants. In addition, the medians are considerably below the means, indicating a preponderance of smaller scale programs. Lewis and Clark Community College strongly affects the statistics for total students served by ACE grants and for total students enrolled in dual credit. With 4,982 students involved, their numbers are substantially above the next highest college, Southwestern Illinois Community College, with 1,372 students.

Further examination of the data in Appendix B and the above information highlights great variation in the level of involvement in dual credit/enrollment by colleges around the state. The number of courses offered at individual colleges ranged from 11 to 1,167. This can be explained by the fact that some colleges made all of their courses available to qualified high school students, while others offered a narrow, carefully chosen selection (usually at high school locations). In addition, student enrollment numbers showed great diversity as illustrated in Figure 1.



Course Delivery Methods and Students Served

Courses were offered in greatest numbers on college campuses, followed by courses offered at high school locations, through distance learning, and via the Internet. By far the greatest number of students involved in dual credit/enrollment (DC/E) took courses at their high schools (Table 2). Some colleges made all of their campus-based courses available to qualified high school students, while others offered a more limited range. The following information is derived from the individual college data provided in **Appendix B**.

Table 2.
Course Delivery Methods and Locations, State Total and Per College

| Course Delivery Methods and Locations | DC/E Courses-State Total | DC/E Courses-College Mean | DC/E Students-State Total | DC/E Students-College Mean |
|--|---------------------------------|----------------------------------|----------------------------------|-----------------------------------|
| At secondary schools (n= 35) | 2,263 (27%) | 65 | 18,945 (70%) | 541 |
| On college campuses (n= 35) | 5,435 (65%) | 160 | 7,123 (26%) | 204 |
| Via distance Learning (n= 35) | 276 (3%) | 8 | 687 (3%) | 20 |
| Via the Internet (n= 34/33) | 344 (4%) | 10 | 369 (1%) | 11 |
| TOTAL | 8,318 | | 27,124 | |

Based on further study of the data in Appendix B and the results in Table 2, some colleges have specialized in on-campus or high school-based courses, while others offer a blend of both. The range of students participating at high school locations was 0 to 4,610. On college campuses, the range was 0 to 872 students. Three colleges offered no high school based classes, including the City Colleges of Chicago and two in the Chicago suburbs. Illinois Valley Community College was the only college offering no on-campus courses for dual credit or enrollment. Distance and Internet learning approaches were limited, although nine colleges had 20 or more distance learning students, and six had 20 or more students taking dual credit/enrollment classes via the Internet. Twenty-three of 35 colleges had at least one distance learning course, while 21 of 35 had at least one Internet-based course.

Program Features

Dual Credit/Enrollment Agreements

Colleges were asked to report on the number of secondary schools with which they currently have agreements, the number of agreements that were formalized in FY02, and the number that are expected to be developed in FY03 (Table 3). (**Appendix B** provides further details.).

Table 3.
Dual Credit and Dual Enrollment Agreements, State Total and Per College

| | State Total | College Mean |
|--|-------------|--------------|
| Secondary schools with which college has <i>dual credit</i> agreements (n= 35) | 483 | 14 |
| Secondary schools with which college has <i>dual enrollment</i> agreements (n= 34) | 375 | 11 |
| New secondary school agreements formalized in FY02 (n= 33) | 58 | 2 |
| Planned secondary school agreements for FY03 (n= 32) | 69 | 2 |

The total number of high schools in the Illinois in 2001 was 663 (ISBE, Elementary and Secondary School Educational Statistics, 2001). With 483 secondary schools participating in dual credit agreements with community colleges, we find that 73% of all Illinois high schools are involved. Dual enrollment agreements were established with 375 high schools or 57% of the total, with additional high schools expected to be included during the current fiscal year. City Colleges of Chicago had the greatest number of dual credit agreements, with 65 high schools involved. Illinois Central College had the greatest number of dual enrollment agreements, with 44 different high schools participating.

Types of Courses

As seen below, approximately equal numbers of transfer and career-technical education (CTE) courses are offered by the 32 colleges that provided information on this item. Individual college responses can be seen in **Appendix C**.

| | |
|--------------------------------------|-------------------|
| Transfer courses for dual credit | 28 colleges offer |
| Transfer courses for dual enrollment | 31 colleges offer |
| CTE courses for dual credit | 30 colleges offer |
| CTE courses for dual enrollment | 28 colleges offer |

Of the colleges that responded to this question, 23 (72%) offered courses in all four categories, and an additional six offered courses in three of them.

The Illinois State Board of Education (ISBE, 2001) provides more detailed information about the courses taken by students through these programs. Only the most popular subject areas (those with 500 or more students enrolled) are shown for 2000-2001. A blend of academic and career-technical education courses is evident in Table 4.

Table 4.
Most Popular Courses for Dual Credit/Enrollment by Enrollees and Percent of Total

| Dual Credit/Enrollment Courses | Enrollees | % of Total |
|--------------------------------------|-----------|------------|
| Computer and Information Sciences | 4,218 | 23% |
| English Language and Literature | 2,593 | 14% |
| Business Management/ Admin. Services | 2,150 | 12% |
| Trade and Industrial | 1,792 | 10% |
| Social Sciences and History | 1,153 | 6% |
| Math | 1,012 | 6% |
| Psychology | 875 | 5% |
| Health | 792 | 4% |

Source: Illinois State Board of Education. (2000). *2000-2001 Census of high school students enrolled in community college courses for high school credit*. Springfield, IL: Author

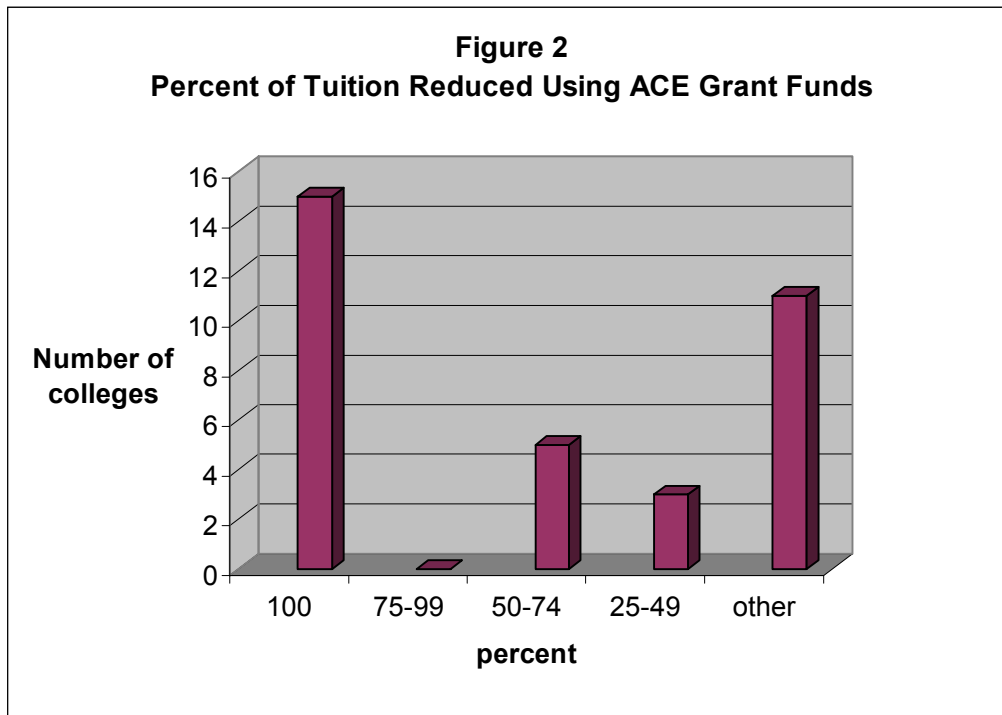
Finances

The colleges were asked whether FY02 ACE grant funds were used to waive or reduce tuition and fees, or for other purposes. Of the 34 colleges that responded, all had used the grant funds primarily for tuition and fee reduction, shown in Table 5. (More detail can be seen in **Appendix C**.)

Table 5.
Number and Percent of Colleges Offering Tuition/Fee Reduction

| Tuition/Fee Reduction | # of Colleges | % of Colleges |
|--|----------------------|----------------------|
| 100% reduction | 15 | 44% |
| 75-99% | 0 | 0% |
| 50-74% | 5 | 15% |
| 25-49% | 3 | 9% |
| Other tuition/fee reductions (includes waiver of a flat amount, formulas based on need, different approaches during different semesters, etc.) | 11 | 32% |

Figure 2 illustrates the percentage of a total of 34 colleges reporting that waived tuition and fees waived by using ACE grant funds. The Figure also shows the number of colleges not using a percentage basis for waivers. In the cases where the full tuition and fees were not waived, additional costs were apparently covered by varying combinations of school districts, colleges and/or students (although information was not collected on the distribution of costs in a systematic way).



Colleges were further asked, “Did you have adequate ACE grant funds necessary to serve all DC/E students in FY02?” Not surprisingly, 28 marked No, while 6 said Yes. Individual college information is shown in **Appendix D**.

When asked how many additional students they could have served with more funding, the 22 colleges who responded estimated that they could have served a total of 4,173+ more students. The range of additional estimated students that could have been served was 30 to 606. Several colleges accepted all interested students and absorbed added costs. Some limited the numbers to those for whom they were funded, or provided partial tuition reduction.

Nineteen colleges indicated that students participating in Tech Prep had received ACE grant funds in FY02, while twelve colleges said that they did not.

Policies

The colleges were asked three open-ended questions related to student selection/eligibility, placement testing, and the selection of faculty. These were areas in which concerns have traditionally been expressed about practices that may affect whether classes are truly of college level, and whether students enter adequately prepared for college work (e.g. Clark, 2001; AASCU, 2002; Kim, 2003).

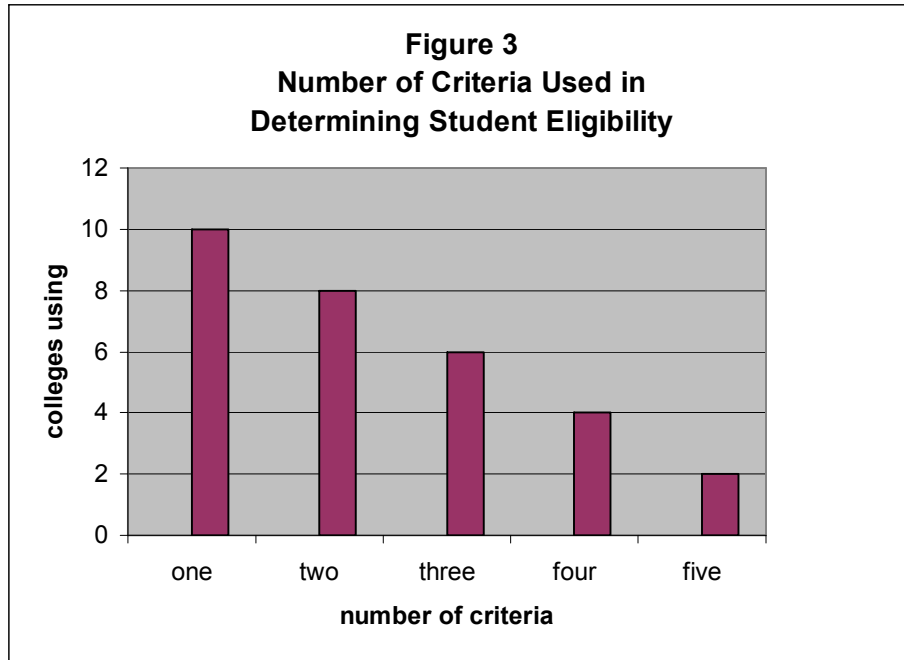
Student Eligibility

The colleges generally expected high school students enrolling in their courses to meet the same eligibility criteria as those applied to all other students, as required in the ICCB’s Administrative Rules. Answers to the question, “How do you select students to be eligible to participate in dual credit/enrollment courses?” are summarized in Table 6 below, with more information on individual college policies provided in **Appendix E**.

Table 6.
Number of Colleges Using Selected Student Eligibility Criteria

| Selected Criteria | Number of Colleges Using Each Criteria |
|---|--|
| High school grades, other academic qualifications | 12 |
| Junior or senior status, age | 11 |
| Meeting college admissions standards or placement scores | 23 |
| High school recommendation, guidance | 20 |
| Other criteria (included motivation, time management, conduct, attendance, need, coming from high school with articulation agreement, etc.) | 8 |

Many colleges used multiple criteria. While 10 colleges used just one of the above factors in determining student eligibility, 8 used two factors, 6 used three factors, 4 used four factors and two used five factors, as shown in Figure 3.



Placement Testing

In general, colleges expected students to meet the eligibility requirements for the college and/or course of interest. Nine colleges expected students to pass the college placement exam, while eighteen wanted students to pass the placement tests pertinent to the area of study. Two colleges said that students should meet course prerequisites. Courses in English and math were especially likely to require placement test scores above a certain level. Answers given by the 32 responding colleges to the question, “What is your policy regarding placement testing for DC/E students?” are summarized in Table 7. (More detail is shown in **Appendix F**.)

Table 7.
Number of Colleges With Selected Placement Testing Policies

| Placement Testing Policies | Number Responding |
|--|--------------------------|
| Students must pass college placement exam. | 9 |
| Students must pass course/subject area placement tests for some courses. | 18 |
| Students must meet course prerequisites. | 3 |
| Specifically mentioned that the same policy applies for all students. | 10 |

Faculty Selection

Colleges were also likely to select faculty using the same criteria applied in hiring adjunct faculty in general. Some seemed to favor high school teachers, emphasizing prior experience with the secondary school population, while others preferred to draw upon experienced college faculty. When high school teachers were selected, however, they were expected to have all the necessary credentials for community college teaching. Answers to the open-ended question, “How do you select faculty to teach DC/E courses?” is shown in Table 8. (More detail is shown in **Appendix F.**)

Table 8.
Number of Colleges Mentioning Faculty Selection Policies

| Faculty Selection Policies | Number of Mentions |
|--|--------------------|
| Same qualifications as for all college faculty | 22 |
| Courses are taught by existing college faculty | 6 |
| Usually is a high school teacher who meets qualifications to be an adjunct instructor | 4 |
| Other considerations mentioned included: <ul style="list-style-type: none"> • Understanding and sensitivity to teach younger students • Availability, credentials, experience, willingness to teach HS population • Application on file, with Masters degree • Same qualifications as for college faculty; also must be HS certified in program area; only faculty who desire to teach dual credit are used • Specialized training is required to teach online. | 1 each |

Strengths, Weaknesses and Concerns

Finally, colleges were asked to discuss any “strengths, weaknesses and/or concerns” related to their dual credit/enrollment programs. Their responses are summarized below, and also compared with open-ended responses to a similar question gathered through a survey of all community college chief academic officers conducted in 2001 under the auspices of the Illinois Community College Presidents’ Council (see Andrews & Barnett, 2002). It should be remembered that the responses shown below were clearly targeted either the ICCB or the Presidents’ Council, but comparisons are still possible, and interesting. Content analysis was performed to develop categories in which to classify responses given. The comments of specific colleges (for FY02) are shown in **Appendix F.**

Table 9.
Number of Colleges Mentioning Specific Strengths (FY01 and FY02)

| STRENGTHS- FY01 <i>From survey done by the Illinois Community College Presidents' Council</i> <i>(n= 45)</i> | STRENGTHS- FY02 <i>From ACE grant reports to the Illinois Community College Board</i> <i>(n= 32)</i> |
|--|---|
| Student opportunities- 17 <ul style="list-style-type: none"> ▪ Expanded opportunities for students (6) ▪ Obtaining college credit while in HS (2) ▪ Experiencing college and encouraging further education (3) ▪ Students/families save money (4) ▪ Accelerated college course completion (1) ▪ Individualized approval of course-taking for students (1) | Student opportunities- 15 <ul style="list-style-type: none"> • Students get a head start on college, acclimates students to college (8) • Helps students see themselves as college material (3) • Expanded enrollment options for students (especially highly technical areas) (2) • Students save money (1) • Data shows students are completing courses (1) |
| Relationships with high schools- 21 <ul style="list-style-type: none"> • Good relationship between HS and CC (15) • Strengthened faculty to faculty connections (2) • Complementary education options (4) | Relationships with high schools- 6 <ul style="list-style-type: none"> • Strong relationship with high schools (6) |
| Advantages for college- 7 <ul style="list-style-type: none"> • Recruitment and marketing tool (4) • Parents like it (2) • Good for college reputation (1) | Advantages for college- 8 <ul style="list-style-type: none"> • High participation, increased enrollment (5) • Great public relations, highly supported (2) • College was able to expand offerings (1) |
| Program components/factors- 11 <ul style="list-style-type: none"> • Quality of program, instructors and/or courses (7) • Serving community (3) • Tech Prep is expanding (1) | Program components/factors- 4 <ul style="list-style-type: none"> • True college level courses, insistence on quality (2) • Clear admissions process (1) • Strong faculty mentor system (1) |

Table 10.
Number of Colleges Mentioning Specific Weaknesses or Concerns (FY01 and FY02)

| FY01 CONCERNS <i>From survey done by the Illinois Community College Presidents' Council</i> <i>(n= 24)</i> | FY02 WEAKNESSES/CONCERNS <i>From ACE grant reports to the Illinois Community College Board</i> <i>(n=32)</i> |
|--|---|
| Funding/ grant- 8 <ul style="list-style-type: none"> ▪ Additional funding would provide opportunities for a greater number of students (4) ▪ If enrollment continues to grow, we may have to reconsider the tuition and fees we charge (1) ▪ Concerns about utilization of grant (3) | Funding/grant- 13 <ul style="list-style-type: none"> ▪ Problems with funding, uncertainty of ACE grants, more funds needed to meet demand (13) |
| Administration- 5 <ul style="list-style-type: none"> ▪ Making sure quality of courses is preserved (2) ▪ Course meet college-level standards (1) ▪ Meeting the instructor credentials and standards in some high schools is difficult (1) ▪ Must maintain credibility (1) | Administration- 5 <ul style="list-style-type: none"> ▪ Requires a lot of time (2) ▪ Limited state guidelines- inconsistent administration (1) ▪ Problems with ADA regulations for Second Semester Senior program at LCCC (1) ▪ Would like to include seniors during summer after HS graduation (1) |
| Student preparation- 3 <ul style="list-style-type: none"> ▪ Not enough students meeting prerequisites (placement test) (1) ▪ Students who in some cases, may not be well-suited for college-level courses (1) ▪ Attendance issue (1) | Student preparation- 3 <ul style="list-style-type: none"> ▪ Some students not ready/ do not take class work seriously (2) ▪ Adequately preparing students to handle online courses (1) |
| Coordination with high schools- 4 <ul style="list-style-type: none"> ▪ Potential blurring of distinction between HS and college level work (1) ▪ Expect its continued growth as line between HS and college becomes blurred (1) ▪ Building expectations that HS students are somehow entitled to take college courses (1) ▪ Varying high school needs (1) | Coordination with high schools- 3 <ul style="list-style-type: none"> ▪ Few courses offered during HS hours (1) ▪ Need better articulation between high schools and college (1) ▪ Need high school counselors to share more information with students (1) |
| Acceptance of credit- 4 <ul style="list-style-type: none"> ▪ University unwillingness to accept dual credits for transfer (4) | Acceptance of credit- 1 <ul style="list-style-type: none"> ▪ Some universities not accepting credits (1) |
| Other- 7 <ul style="list-style-type: none"> ▪ The inconsistency between colleges at times makes communication difficult; inconsistency from course-to-course at different sites (2) ▪ Concerns from/about faculty(3) ▪ Public relations (2) | Other- 3 <ul style="list-style-type: none"> ▪ Problems separating dual credit from dual enrollment for this report (1) ▪ Hard to track students after course completion, or high school graduation (1) ▪ Identifying dual credit students is difficult (1) |

The colleges' perceptions of the strengths of the program have remained fairly consistent, with primary emphasis placed on the opportunities that can be offered to students and on strong relationships between colleges and high schools. Colleges also appear to value these programs as a public relations/recruitment tool as they are very popular with students and parents, and help high school juniors and seniors to develop a connection with the college. In addition, it is notable that only one college in FY02 expressed concern about acceptance of dual credits in transfer situations, an indicator that many four-year colleges in the state may be accepting these credits.

Concerns have also remained fairly consistent, although funding was mentioned more frequently in FY02, at least in part because the information was provided to ICCB, the source of the grant funds. Clearly, however, the demand for this program appears to be outstripping the funding available to support it, with colleges estimating that they could serve about 20% more students with additional resources. Concerns related to maintaining quality seemed to be somewhat less prominent in FY02 than in FY01, possibly because colleges have had an additional year in which to improve their processes regarding faculty selection and supervision, student eligibility, course approval, etc. – what is etc. here?

Concerns and Caveats

Valuable information has been obtained from the analysis of these year-end reports on dual credit/enrollment in Illinois community colleges. Several points should be considered when reviewing this information, however. First, the distinctions between dual credit and dual enrollment appear to be somewhat unclear, with some colleges clearly differentiating them and others lumping them together. Therefore, caution should be used in interpreting the statewide data in which dual credit enrollments are separated from dual credit enrollments. Second, duplicated student numbers appeared on some reports while unduplicated numbers were used in others. As a result, totals and descriptive statistics must be interpreted with caution. Third, and possibly related, the reports show participation by over 27,000 students, substantially more than the almost 12,000 reported by the Illinois State Board of Education (ISBE) for FY01. This increase in numbers leads to questions about the differences in data available from different sources. However, all indicators point to a program that is growing extremely fast. In fact, the student numbers reported by ISBE last year increased by over 100% in relation to the previous year (5,863 in FY00 to 11,809 in FY01; data is not yet available for FY02). The tracking of this information from both ICCB and ISBE will allow us to better analyze these trends.

Conclusions

Clearly dual credit and enrollment programs are growing very rapidly in the state, and showing a considerable degree of variation in their enrollments and course delivery systems. This variation is an advantage in that colleges are able to fit their models to local conditions, although it also leaves room for questions regarding quality and access. The ICCB is encouraged to continue to monitor the evolution of this program in order to determine whether further guidance is needed.

The ACE grants are playing a key role in the growth of these programs, which appear to offer a very useful and desired educational option to high school students. The funds provided clearly leverage a considerable amount of complementary funding, increasing the cost-effectiveness of these grants. Research to determine their actual impact in terms of student outcomes would permit a more complete assessment of their value. In addition, their inclusion (as P-16 grants) of teacher preparation and professional development activities, implemented beginning in FY03, is expected to have an impact, possibly slowing the growth of dual credit and dual enrollment programs in the

state. Again, ongoing monitoring and analysis will be important to understanding the impact of this policy change.

References

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Other Resources on Dual Credit/Enrollment

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American Association of State Colleges and Universities. (2002). The open door... assessing the promise and problems of dual enrollment. *State Policy Briefing 1* (1).

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Appendix A
ACE Grant FY 2002 Final Report Form

Illinois Community College Board
Accelerated College Enrollment (ACE) Grant
FY 2002 Final Report

College Name _____

Contact Person _____ Phone Number _____

Email Address _____ Fax Number _____

Signature of College President or Designee

Date

PURPOSE: Accelerated College Enrollment grant funding is intended to allow community colleges to expand their service to high school students desiring to take college-level classes prior to receiving their high school diplomas. The grant is designed to assist high school students desiring to enroll in college-level classes to accelerate their college course work.

NOTE: Beginning in fiscal year 2003 the **Accelerated College Enrollment Grant** will be renamed the **P-16 Initiative Grant**.

The completed report for all fiscal year 2002 Accelerated College Enrollment grant activities should be submitted by **August 1, 2002** to:

Rob Kerr
Illinois Community College Board
401 East Capitol Avenue
Springfield, Illinois 62701-1711

Please retain a copy of the completed report for your records.

Please answer the following questions regarding activities associated with the Accelerated College Enrollment (ACE) grant and dual credit/dual enrollment programs at your college. Feel free to include additional information that you believe will help describe your program and/or process.

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1. What is the total number of students served by the ACE grant in fiscal year 2002?
 2. What is the total number of students enrolled in **dual credit** programs at your college in fiscal year 2002?
(dual credit is defined as a program in which high school students are enrolled in college courses and receive simultaneous credit from both the college and high school)
 3. What is the total number of students enrolled in **dual enrollment** programs at your college in fiscal year 2002?.....
(dual enrollment is defined as high school students enrolled in college courses for college credit only)
 4. How many college **courses** were offered for dual credit or dual enrollment (dual credit/enrollment) in fiscal year 2002?
 5. A. How many dual credit/enrollment **courses** were offered at secondary school sites?
 - B. How many dual credit/enrollment **students** were enrolled in courses at secondary school sites?
 6. A. How many dual credit/enrollment **courses** were offered on your campus?.....
 - B. How many dual credit/enrollment **students** were enrolled in courses on your campus?.....
 7. A. How many dual credit/enrollment **courses** were offered via distance learning?
 - B. How many dual credit/enrollment **students** were enrolled in courses via distance learning?

8. A. How many dual credit/enrollment **courses** were offered via the internet? _____
B. How many dual credit/enrollment **students** were enrolled in courses via the internet? _____
9. A. How many secondary schools do you have **dual credit** agreements with? _____
B. How many secondary schools do you have **dual enrollment** agreements with? _____
C. How many new secondary schools did you **formalize** agreements with in FY 2002? _____
D. How many additional secondary schools are you **planning on formalizing** agreements with in FY 2003? _____
10. What types of courses do you offer for dual credit and/or dual enrollment? (check all that apply)
 transfer courses for dual credit transfer courses for dual enrollment
 career and technical ed. courses for dual credit career and technical ed. courses for dual enrollment
11. How were your ACE grant funds used in FY 2002? (please check the appropriate box)
 ACE grant funds were used to completely waive the tuition for dual credit/enrollment students.
 ACE grant funds were used to reduce the tuition of dual credit/enrollment students by _____%. (please specify)
 ACE grant funds were used to _____ (please specify)
12. A. Did you have adequate ACE grant funds necessary to serve all dual credit/enrollment students in FY 2002?
 YES NO
B. If *NO*, how many additional students do you believe could have been served in your district in FY 2002? _____
13. Did any students participating in **Tech Prep** receive ACE grant funds in fiscal year 2002?
 YES NO

Please attach a copy of your established, college-wide policy regarding dual credit and/or dual enrollment programs (i.e., selection/supervision of instructors, qualification of students, placement testing requirements, etc.) and skip to question 17. If your college **DOES NOT** have an established, college-wide policy in this area, please answer questions 14, 15 and 16.

14. How do you select students to be eligible to participate in dual credit/enrollment courses?

15. What is your policy regarding placement testing for dual credit/enrollment students?

16. How do you select faculty to teach dual credit/enrollment courses?

17. Please discuss any strengths, weaknesses and/or concerns you have about your dual credit and/or dual enrollment program?

Please submit the completed report for all fiscal year 2002 activities by **August 1, 2002** to:

Rob Kerr
Illinois Community College Board
401 East Capitol Avenue
Springfield, Illinois 62701-1711

NOTE: Beginning in fiscal year 2003 the *Accelerated College Enrollment Grant* will be renamed the *P-16 Initiative Grant*. Is this only a renaming, I didn't think so!