

# Articulation Project Team Meeting



**June 10<sup>th</sup>, 2002**

**Crowne Plaza Hotel,  
Springfield**

# Welcome and Introductions



# Discussion of Definitions

- Option 1
- Option 2
- Option 3
- Option 4
- ~ Further discussion

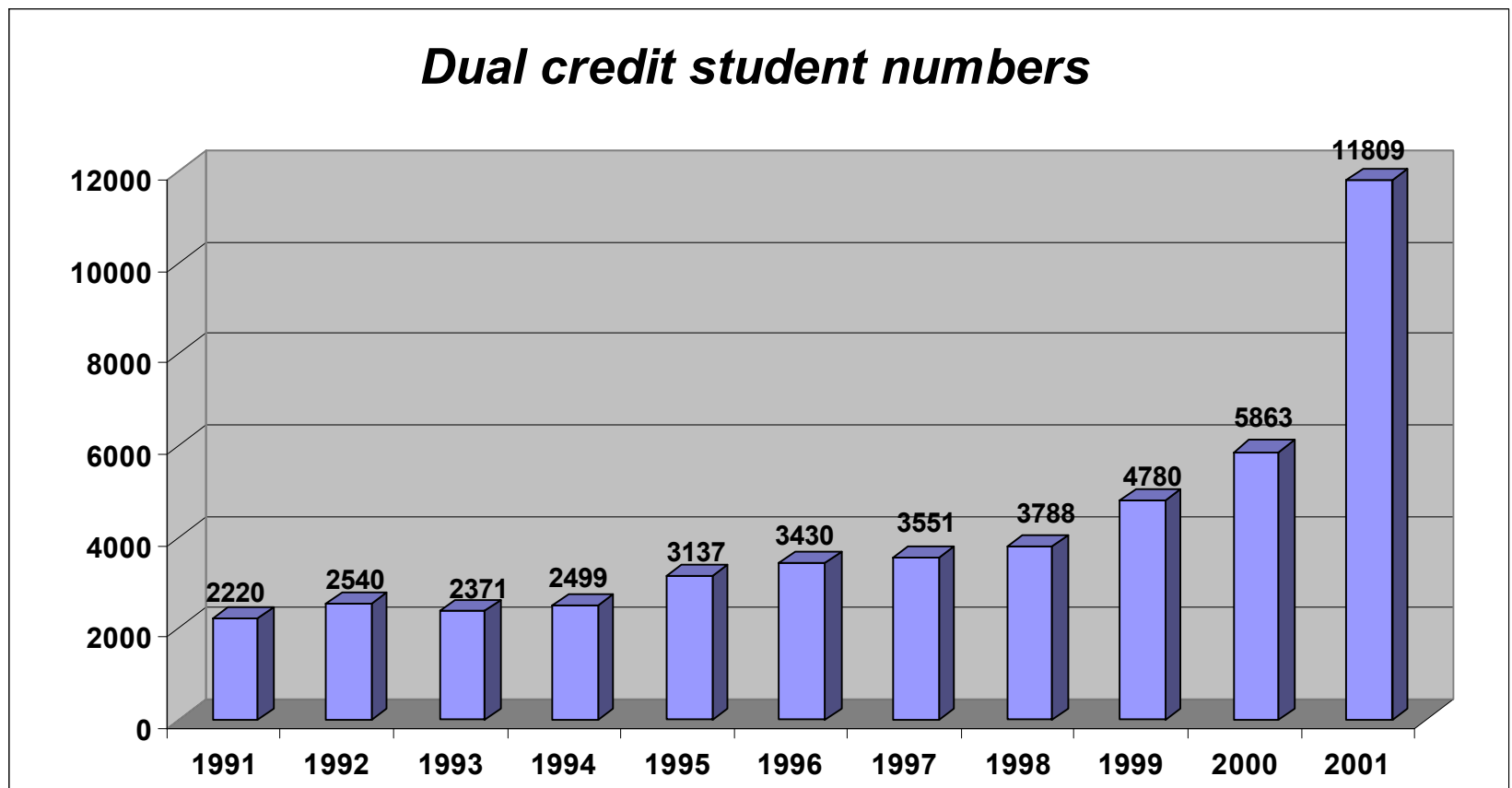
# Dual credit/enrollment in Illinois

(Based on the survey results from Dr. Andrews in 2000-2001 and data from ISBE)

- **All 48** community colleges in the state offer some form of dual credit/enrollment
- **503** secondary schools in the program
  - **73%** increase over 1999-2000
  - **406%** increase since ICCB funding change (96-97)
- **733** courses offered with **11,117** students enrolled
- Students enrolled in **29** subject areas
- Most students (**85%**) take courses offered in the high school and others (**15%**) on college campuses
- **36%** of students were not charged tuition, **25%** paid by school district, and **22%** paid tuition themselves

# Dual credit/enrollment in Illinois

(Based on the data from ISBE)



# Dual credit/enrollment in Illinois

(Based on the data from ISBE)

- Of all participating students in 2000-2001, **77%** white, **11%** black, **8%** Hispanic, and **2%** of Asian Origin
- **52%** were female and **48%** male
- Students earning dual credit resided in **94** of Illinois' 102 counties.
- Important differences among school participation even in regions with significant involvement

# Dual credit/enrollment in Illinois

(Based on the survey results from Dr. Andrews in 2000-2001)

## Quality safeguards used:

- Qualified faculty (34)
- Prerequisites and placement tests for students (19)
- Approved college-level courses (13)
- Student guidance (4)
- Coordination between high school and community college faculty (3)

# Dual credit/enrollment in Illinois

(Based on the survey results from Dr. Andrews in 2000-2001)

## Concerns expressed:

- Course and instructor quality (6)
- Student readiness (4)
- Better and more funding (4)
- University's unwillingness to accept dual credits (3)
- Use of ACE grants (3)
- Blurring the lines between high school and college (2)
- Inconsistency (2)

# Dual credit/enrollment in Illinois

(Based on the survey results from Dr. Andrews in 2000-2001)

## Main strength of programs:

- Relationship with secondary schools (15)
- Opportunities for students (12)
- Saving time and money (7)
- High quality instructors and courses (6)
- Recruitment and marketing tool (3)
- Serving community (3)

# Dual credit/enrollment in Illinois

(Based on the survey results from Dr. Andrews in 2000-2001)

## Future outlook:

- Positive outlook (31)
  - Expansion expected (14)
  - More marketing needed (3)
- Negative outlook in local setting (2)

# Overview of Policies and Programs for Seven Selected States

- Seven state policies and programs (CA, FL, IL, MN, NY, UT, WA)
- State approaches
  - Washington and Minnesota
  - Utah and Florida
  - California and Illinois
  - New York

# Overview of Policies and Programs for Seven Selected States

- Targeted students
  - College-bound students
  - Disadvantaged students
  - Career and technical students

# Noteworthy State Approaches

## Worthy of Mention

- Postsecondary Enrollment Options (PSEO) program
  - College in the High School

# Noteworthy State Approaches

## Access

- EDNET and KULC (dual credit courses available on-line)
- Advanced Placement Challenge Grants award funding to California districts with low college preparation rates and few to no AP course offerings
  - A/P courses are weighted more in UC admission process
  - 1/6 of all A/P test takers are California students
- Gifted and Talented Education (GATE) Program in California provides funding for districts to start and maintain challenging programs for gifted and talented students

# Noteworthy State Approaches

## Time to Degree/Keeping Students in State

- **New Century Scholarship**
  - Postsecondary scholarships (75% of tuition costs) to Utah's high school graduates who also complete an associate degree in the same year
  - Used at any of Utah's public postsecondary baccalaureate institutions
  - Valid for up to two years
- **Centennial Scholarship for Early Graduation**
  - Awards up to \$1000 to high school students who graduate in their junior or senior year and enrolls within one year in a participating Utah post-secondary institution

# Noteworthy State Approaches

## Reducing State Postsecondary Costs

- Florida's handful of accelerated learning programs are in response to the Bright Future's Scholarship Program
  - Academic and Vocational Scholars
  - 2000-2001 school year, 32% of students eligible to receive Bright Futures scholarships costing the state \$164 million

# Programs visited

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- Running Start, Washington State
- College Now, City University of New York

# Key issues/ initial findings

- Student admissions
  - College placement tests are usually used
  - Issue: tension between access and high standards
- Faculty selection and responsibilities
  - Usually credentialed by the college
  - HS credentials seldom mentioned recently
  - Issue: who supervises, how much

# Key issues/ initial findings

- Costs to the state/ costs to students
  - 2 dimensions- tuition, actual cost
  - Tuition: students pay in 20 states; states pay in 4 states; state pays in 5 states; 21 use combination
  - Savings to states and families can be huge: Running Start saves \$43.4 million
  - Issues: “double dipping,” competition for resources.

# Key issues/ initial findings

- Course quality/transferability
  - Much is done to address this but concerns remain.
  - Transfer works best when pre-negotiated with colleges.
  - HS/college course equivalents sometimes examined but not always.
- Outcomes for students
  - Very little data; what there is seems positive.

# Key issues/ initial findings

- Delivery of courses
  - At high schools: most accessible
  - At colleges: most realistic college experience, greater quality control
  - Distance learning:
  - On-line: can work, but best when highly supervised

# Key issues/ initial findings

- State vs. local policies
  - Local: more adaptable to local needs and conditions (e.g. Prairie State)
  - State: more consistent student access and quality; credit transfer may be easier
- Blurring the lines
  - Issue: why are students given double “rewards” for taking certain courses at certain stages of their education?