

DUAL CREDIT: MAKING IT WORK

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Definitions and Terms

- Dual credit
- Dual enrollment
- Articulated credit

Typical program

- Colleges recruit
- Students take college entrance exam
- Classes are offered at high school or college, or via distance learning
- There may be protection for students who aren't coping well
- Students receive high school and college credit
- Credit may transfer.

Why the excitement about dual credit/enrollment?

- Opportunities for accelerated education
- A more productive senior year
- Lower costs for families, schools, and the state
- Wider access to college resources and facilities
- Greater likelihood of continuation into further postsecondary education

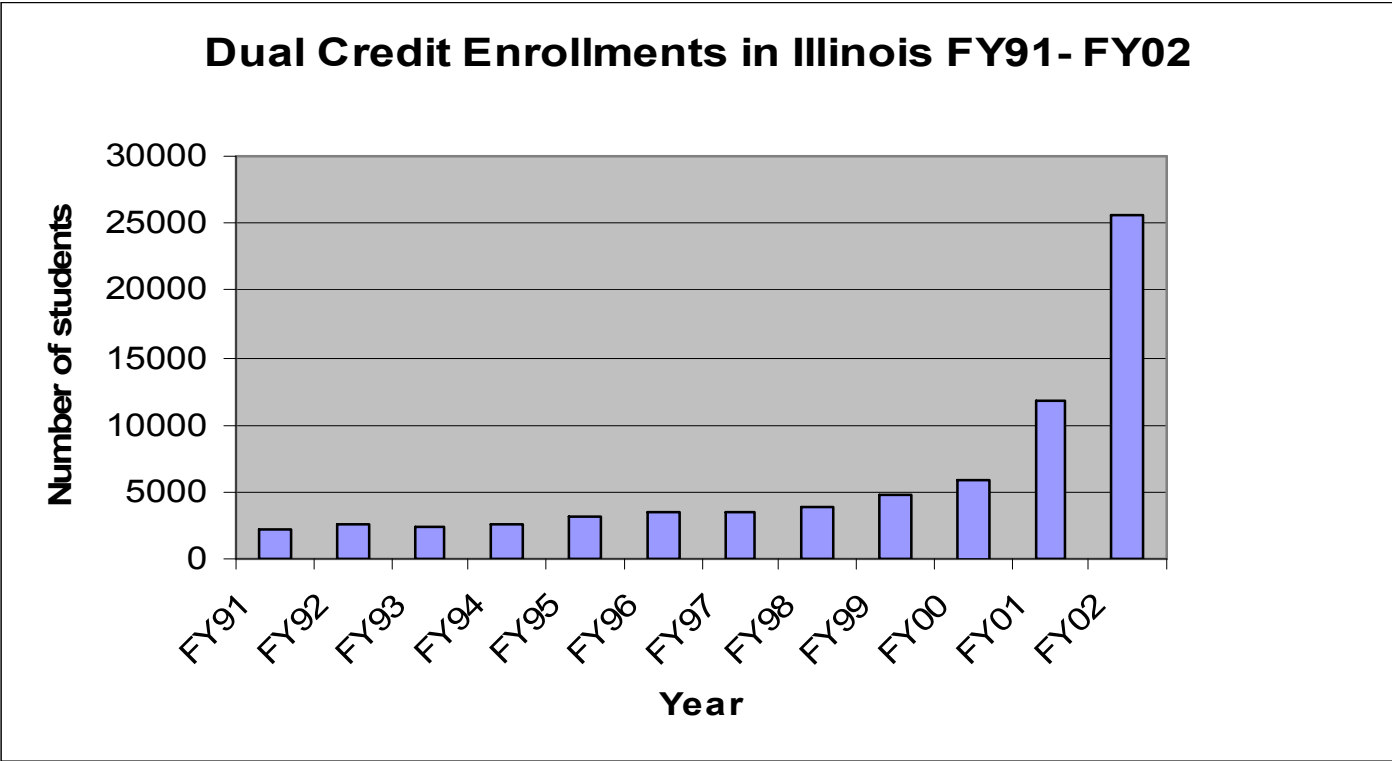
Why the concern?

- Quality and rigor
- Financial/ administrative burdens
- Transferability of credit (especially to 4-yr)
- Faculty roles and compensation
- Student access

Illinois' implementation status

- **All 48** community colleges offer some form of dual credit/enrollment
- **633** secondary schools in the program (FY02)
 - **73%** of all high schools in the state
 - **127%** increase since FY00
- Students enrolled in **29** subject areas, both transfer and occupational courses (FY01)

Students participating



RESEARCH PROJECT

SUMMARY OF ACE GRANT REPORTS

- Numbers of schools and student involved
- Course offered
- Adequacy of funding
- Student and faculty selection
- Strengths, weaknesses and concerns

RESEARCH PROJECT

TELEPHONE INTERVIEWS

- Colleges demonstrating best practices
- Definitions of terms
- Information about students
- Information about program
- Information about support for dual credit

RESEARCH PROJECT

CASE STUDIES

- Learn about good practices in dual credit
- Sites:
 - Lewis and Clark
 - Lake Land
 - Moraine Valley
 - Daley

DUAL CREDIT- DECISION AREAS



1. Program approach
2. Organization and funding
3. Course delivery
4. Student selection & guidance
5. Faculty selection
6. Quality assurance
7. Relationships with HS
8. Credit award and transfer
9. Marketing and PR
10. Monitoring & evaluation

Decision 1: Program Approach

- Dual Credit seen as compatible with CC missions
- Also is seen as high priority
- Helps colleges achieve goals:
 - Student opportunities
 - Recruitment
 - Community service
- High schools also achieve goals:
 - More student opportunities
 - Senior year engagement
 - Cost savings (facilities, equipment)

Decision 1: Program Approach

IDEAS FOR PRACTICE

- Combine dual credit with other college initiatives:
 - AP Credit
 - Tech Prep
 - Industry credentialing
 - IAI
 - Cohort Models
 - Student Recruitment
 - Distance or on-line

Decision 2: Organization and Funding

- Location within colleges is varied based on institutional history and intent for Dual Credit
- High school liaisons important
- Use of ACE grants to:
 - Waive tuition completely
 - Reduce tuition (25% - 75%)
 - Reduction formula

Decision 2: Organization and Funding

IDEAS FOR PRACTICE

- Textbook Rental- (reduced cost for students, up-to-date content)
- Involve college departments early
- High school block scheduling helps
- Partnerships with business (work-based learning, financial support, leadership)
- Strong management team
- Designated liaisons (at both college and high school)

Decision 3. Course Delivery

On College Campuses

5,435 courses provided to
7,123 students

At High Schools

2,263 courses provided
to 18,945 students

Via Distance Learning

276 courses provided
to 687 students

Via the Internet

344 courses provided
to 369 students

Decision 3. Course Delivery

IDEAS FOR PRACTICE

1. Both transfer and CTE courses work well
2. Dual credit fills curricular gaps
3. Distance education growing
4. Students like college-based classes
5. High school based classes more accessible

Decision 4: Student selection

- 23 of 30 colleges require placement tests
- 20 of 30 consider HS recommendations
- 2/3 use multiple criteria
- Access mechanisms
 - CTE courses- lower/no scores required
 - Cohort groups
 - Geographically uneven
 - \$ a barrier

Decision 4: Student selection

IDEAS FOR PRACTICE

1. Some concern about younger students
2. Combine testing & counselor recommendation
3. Tuition waivers
4. Online courses
5. OK to combine college and HS students

Decision 5: Faculty Selection and Supervision

- Faculty Selection Requirements (alternatives):
 - Qualifications same as college adjunct faculty
 - Must be taught by college faculty
 - Faculty member must be certified HS teacher
- College departments provide guidance and training in most cases.

Decision 5: Faculty Selection and Supervision

IDEAS FOR PRACTICE

- School-college joint meetings
- College mentors for high school faculty
- Shared professional development
- Perceived advantages to high school teachers
 - College resources
 - Prestige
 - Disciplinary interactions
- Clear administrative system

Decision 6: Quality Assurance

Quality = courses taught at college level

Question– What is a college level course?

Answer– It is whatever the college teaches.

Decision 6: Quality Assurance

IDEAS FOR PRACTICE

- Courses on college campuses
- Annual review based in department (syllabi, exams, texts)
- Professional development
- NACEP standards
- IAI approved courses
- Passing AP Exam

Decision 6: Quality Assurance

IDEAS FOR PRACTICE (con't)

- National Industry Standards
- Classroom visits by department heads
- Placement tests
- Self assessment (e.g. WA State “Reality Checks”)
- Early warning systems for students

Decision 7. College- HS relations

- 73% of high schools involved (2002)
- Support for dual credit (1-5 scale)
 - Leaders- college 4.7
 - HS 4.3
 - Faculty - college 3.7 - 4.5
 - HS 3.8

Decision 7. College- HS relations

IDEAS FOR PRACTICE

1. Liaisons from college to each HS
2. HS pick courses
3. Sharing \$
4. Attention to equal faculty relationships
5. Leadership involvement is key

Decision 8. Credit award & transfer

- 11,809 students earned 13,675 credits (2000)
- Acceptance of credits getting better
- Courses most likely to transfer
 - IAI approved
 - Academic subjects
 - Pre-negotiated courses
- Better than articulated credit; more like AP

Decision 8. Credit award & transfer

IDEAS FOR PRACTICE

1. Choose courses carefully
2. Don't distinguish on transcripts
3. Have students work with specific colleges
4. Combine with AP

Decision 9: Marketing and Public Information

- External support
 - Parents 4.3 out of 5
 - Students 4.1
 - Community 3.4
- Parents need information on how dual credit offers head start on college
- Participation in dual credit affects students' perceptions of college

Decision 9: Marketing and Public Information

IDEAS FOR PRACTICE

- Recruitment activities:
 - Orientation
 - Registration
 - Parent nights
- Websites, brochures and posters
- Targeting parents with materials (especially re. head start on college)

Decision 10. Monitoring & evaluation

- Monitoring varies
- All colleges report to ISBE & ICCB
- Little program outcomes evaluation done
- Evaluation findings
 - Extensive cooperation
 - Students able to transfer courses
 - Wide range of credits earned
 - Challenging courses
 - Students perform well in college

Decision 10. Monitoring & evaluation

IDEAS FOR PRACTICE

1. NACEP has quality standards
2. HS and colleges should share information
3. Use some standard test questions
4. Stay tuned.....

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