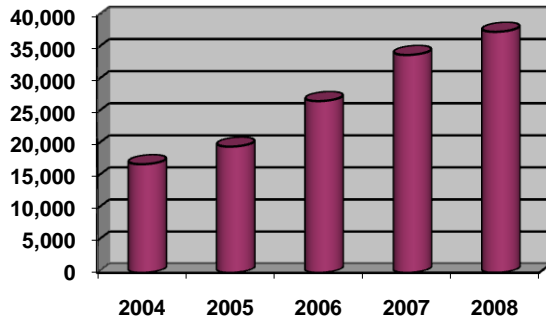


**Career & Technical Dual Credit Student Enrollment
Fiscal Years 2004 - 2008**



Source: ICCB SU/SR Records

Highest CTE Dual Credit Enrollments:

The highest CTE enrollments in this area were in Office Occupations and Clerical Services (N = 5,319), Business Technology (N = 3,517), Administrative Assistant (N = 2,352), Welding Technology (N = 2,060), and Nurse/Nursing Assistant (N = 1,649). Enrollment in these five CTE courses accounted for 1 in 5 (19.6 percent) dual credit enrollments in fiscal year 2008.

**Top Five Dual Credit Course Enrollments
Career & Technical Education
Fiscal Year 2008**

CIP	Course Name	FY2008
52.0408	Office Occupations	5,319
52.0407	Business Technology	3,517
52.0401	Administrative Assistant	2,352
48.0508	Welding	2,060
51.1614	Nursing Assistant	1,649
	Total	14,897

Source: ICCB SU/SR Records

Sample Comparative Data:

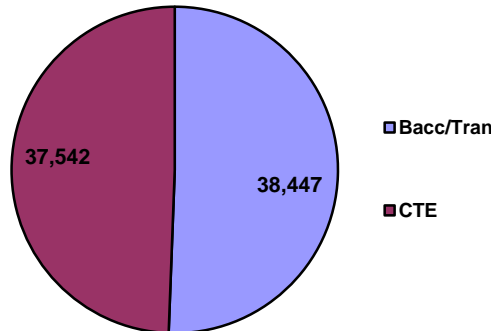
Nationally, enrollments in dual credit courses with a CTE focus accounted for about one-third of all dual credit enrollments of public high school students during the 2002 – 2003 school year. (<http://nces.ed.gov/surveys/ctes/tables/h19.asp>)

Illinois Summary:

Summary Dual Credit Course Count, Enrollments, and Average Class Size			
Broad Program Area	Latest Results FY2008		
	Course Count	Enrollments	Average Class Size
Baccalaureate/ Transfer	4,276	38,447	9.0
Career & Technical Education	4,162	37,542	9.0
Overall Total	8,438	75,989	9.0

Source: ICCB SU/SR Records

FY 2008 Dual Credit Enrollment by Program



Source: ICCB SU/SR Records

Other student populations served through community colleges that are focused on in the report include:

- Overall
- Baccalaureate/Transfer Education

See the full report for more information
http://www.iccb.state.il.us/pdf/reports/dualcreditrpt_January2010.pdf
 January 2010



Dual Credit in the Illinois Community College System

Career & Technical Education



Illinois Community College Board
 Research and Policy Studies
 401 East Capitol Avenue
 Springfield, IL 62701-1171
 217-785-0123
<http://www.iccb.org>

Dual Credit Advantages:



- Allows academically qualified high school students to earn credits that count toward a high school diploma and a college degree.

- Helps students make the transition from high school to college.
- Saves students and parent's money.
- Can contribute to reducing the time it takes a student to complete a college degree.

Dual Enrollment vs. Dual Credit:

Dual Enrollment

- Academically qualified high school students concurrently participate in college-level courses and receive only college credit.
- High school credit may or may not be awarded.
- Generally, no formal connection between the high school and college is required.

Dual Credit

- Academically qualified high school students participate in college-level courses and upon successful completion earn both high school and college credit.
- Reflects strong & well established secondary-to-postsecondary articulation & alignment.
- Course content is prescribed by the community college.
- Courses can be offered in the high school, on the community college campus, area career center, or through distance learning.
- Only transfer/core courses and career & technical education courses are offered.
- Instructors must meet the same qualification required of regular community college faculty



Dual Credit Quality Act:



The **Dual Credit Quality Act** (Public Act 96-0194) was signed by the Governor August 10, 2009, with an effective date of January 1, 2010. The Act requires the Illinois Community College Board (ICCB) and the Board of Higher Education (IBHE) to develop policies regarding dual credit. Dual credit instructors teaching credit, college-level courses must meet the same requirements as on-campus faculty, and dual credit instructors teaching career and technical education courses must have appropriate credentials and teaching competencies. Students must meet the same academic criteria as those enrolled in credit-bearing college courses, including placement test score requirements. Course content and learning outcomes must be the same as that required for credit-bearing college courses. High school instructors must be provided with orientation, assessment methods, and administrative requirements before teaching dual credit courses, and they must be able to participate in all activities available to adjunct faculty. Institutions must annually report to either ICCB or IBHE, and data shall be included in a statewide longitudinal data system.

Dual Credit Course Count & Enrollment:

Data are organized by broad program area (PCS):

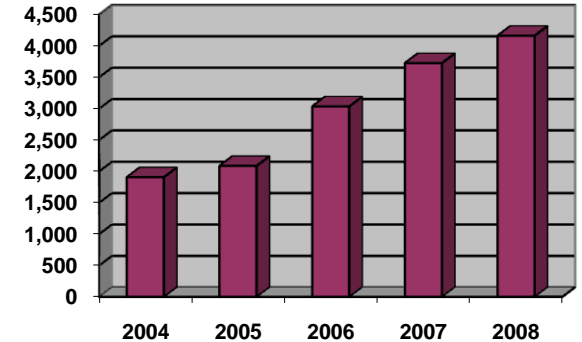
- Overall,
- Baccalaureate/Transfer Education, and
- Career & Technical Education.

Career & Technical Education:

Career and Technical Education (PCS 12) dual credit courses and enrollments have more than doubled in the last five years. In fiscal year 2008, there were 37,542 enrollments in 4,162 courses with an average class size of 9.0.

Career and Technical Education dual credit courses accounted for 49.3 percent of all dual credit courses offered in fiscal year 2008. Likewise, CTE enrollments accounted for 49.4 percent of all dual credit enrollments.

Career & Technical Dual Credit Course Count
Fiscal Years 2004 - 2008



Source: ICCB SU/SR Records

The number of courses offered increased 11.7 percent from 2007 (N = 3,725) and 118.2 percent from 2004 (N = 1,907). Enrollments increased 10.6 percent over 2007 (N = 33,936) and 121.9 percent over 2004 (N = 16,915). Between fiscal years 2006 to 2008, enrollments averaged 32,742 and courses averaged 3,641.

