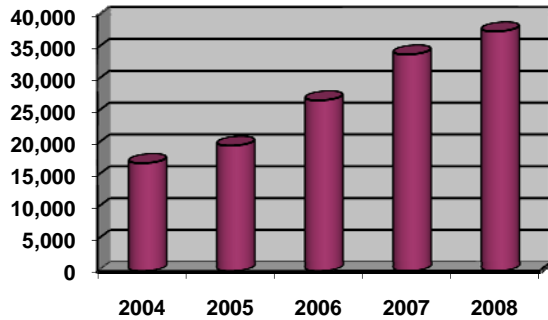


Career & Technical Dual Credit Student Enrollment
Fiscal Years 2004 - 2008



Source: ICCB SU/SR Records

Highest Dual Credit Enrollments:

The highest enrollments in this area were in Office Occupations and Clerical Services (N = 5,468), Business Technology (N = 3,140), Welding Technology (N = 2,334), Administrative Assistant (N = 2,312), and Computer Systems Networking (N = 2,098). Enrollment in these five CTE courses accounted for 19.5 percent of all dual credit enrollments in fiscal year 2009.

Top Five Dual Credit Course Enrollments
Career & Technical Education
Fiscal Year 2009

Course CIP	Course Name	FY2008
52.0408	Office Occupations	5,468
52.0407	Business Technology	3,140
48.0508	Welding	2,334
52.0401	Administrative Assistant	2,312
11.0901	Computer Networking	2,098
	Total	15,352

Source: ICCB SU/SR Records

Sample Comparative Data:

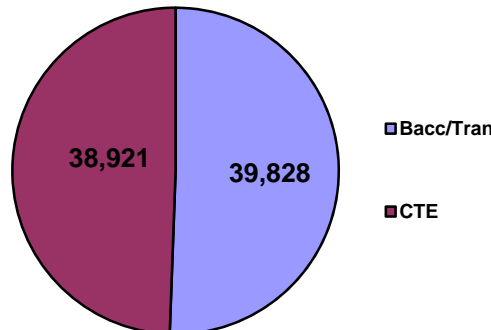
Nationally, enrollments in dual credit courses with a CTE focus accounted for about one-third of all dual credit enrollments of public high school students during the 2002 – 2003 school year.
(<http://nces.ed.gov/surveys/ctes/tables/h19.asp>)

Illinois Summary:

Summary Dual Credit Course Count, Enrollments, and Average Class Size			
PCS	Latest Results FY2009		
	Course Count	Enrollments	Average Class Size
Baccalaureate/Transfer	4,183	39,828	9.5
Career & Technical Education	4,041	38,921	9.6
Overall Total	8,224	78,749	9.6

Source: ICCB SU/SR Records

FY 2009 Dual Credit Enrollment by PCS



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 FY08 report for more information
http://www.iccb.state.il.us/pdf/reports/dualcreditrpt_January2010.pdf



July 2010

Dual Credit in the Illinois Community College System

Career & Technical Education

Fiscal Year 2009



Illinois Community College Board
Research and Policy Studies
401 East Capitol Avenue
Springfield, IL 62701-1171
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<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 parents money.



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.
- Basically, a college course is offered for high school credit.
- Reflects strong & well established secondary-to-postsecondary articulation & alignment.
- Course content is prescribed by the community college.
- Courses are offered in the high school, on the community college campus, area career center, online, or through distance learning.
- Transfer/core courses and career & technical education courses are offered.
- Instructors must meet the community college's faculty qualifications.



Dual Credit Quality Act:

The **Dual Credit Quality Act** (Public Act 96-0194) was approved 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 testing. 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 will annually report to either ICCB or IBHE, and data will be included in a statewide longitudinal data system.



Dual Credit Course Counts & Enrollments:

Data are organized by Broad program area:

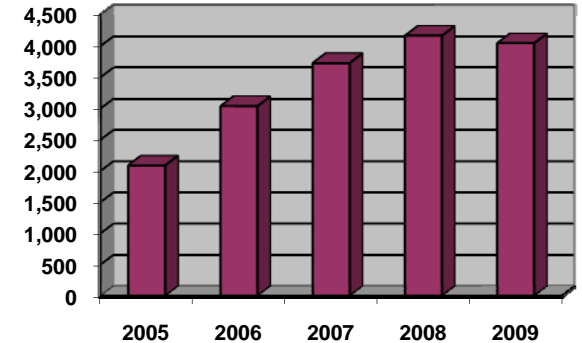
- Overall.
- Career & Technical Education.
- Transfer Education.

Career & Technical Education:

Career and Technical Education (PCS 12) dual credit courses and enrollments have nearly doubled in the last five years. In fiscal year 2009, there were 38,921 enrollments in 4,041 courses with an average class size of 9.6.

Career and Technical Education dual credit courses accounted for 49.1 percent of all dual credit courses offered in fiscal year 2009. Likewise, CTE enrollments accounted for 49.4 percent of all dual credit enrollments.

Career & Technical Dual Credit Course Count
Fiscal Years 2005 - 2009



Source: ICCB SU/SR Records

The number of courses offered decreased -2.9 percent from 2008 (N = 4,162) and increased 93.6 percent from 2005 (N = 2,087). Enrollments increased 3.7 percent over 2008 (N = 37,542) and 98.0 percent over 2005 (N = 19,656). Between fiscal years 2007 and 2009, enrollments averaged 36,800 and courses averaged 3,976.

