

Highest Dual Credit Enrollments by Specific Program (CIP):

Top Ten Dual Credit Course Enrollments Fiscal Year 2008				
CIP	Course Name	Latest Results FY2008	Percent Change 1-Year	Percent Change 5-Year
23.0401	English Composition	9,231	16.5%	65.2%
52.0408	Office Occupations	5,319	8.1%	108.6%
52.0407	Business Technology	3,517	14.6%	127.8%
27.0101	Mathematics	2,797	23.7%	38.3%
42.0101	Psychology	2,772	3.1%	62.7%
23.1001	Speech	2,477	135.5%	299.5%
52.0401	Administrative Assistant	2,352	-4.8%	141.7%
16.0905	Spanish	2,292	32.5%	60.5%
54.0101	History	2,150	-6.6%	12.8%
48.0508	Welding	<u>2,060</u>	<u>15.0%</u>	<u>135.4%</u>
	Total	34,967	15.8%	82.0%

Source: ICCB SU/SR Records

Enrollments in the ten largest programs accounted for almost half (46.0 percent, N = 34,967) of all dual credit enrollments in fiscal year 2008. The ten highest enrollments overall by CIP code in fiscal year 2008 were in English Composition (N = 9,231), Office Occupations and Clerical Services (N = 5,319), Business Technology (N = 3,517), Mathematics (N = 2,797), Psychology (N = 2,772), Speech (N = 2,477), Administrative Assistant (N = 2,352), Spanish (N = 2,292), History (N = 2,150), and Welding Technology (N = 2,060). Eight of these programs registered increases from 2007, and all ten programs saw increases from 2004.



Sample Comparative Data:

A study by the National Center for Education Statistics reported that about 7 in 10 public high schools offered dual credit courses in 2002–2003. There were approximately 1.2 million dual credit enrollments in 2002–2003: 74 percent in courses on a high school campus, 23 percent on a postsecondary campus, and 4 percent through distance education. Sixty-two percent of the high schools surveyed had requirements for enrolling in dual credit courses, including grade level, GPA, teacher recommendation, and minimum score on standardized tests (<http://nces.ed.gov/pubs2005/2005009.pdf>).

Illinois Summary:

Summary Dual Credit Course Count, Enrollments, and Average Class Size			
PCS	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

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

- Baccalaureate/Transfer and
- Career & Technical Education

See the full report for more information

http://www.iccb.state.il.us/pdf/reports/dualcreditrpt_January2010.pdf

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Dual Credit in the Illinois Community College System



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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:

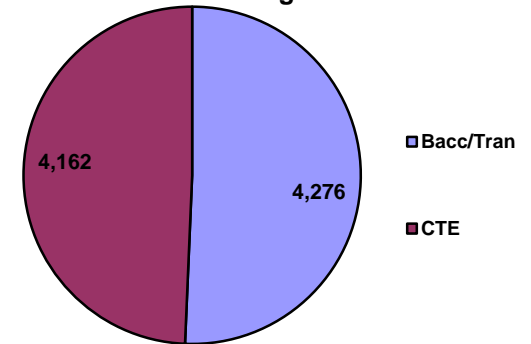
Data are organized by broad program area (PCS):

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

Overall:

In fiscal year 2008, Illinois community colleges offered 8,438 dual credit courses, which is a 12.8 percent increase over 2007 (N = 7,481) and a 70.9 percent over 2004 (N = 4,937).

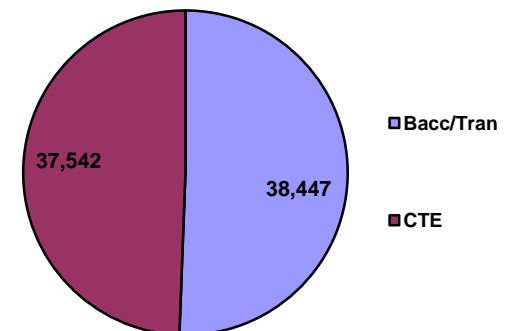
FY 2008 Dual Credit Course Count by Program



Source: ICCB SU/SR Records

Total dual credit enrollments were 75,989 in fiscal year 2008, a 15.1 percent increase over 2007 (N = 66,038) and a 93.6 percent increase over 2004 (N = 39,257). Average dual credit class size was 9.0 students in fiscal year 2008, a 2.0 percent increase from 2007 and a 13.3 percent increase from 2004.

FY 2008 Dual Credit Enrollment by Program



Source: ICCB SU/SR Records