



**DUAL CREDIT
IN THE
ILLINOIS COMMUNITY COLLEGE SYSTEM**

FISCAL YEAR 2022

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INTRODUCTION

Dual credit instruction allows academically prepared high school students to simultaneously earn credits that count toward a high school diploma and a college degree. Dual credit instruction delivers a “win-win” arrangement for all parties: students gain access to challenging college-level coursework to make their junior and senior years of high school more productive; students can prove to others and themselves that they have the ability to succeed in college; college costs can be reduced for parents and students; time to degree at college can be shortened; and the enhanced high school and college faculty dialogue can contribute to a better alignment between secondary and postsecondary education. Consequently, as dual credit instruction has a positive impact on postsecondary completion, there is a growing emphasis among policy makers on the value of dual credit enrollment for all students and especially those who are traditionally underserved in higher education.

Highlights of Dual Credit in Fiscal Year 2022:

- In Illinois, during fiscal year 2022, a total of 75,507 individual (i.e., “unduplicated”) high school students enrolled in one or more community college dual credit courses.
- Nearly one in five students (19.0 percent) taking one or more Illinois community college credit courses was a high school dual credit student.
- Illinois community colleges offered a total of 13,543 dual credit courses in fiscal year 2022, which was an increase 1.7 percent from the previous year (N = 13,314).
- Overall, in fiscal year 2022, dual credit duplicated (seat count) enrollment (N = 146,391) increased 11.8 percent compared to one year ago (N = 130,943).
- High school students that took dual credit courses have substantially higher community college graduation rates and advancement rates than those students that did not enroll in dual credit coursework.

Data for this report derive from the Illinois Community College Board’s (ICCB) Centralized Data System and, specifically, the Annual Student Enrollment and Completion (A1) student-level submission (Appendix A Tables) and Annual Course Data (AC) student-level submission (Appendix B Tables) from Illinois community colleges. Information from the **A1 submission** is used in the report to describe the characteristics of high school students who enrolled in dual credit courses. A1 data are required for all students who are officially enrolled in a credit course at an Illinois community college any time during the specified fiscal year. A1 enrollments are **unduplicated** end-of-year counts. Duplicated enrollment and course data derive from ICCB **AC submissions**. AC enrollments are **duplicated**, meaning students are counted for each course they enroll in (e.g., a student enrolling in three dual credit courses is counted as three enrollments). The AC record submission includes dual credit identifier information that is used to generate dual credit course counts, enrollments, and average class sizes. For Illinois community colleges, student-level data is collected by ICCB for each fiscal year. A fiscal year represents student activity in a July 1 through June 30 academic year. Data for the graduation rate outcomes come from the Fall Enrollment (E1), A1 and Summer Graduate Reporting for the Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey (GS) Data. Data for the advancement rate outcomes come from the A1, E1, GS and National Student Clearinghouse (NSC).

DUAL CREDIT DEFINITION AND LEGISLATIVE BACKGROUND

Dual credit is an instructional arrangement where an academically qualified high school student enrolls in a college-level course and, upon successful course completion, concurrently earns both college credit and high school credit. Dual credit reflects strong and well established secondary-to-postsecondary articulation and alignment.

The Dual Credit Quality Act ([Public Act 96-0194](#)) was approved by the governor on August 10, 2009, with an effective date of January 1, 2010. The Act required the ICCB and the Board of Higher Education (IBHE) to develop policies regarding dual credit. In 2018, the Dual Credit Quality Act was significantly amended outlining specific, required elements within dual credit partnership agreements and limiting out-of-state dual credit offerings. Although the general purpose of the Act remains the same, the Act gives school districts a greater ability to offer dual credit courses to students, as it requires a local community college to agree to offer such courses if a school district requests them. The law includes an “Illinois-first” clause that prohibits school districts from offering dual credit courses from out-of-state institutions without first asking an Illinois college if the same courses are offered there. The law helps to make college more affordable. The amended Dual Credit Quality Act ([Public Act 100-1049](#)) took effect January 1, 2019. Additionally, as part of the newly amended Dual Credit Quality Act and to advance dual credit in Illinois, ICCB and the Illinois State Board of Education (ISBE) established a committee and developed a [Model Partnership Agreement \(MPA\)](#) addressing the parameters of local school district-community college partnerships to offer dual credit (should the stakeholders not be able to reach agreement). The Agreement guides local partnerships between school districts and community colleges necessary for the successful implementation of quality dual credit courses and related student supports.

The instructors for dual credit courses shall be selected, employed and evaluated by the postsecondary institution. Qualified instructors must hold the appropriate credentials and demonstrate teaching competencies. [The ICCB Administrative Rules](#) [Section 1501.507 (11)] outlines these minimally acceptable standards. Dual credit instructors must be able to participate in all activities available to adjunct faculty [[\(110 ILCS 27/\) Dual Credit Quality Act](#)]. ICCB, ISBE, and IBHE also collaborated to create a new endorsement for nine dual credit disciplines. A Dual Credit Endorsement, as designated by the newly amended Dual Credit Quality Act, is an endorsement valid for educators in grades 11-12 to be placed on the [Professional Educator License \(PEL\)](#) at the request of an instructor who meets the appropriate credential standards.

The Dual Credit Quality Act was amended via [Public Act 102-0516](#) on August 20, 2021, to require that within one year after the effective date (August 20, 2021), each community college district in partnership with the appropriate high schools, shall modify its dual credit plan to ensure access to dual credit courses by students with disabilities. The agreement shall provide that a student has access to the supplementary aids and accommodations included in the student's Individualized Education Program (IEP) while the student is accessing a dual credit course on a high school campus, in accordance with established practices at the high school, and a student who accesses a dual credit course on a community college campus has access to supplementary aids and accommodations provided in the partnership agreement, including access to the community college's disability services.

The amended Dual Credit Quality Act further stipulated that each community college district shall provide access to higher education for students with disabilities, including, but not limited to, students with intellectual or developmental disabilities. Each community college is encouraged to offer for-credit and noncredit courses as deemed appropriate for the individual student based on the student's abilities, interests, and postsecondary transition goals, with the appropriate individualized supplementary aids and accommodations, including general education courses, career and technical education, vocational training, continuing education certificates, individualized learning paths, and life skills courses for students with disabilities. In addition, each community college is strongly encouraged to have its disability services coordinator participate in meetings held by high schools to provide information to the student's IEP team, including the student and the student's parents, about the community college and the availability of courses and programs at the community college.

Also taking effect on January 1, 2019, [Public Act 100-0792](#) amended the Illinois School Code by prohibiting a school board from capping the number of courses or credits a student can earn via dual credit if the courses are taught by an Illinois Instructor. Effective on January 1, 2022, [Public Act 102-0209](#) amended the accelerated placement language of the School Code. It states that for a student entering grade 12, the next most rigorous level of advanced coursework in English or mathematics shall be a dual credit course as defined in the Dual Credit Quality Act, an Advanced Placement course as defined in the College and Career Success for All Students Act, or an International Baccalaureate course. Under the current accelerated placement statute, no later than the beginning of the 2023-2024 school year, a school district's accelerated placement policy must allow for the automatic enrollment, in the following school term, of a student into the next most rigorous level of advanced coursework offered by the high school if the student meets or exceeds State standards in English language arts, mathematics, or science on a State assessment administered.

Similarly, [Public Act 101-0654](#) (known as the Education and Workforce Equity Act) requires by no later than the beginning of the 2023-2024 school year that each school district's accelerated placement policy include provisions for automatic enrollment, in the following school term, of a high school student into the next most rigorous level of advanced coursework. The next most rigorous level may include early college programs (dual credit, advanced placement, and international baccalaureate). The intent with the automatic enrollment approach is to allow even more equitable access and opportunity, regardless of student background, for advanced coursework including early college courses like dual credit.

Finally, [Public Act 102-1077](#), signed by the governor on June 10, 2022, amends the state's Dual Credit Quality Act to provide that a partnership agreement between a community college and a school district shall allow high school students who may not meet the community college's academic eligibility requirements to enroll in dual credit courses taught at the high school to receive high school credits. High schools are required to establish procedures to notify students enrolled in dual credit courses if they are eligible for both college and high school credits or just a high school credit.

On the national level, the growth of dual credit has prompted the National Center for Education Statistics (NCES) to adjust the Integrated Postsecondary Education Data System (IPEDS) collection beginning with the 2023-24 cycle. The new collection approach will allow NCES to provide information on dual credit and dual enrollment activity disaggregated by race/ethnicity and gender. NCES has indicated this new collection methodology will allow dually enrolled students to be distinguished from other students who are classified as non-degree/non-certificate students and provide a more comprehensive picture of the dual credit landscape across the country. NCES further justifies this adjustment by citing the growth in dually enrolled students and the potential implications for future college enrollment and credential/degree attainment as primary drivers for this adjustment. The information contained within this report for the Illinois Community College System is focused exclusively on dual credit activity where the students earn both high school and college credit and does not include activity that is dual enrollment where only college credit is earned. ICCB does have a longstanding collection of dually enrolled students within its Centralized Data System and is positioned well to submit the data on behalf of Illinois community colleges for NCES IPEDS reporting.

CHARACTERISTICS OF DUAL CREDIT STUDENTS (UNDUPLICATED)

OVERALL HEADCOUNT

The Illinois Community College System recorded a total of 75,507 high school students enrolled in dual credit courses during fiscal year 2022. Currently, **all** Illinois community colleges offer dual credit courses. **Table 1** provides the comparison of annual dual credit headcount enrollments in Illinois public community colleges in fiscal years 2018 through 2022. Annual dual credit enrollments increased 13.1 percent compared to the previous year (N = 66,788) and 27.9 percent compared to five years ago (N = 59,039). Among Illinois' 48 colleges, 23 colleges reported more than 1,000 dual credit enrollments in fiscal year 2022. College of DuPage reported the most dual credit enrollments (N = 5,847), followed by Harper College (N = 4,982), and Joliet Junior College (N = 4,965) (Appendix Table A-1).

Each of the 48 community colleges in Illinois provided dual credit courses in fiscal year 2022.

High school students enrolled in dual credit courses comprised **19.0 percent of all credit enrollment** (N = 396,958) at Illinois community colleges in fiscal year 2022. Dual credit students comprised more than twenty percent of all credit enrollments in twenty-four Illinois community colleges, more than ten percent in 44 colleges, and fewer than five percent in three colleges. South Suburban College reported the largest proportion of dual credit enrollment in comparison to the college's total credit enrollment in fiscal year 2022 (44.2 percent), followed by Kaskaskia College (43.8 percent) and Highland Community College (38.9 percent) (Appendix Table A-2).

Table 1
Comparison of Annual Dual Credit Enrollments in Illinois Public Community Colleges
Fiscal Years 2018-2022

	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Headcount	59,039	64,106	69,299	66,788	75,507
% Change	2.0%	8.6%	8.1%	-3.6%	13.1%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

CHARACTERISTICS OF GENDER AND RACE/ETHNICITY

Table 2 shows that females constitute a slight majority (52.3 percent) of high school students enrolled in community college courses in fiscal year 2022 (Appendix Table A-3).

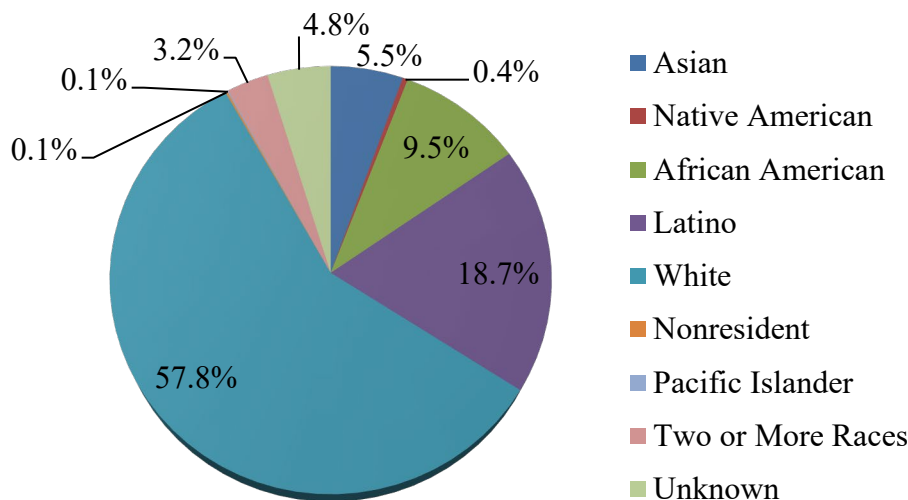
Table 2
Dual Credit Enrollment by Gender in Fiscal Year 2022

Gender	Number	Percent
Male	36,002	47.7%
Female	39,505	52.3%
Total	75,507	100.0%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

Figure 1 depicts the race/ethnicity of high school students enrolling in community college dual credit courses in fiscal year 2022. Nearly six out of ten dual credit students were White (57.8 percent). Latino dual credit students accounted for 18.7 percent and African American students for 9.5 percent in fiscal year 2022. Students identifying themselves as Asian (5.5 percent), Two or More Races (3.2 percent), Native American (0.4 percent), Nonresident (0.1 percent), and Pacific Islander (0.1 percent) represented a small portion of dual credit students (Appendix Table A-4). Dual credit participation was lower among minority high school students than White high school students in fiscal year 2022. Out of 185,508 minority students (whose ethnicity was known) enrolled in credit coursework in Illinois public community colleges in fiscal year 2022, 15.2 percent of students were enrolled in dual credit courses (N = 28,278). In comparison, out of 195,429 White students enrolled in credit coursework in Illinois public community colleges in fiscal year 2022, 22.3 percent of students were enrolled in dual credit courses (N = 43,623).

Figure 1
Race/Ethnicity of High School Students Taking Dual Credit Courses in Fiscal Year 2022

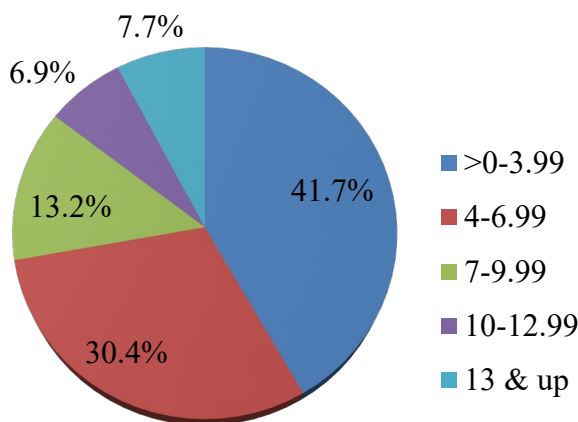


SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

CREDIT HOURS ENROLLED BY DUAL CREDIT STUDENTS

Figure 2 displays dual credit enrollment by number of enrolled credit hours in fiscal year 2022. Of the 75,507 high school students that enrolled in dual credit coursework in fiscal year 2022, four out of ten students (41.7 percent) enrolled in college-level coursework of fewer than four credit hours, three out of ten students (30.4 percent) enrolled in between four and fewer than seven credit hours, one out of five students (20.1 percent) enrolled in between seven and fewer than thirteen credit hours, and one out of thirteen students (7.7 percent) enrolled in 13 or more credit hours of college-level coursework in fiscal year 2022 (Appendix Table A-5).

Figure 2
Dual Credit Headcount Enrollment by Number of Enrolled Hours
Fiscal Year 2022

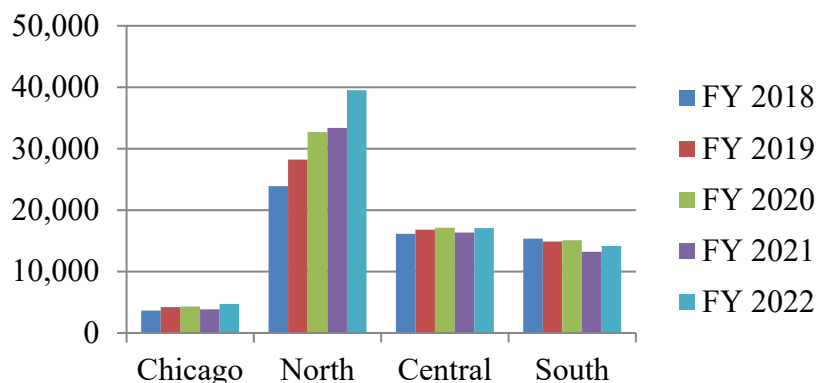


SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

GEOGRAPHIC REGION

Figure 3 compares dual credit enrollment by geographic region. Illinois community colleges in the North region (N = 39,541) had the most dual credit students in fiscal year 2022 followed by the geographic regions of Central (N = 17,082), South (N = 14,167), and Chicago (N = 4,717). From fiscal year 2018 to 2022, the largest increase in dual credit occurred in North (+65.5 percent) followed by Chicago (+29.1 percent), and Central (+5.9 percent), while South experienced a decrease in dual credit enrollment (-7.8 percent). The list of colleges in each geographic region is provided in Appendix C.

Figure 3
Dual Credit Enrollment by Geographic Region in Fiscal Years 2018-2022



SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

DUAL CREDIT COURSE COUNT AND ENROLLMENT (DUPLICATED)

In the following portion of the report, dual credit course count and enrollment data are organized by broad programmatic area based on the Program Classification Structure (PCS).

OVERALL COURSE COUNT AND ENROLLMENT

Illinois community colleges offered a total of 13,543 dual credit courses (duplicated) in fiscal year 2022, which was an increase of 1.7 percent from the previous year (N = 13,314). Dual credit courses accounted for 10.4 percent of all credit courses (N = 130,404) and 12.0 percent of all Transfer or Career and Technical Education courses in fiscal year 2022 (N = 112,438). Appendix Table B-1 provides dual credit course count in fiscal years 2018 through 2022 for each community college. Southwestern Illinois College reported the most dual credit courses (N = 1,090), followed by Rock Valley College (N = 749) and Elgin Community College (N = 659). Compared with the previous year, 29 colleges reported an increase in the number of dual credit courses, while nineteen reported decreases.

Duplicated dual credit course enrollments totaled 146,391 in fiscal year 2022, which was an increase of 11.8 percent compared to 2021 (N = 130,943). Among Illinois' community colleges, 31 colleges reported increases in dual credit enrollments, while 15 colleges exhibited decreases in comparison to fiscal year 2021. Two colleges experienced little or no change (less than one percent). Dual credit course enrollment accounted for 10.6 percent of all credit course enrollments (N = 1,384,578) and 11.7 percent of all Transfer or Career and Technical Education credit course enrollments (N = 1,250,520) in fiscal year 2022. McHenry County College reported the most dual credit enrollments (N = 9,069) in fiscal year 2022, followed by Southwestern Illinois College (N = 8,865) and Joliet Junior College (N = 8,185) (Appendix Table B-2).

More than one hundred forty-six thousand enrollments occurred across dual credit courses in fiscal year 2022.

As seen in **Table 3**, the average dual credit class size was 10.8 students per class in fiscal year 2022, a 9.9 percent increase from 2021 (N = 9.8). The average dual credit class size ranged from 4.7 students at Rock Valley College to 21.8 students at McHenry County College in fiscal year 2022 (Appendix Table B-3).

Table 3
Dual Credit Course Count, Enrollment (Duplicated), and Average Class Size
Fiscal Years 2018-2022

	2018	2019	2020	2021	2022
Number of Courses	11,270	11,905	12,569	13,314	13,543
Number of Enrollments	117,672	124,614	133,394	130,943	146,391
Average Class Size	10.4	10.5	10.6	9.8	10.8

Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

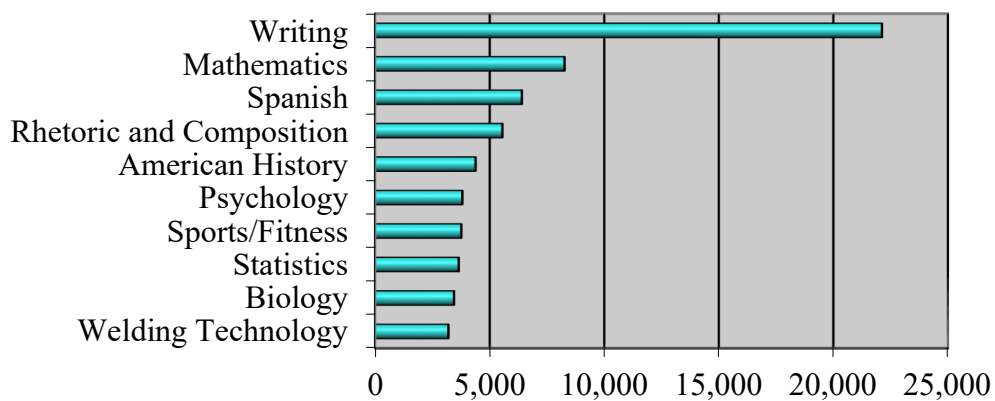
The Classification of Instructional Programs (CIP) was updated for 2020. The five highest dual credit course enrollments by program area (2-digit CIP) in fiscal year 2022 were in English Language and Literature/Letters (N = 29,329); Mathematics and Statistics (N = 14,208); Business, Management, Marketing, and Related Support Services (N = 13,882); Health Professions and Related Programs (N = 9,891); and Foreign Languages, Literatures, and Linguistics (N = 7,776) (Appendix Table B-14).

Appendix Table B-15 provides statewide dual credit course enrollment by Career Cluster. Guidance from the Department of Education resulted in the reclassification of some CIPs to the “Other / Transfer” category” in fiscal year 2020. Excluding the Other and non-CTE related CIPs, the top five Career Clusters in fiscal year 2022 were Science, Technology, Engineering and Mathematics (N = 25,721); Business Management and Administration (N = 13,906); Manufacturing (N = 9,886); Human Services (N = 8,817); and Health Science (N = 6,719). The Career Cluster brand is a registered trademark of [Advance CTE](#).

Course enrollments in the ten largest programs accounted for 44.1 percent (N = 64,583) of all dual credit course enrollments in fiscal year 2022. As depicted in **Figure 4**, the ten highest dual credit enrollments overall by 6-digit Classification of Instructional Programs (CIP) code in academic year 2022 were in Writing, General, which was formerly reported under English Composition (N = 22,122); Mathematics, General (N = 8,267); Spanish Language and Literature (N = 6,403);

Rhetoric and Composition, which was formerly reported under Speech and Rhetorical Studies (N = 5,553); American History (United States) (N = 4,384); Psychology, General (N = 3,806); Sports, Kinesiology, and Physical Education/Fitness, General (N = 3,761); Statistics, General (N = 3,648); Biology/Biological Sciences, General (N = 3,441); and Welding Technology/Welder (N = 3,198). Nine out of the ten largest programs experienced increases from 2021 (Appendix Table B-4).

Figure 4
Top Ten Dual Credit Course Enrollments in Fiscal Year 2022

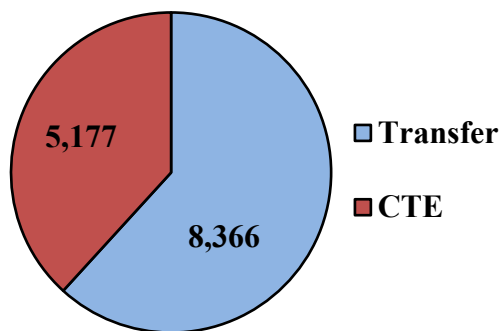


Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

TRANSFER VERSUS CAREER AND TECHNICAL EDUCATION

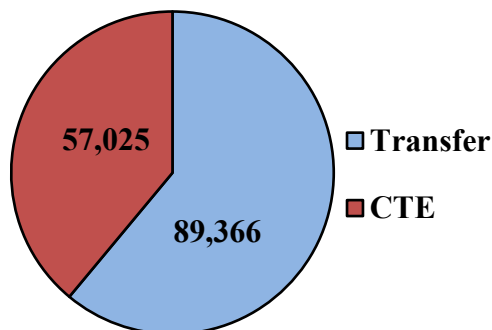
Figure 5 and **Figure 6** depict dual credit course count and enrollment in Transfer courses and Career and Technical Education (CTE) courses in fiscal year 2022.

Figure 5
Dual Credit Course Count in Fiscal Year 2022



Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

Figure 6
Dual Credit Course Enrollment in Fiscal Year 2022



Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

As **Table 4** shows, Illinois community colleges offered 8,366 Transfer dual credit courses in fiscal year 2022 (Appendix Table B-5), which was 61.8 percent of all dual credit courses offered. This is a 1.3 percent decrease compared to the previous year (N = 8,474). The average dual credit class size in Transfer education was 10.7 students in fiscal year 2022 (Appendix Table B-7).

Table 4
Transfer and CTE Dual Credit Course Count in Fiscal Years 2018-2022

	2018	2019	2020	2021	2022
Transfer	6,920	7,433	7,758	8,474	8,366
CTE	4,350	4,472	4,811	4,840	5,177
Total	11,270	11,905	12,569	13,314	13,543

Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

As seen in **Table 5**, Transfer dual credit course enrollments (Appendix Table B-6) accounted for 61.0 percent of all dual credit course enrollments in fiscal year 2022. Enrollments in this area increased to 89,366 in fiscal year 2022, an increase of 6.7 percent from 2021 (N = 83,720). Appendix Table B-8 shows the top five enrollments in Transfer courses: Writing, General (N = 22,068); Mathematics, General (N = 8,267); Spanish Language and Literature (N = 6,403); Rhetoric and Composition (N = 5,513); and American History (United States) (N = 4,384). Enrollments in these five courses accounted for 31.9 percent of all dual credit enrollments in fiscal year 2022.

Table 5
Dual Credit Course Enrollment (Duplicated) in Transfer and CTE Courses
Fiscal Years 2018-2022

	2018	2019	2020	2021	2022
Transfer	73,050	75,967	79,231	83,720	89,366
CTE	44,622	48,647	54,163	47,223	57,025
Total	117,672	124,614	133,394	130,943	146,391

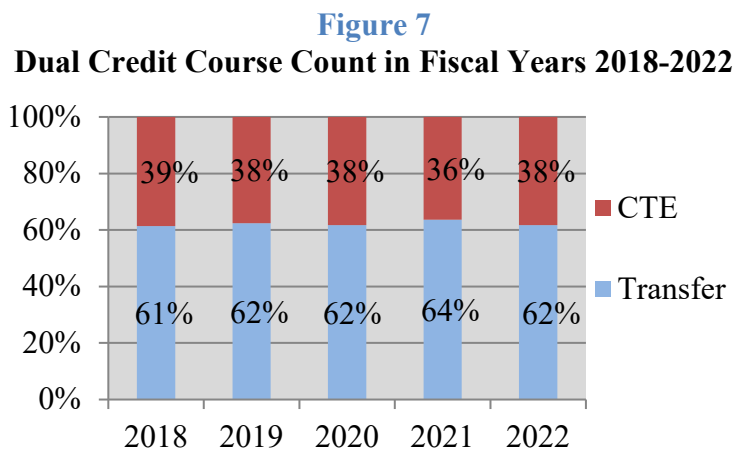
Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

Dual Credit in the Illinois Community College System in Fiscal Year 2022

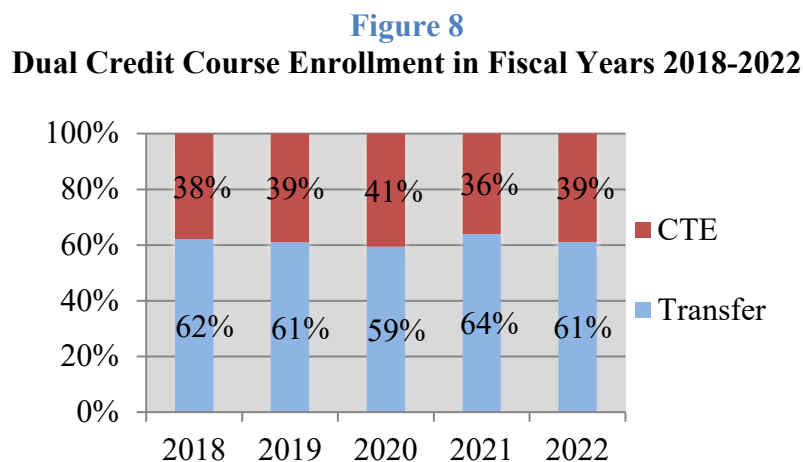
The Career and Technical Education dual credit course count was 5,177 in fiscal year 2022, which was 38.2 percent of all dual credit courses offered. This is an increase of 7.0 percent from fiscal year 2021 (N = 4,840) (Appendix Table B-9). The average dual credit class size in in this area was 11.0 students in fiscal year 2022 (Appendix Table B-11).

Dual credit course enrollments in Career and Technical Education increased to 57,025 in fiscal year 2022, which is a 20.8 percent increase over fiscal year 2021 (N = 47,223). Appendix Table B-12 shows that the highest enrollments in this area were in Welding Technology/Welder (N = 3,198); Nursing Assistant/Aide and Patient Care Assistant/Aide (N = 3,151); Medical Office Assistant/Specialist (N = 2,777); Entrepreneurship/Entrepreneurial Studies (N = 2,660); and Business/Office Automation/Technology/Data Entry (N = 2,444). Enrollments in these five courses accounted for 9.7 percent of all dual credit enrollments in fiscal year 2022.

Figure 7 and **Figure 8** depict the proportion of Transfer and Career and Technical Education dual credit course counts and enrollments in fiscal years 2018 through 2022. The proportion of Transfer to CTE remained steady across the five years.



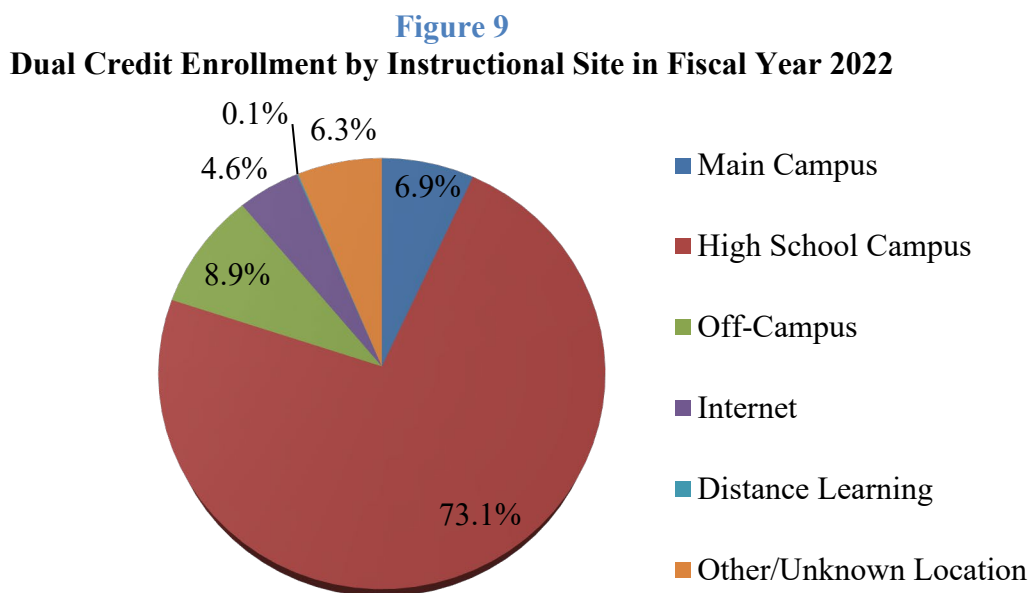
Source of Data: ICCB Centralized Data System—Annual Course (AC) Data



Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

INSTRUCTIONAL SITE

Figure 9 displays dual credit enrollment by instructional site. In fiscal year 2022, nearly three out of four high school dual credit students (73.1 percent) enrolled in dual credit courses at the high school campus. Nearly one in six high school dual credit students attended a main college campus (6.9 percent) or an off-campus college facility (8.9 percent). The remaining 11.1 percent of dual credit students either chose online/distance education classes (4.7 percent), or some other/unknown location (6.3 percent) to enroll in dual credit courses (Appendix Table B-16).



Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

DUAL CREDIT STUDENT OUTCOMES

GRADUATION RATE

Graduation rate is a success outcome measure for postsecondary students that begin their studies pursuing a traditional full-time enrollment pattern. The primary postsecondary graduation rate collected through the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS) provides the percentage of first-time, full-time students who graduate within 150 percent of catalog time (i.e., 3 years for an associate degree or two years for a 30-credit short-term certificate).

Table 6 provides graduation rate by dual credit enrollment status. First-time, full-time students that took at least one dual credit course prior to graduating high school and enrolling at a community college have a substantially higher graduation rate than those students that did not enroll in dual credit coursework. For each of the last five tracking cohorts (Fall 2015-Fall 2019) the graduation rate for the dual credit subgroup was about 20 percent higher compared to students

that did not enroll in dual credit coursework. For the most recent cohort (Fall 2019), the dual credit subgroup had a graduation rate of 48.69 percent compared to 30.08 percent for non-dual credit students.

Table 6
Graduation Rate for Dual Credit Students
Illinois Community College First-Time, Full-Time Entering Cohort
Graduating within 150% of Catalog Program Time
Fall 2015-19 Cohorts

Dual Credit Prior to Enrollment in Community College	Fall 15 Cohort through Summer 18	Fall 16 Cohort through Summer 19	Fall 17 Cohort through Summer 20	Fall 18 Cohort through Summer 21	Fall 19 Cohort through Summer 22
Yes	2,356 / 5,093 46.26%	2,612 / 5,586 46.76%	2,892 / 6,022 48.02%	2,814 / 5,831 48.26%	2,879 / 5,913 48.69%
No	6,163 / 22,728 27.12%	5,992 / 22,007 27.23%	6,151 / 21,711 28.33%	6,194 / 21,512 28.79%	6,635 / 22,056 30.08%
Total	8,519 / 27,821 30.62%	8,604 / 27,593 31.18%	9,043 / 27,733 32.61%	9,008 / 27,343 32.94%	9,514 / 27,969 34.02%

Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data, Fall Enrollment (E1) Data, and Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GS)

Table 7 contains graduation rate disaggregated by dual credit enrollment status and race/ethnicity. Across all race/ethnicities in the last five tracking cohorts (Fall 2015- Fall 2019), the graduation rate was higher for the dual credit student subgroup compared to the non-dual credit subgroup. In the most recent tracking cohort (Fall 2019), for the students that enrolled in dual credit courses at a community college prior to enrollment in the community college system, the graduation rate was higher in all race/ethnicity categories compared to students that did not enroll in dual credit ranging from 5.52 percentage points for Other students to 28.48 percentage points for Asian students. For African American students, the graduation rate was 8.31 percentage points higher for dual credit students, for Hispanic/Latino students it was 16.75 percentage points higher, and for White students it was 15.26 percentage points higher.

Table 7
Graduation Rate for Dual Credit Students by Race/Ethnicity
Illinois Community College First-Time, Full-Time Entering Cohort
Graduating within 150% of Catalog Program Time
Fall 2015-19 Cohorts

<i>Race/ Ethnicity</i>	DC Prior to Enrollment in CC	Fall 15 Cohort through Summer 18	Fall 16 Cohort through Summer 19	Fall 17 Cohort through Summer 20	Fall 18 Cohort through Summer 21	Fall 19 Cohort through Summer 22
<i>African American</i>	Yes	48 / 238 20.17%	72 / 276 26.09%	77 / 323 23.84%	100 / 372 26.88%	71 / 295 24.07%
	No	447 / 3,258 13.72%	420 / 3,180 13.21%	443 / 3,106 14.26%	401 / 2,873 13.96%	447 / 2,836 15.76%
<i>Hispanic/ Latino</i>	Yes	232 / 632 36.71%	327 / 828 39.49%	366 / 967 37.85%	312 / 848 36.79%	439 / 1,045 42.01%
	No	1,286 / 5,548 23.18%	1,337 / 5,692 23.49%	1,530 / 5,951 25.71%	1,553 / 6,069 25.59%	1,592 / 6,303 25.26%
<i>Asian</i>	Yes	30 / 97 30.93%	56 / 146 38.36%	55 / 150 36.67%	61 / 153 39.87%	96 / 157 61.15%
	No	246 / 943 26.09%	252 / 926 27.21%	268 / 855 31.35%	331 / 980 33.78%	325 / 995 32.66%
<i>Two or More Races</i>	Yes	52 / 140 37.14%	43 / 153 28.1%	61 / 169 36.09%	78 / 202 38.61%	72 / 193 37.31%
	No	127 / 707 17.96%	160 / 713 22.44%	150 / 717 20.92%	174 / 759 22.92%	190 / 748 25.40%
<i>White</i>	Yes	1,933 / 3,850 50.21%	2,066 / 4,049 51.02%	2,289 / 4,305 53.17%	2,215 / 4,148 53.40%	2,125 / 4,081 52.07%
	No	3,801 / 11,333 33.54%	3,613 / 10,754 33.6%	3,549 / 10,300 34.46%	3,487 / 10,031 34.76%	3,803 / 10,330 36.82%
<i>Other*</i>	Yes	12 / 27 44.44%	5 / 14 35.71%	8 / 20 40.00%	8 / 22 36.36%	12 / 27 44.44%
	No	62 / 257 24.12%	65 / 264 24.62%	73 / 284 25.70%	91 / 285 31.93%	123 / 316 38.92%
<i>Unknown</i>	Yes	49 / 109 44.95%	43 / 120 35.83%	36 / 88 40.91%	40 / 86 46.51%	64 / 115 55.65%
	No	194 / 682 28.45%	145 / 478 30.33%	138 / 498 27.71%	157 / 515 30.49%	155 / 528 29.36%
<i>Total</i>	Yes	2,356 / 5,093 46.26%	2,612 / 5,586 46.76%	2,892 / 6,022 48.02%	2,814 / 5,831 48.26%	2,879 / 5,913 48.69%
	No	6,163 / 22,728 27.12%	5,992 / 22,007 27.23%	6,151 / 21,711 28.33%	6,194 / 21,512 28.79%	6,635 / 22,056 30.08%

*Other consists of American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and Nonresident
Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data, Fall Enrollment (E1) Data, and Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GS)

In **Table 8**, graduation rate is provided for students that enrolled in dual credit courses at a community college prior to enrollment in the community college system by Pell recipient subgroup. Across the last five tracking cohorts (Fall 2015-Fall 2019), Pell recipient students that enrolled in a dual credit course while in high school had a substantially higher graduation rate than those that did not enroll in a dual credit course. In the most recent tracking cohort (Fall 2019), the graduation rate for the Pell recipient dual credit subgroup was higher by 16.18 percentage points than the graduation rate for those Pell recipients that were non-dual credit. For Non-Pell recipients, the graduation rate was 19.17 percentage points higher for the dual credit student subgroup compared to the non-dual credit subgroup.

Table 8
Graduation Rate for Dual Credit Students by Pell Recipient
Illinois Community College First-Time, Full-Time Entering Cohort
Graduating within 150% of Catalog Program Time
Fall 2015-19 Cohorts

<i>Pell Recipient Status</i>	DC Prior to Enrollment in CC	Fall 15 Cohort through Summer 18	Fall 16 Cohort through Summer 19	Fall 17 Cohort through Summer 20	Fall 18 Cohort through Summer 21	Fall 19 Cohort through Summer 22
<i>Pell Recipient</i>	Yes	761 / 1,955 38.93%	894 / 2,167 41.26%	1,027 / 2,429 42.28%	968 / 2,289 42.29%	1,010 / 2,401 42.07%
	No	2,555 / 11,059 23.10%	2,490 / 10,499 23.72%	2,595 / 10,578 24.53%	2,478 / 9,842 25.18%	2,772 / 10,709 25.88%
<i>Non-Pell Recipient</i>	Yes	1,595 / 3,138 50.83%	1,718 / 3,419 50.25%	1,865 / 3,593 51.91%	1,846 / 3,542 52.12%	1,869 / 3,512 53.22%
	No	3,608 / 11,669 30.92%	3,502 / 11,508 30.43%	3,556 / 11,133 31.94%	3,716 / 11,670 31.84%	3,863 / 11,347 34.04%
<i>Total</i>	Yes	2,356 / 5,093 46.26%	2,612 / 5,586 46.76%	2,892 / 6,022 48.02%	2,814 / 5,831 48.26%	2,879 / 5,913 48.69%
	No	6,163 / 22,728 27.12%	5,992 / 22,007 27.23%	6,151 / 21,711 28.33%	6,194 / 21,512 28.79%	6,635 / 22,056 30.08%

Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data, Fall Enrollment (E1) Data, and Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GS)

ADVANCEMENT RATE

Community colleges urge students to complete their associate degrees prior to transferring to a four-year institution. Still, a substantial number of community college students generate a considerable amount of credit hours but then transfer to a four-year institution prior to receiving the associate degree. The federal IPEDS formula for calculating graduation rate does not include transfer-outs prior to credential attainment or those still persisting at the community college, and thus negatively impacts graduation rate outcomes. To provide a more comprehensive view of student success at community colleges, ICCB calculates the **advancement rate** to include students who either graduated, transferred to other higher education institutions, or were still enrolled at the end of the 150% of catalog time observation period.

Table 9 represents student advancement rate which utilizes the same tracking cohorts as graduation rate. First-time, full-time students that took at least one dual credit course prior to graduating high school and enrolling at a community college have a considerably higher advancement rate than those students that did not enroll in dual credit coursework. In the last five tracking cohorts (Fall 2015-Fall 2019) the advancement rate was 13-15 percentage points higher for the dual credit subgroup compared to students that did not enroll in dual credit coursework while in high school. For the most recent cohort (Fall 2019), the dual credit subgroup had an advancement rate of 71.74 percent compared to 58.88 percent for non-dual credit students.

Table 9
Advancement Rate for Dual Credit Students
Illinois Community College First-Time, Full-Time Entering Cohort
Graduating, Transferring-Out, or Still-Enrolled at 150% of Catalog Program Time
Fall 2015-19 Cohorts

Dual Credit Prior to Enrollment in Community College	Fall 15 Cohort through Summer 18	Fall 16 Cohort through Summer 19	Fall 17 Cohort through Summer 20	Fall 18 Cohort through Summer 21	Fall 19 Cohort through Summer 22
Yes	3,756 / 5,093 73.75%	4,168 / 5,586 74.62%	4,451 / 6,022 73.91%	4,258 / 5,831 73.02%	4,242 / 5,913 71.74%
No	13,747 / 22,728 60.48%	13,275 / 22,007 60.32%	12,792 / 21,711 58.92%	12,678 / 21,512 58.93%	12,986 / 22,056 58.88%
Total	17,503 / 27,821 62.91%	17,443 / 27,593 63.22%	17,243 / 27,733 62.18%	16,936 / 27,343 61.94%	17,228 / 27,969 61.60%

Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data, Fall Enrollment (E1) Data, Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GS), and National Student Clearinghouse (NSC)

Table 10 provides identical information as Table 9 but is disaggregated by race/ethnicity. In the last five tracking cohorts (Fall 2015-Fall 2019) the advancement rate was consistently higher for the dual credit subgroup across all race/ethnicities except the Other race/ethnicity (Fall 2018 cohort). In the most recent tracking cohort (Fall 2019), for the students that enrolled in dual credit courses at a community college prior to enrollment in the community college system, the advancement rate ranged from 8.53 percentage points for White students to 18.11 percentage points for students of Unknown race/ethnicity. For African American students, the advancement rate was 8.84 percentage points higher for dual credit students, for Hispanic/Latino students it was 13.42 percentage points higher, and for Asian students it was 12.89 percentage points higher.

Table 10

**Advancement Rate for Dual Credit Students by Race/Ethnicity
Illinois Community College First-Time, Full-Time Entering Cohort
Graduating, Transferring-Out, or Still-Enrolled at 150% of Catalog Program Time
Fall 2015-19 Cohorts**

<i>Race/ Ethnicity</i>	DC Prior to Enrollment in CC	Fall 15 Cohort through Summer 18	Fall 16 Cohort through Summer 19	Fall 17 Cohort through Summer 20	Fall 18 Cohort through Summer 21	Fall 19 Cohort through Summer 22
<i>African American</i>	Yes	140 / 238 58.82%	162 / 276 58.70%	177 / 323 54.80%	208 / 372 55.91%	156 / 295 52.88%
	No	1,494 / 3,258 45.86%	1,454 / 3,180 45.72%	1,362 / 3,106 43.85%	1,267 / 2,873 44.10%	1,249 / 2,836 44.04%
<i>Hispanic/ Latino</i>	Yes	399 / 632 63.13%	554 / 828 66.91%	624 / 967 64.53%	538 / 848 63.44%	694 / 1,045 66.41%
	No	3,156 / 5,548 56.89%	3,200 / 5,692 56.22%	3,244 / 5,951 54.51%	3,297 / 6,069 54.33%	3,340 / 6,303 52.99%
<i>Asian</i>	Yes	74 / 97 76.29%	120 / 146 82.19%	125 / 150 83.33%	117 / 153 76.47%	134 / 157 85.35%
	No	708 / 943 75.08%	688 / 926 74.30%	646 / 855 75.56%	738 / 980 75.31%	721 / 995 72.46%
<i>Two or More Races</i>	Yes	95 / 140 67.86%	98 / 153 64.05%	107 / 169 63.31%	134 / 202 66.34%	128 / 193 66.32%
	No	407 / 707 57.57%	411 / 713 57.64%	379 / 717 52.86%	433 / 759 57.05%	405 / 748 54.14%
<i>White</i>	Yes	2,952 / 3,850 76.68%	3,138 / 4,049 77.50%	3,335 / 4,305 77.47%	3,194 / 4,148 77.00%	3,021 / 4,081 74.03%
	No	7,433 / 11,333 65.59%	7,093 / 10,754 65.96%	6,727 / 10,300 65.31%	6,467 / 10,031 64.47%	6,766 / 10,330 65.50%
<i>Other*</i>	Yes	18 / 27 66.67%	12 / 14 85.71%	17 / 20 85.00%	12 / 22 54.55%	20 / 27 74.07%
	No	132 / 257 51.36%	135 / 264 51.14%	143 / 284 50.35%	174 / 285 61.05%	192 / 316 60.76%
<i>Unknown</i>	Yes	78 / 109 71.56%	84 / 120 70.00%	66 / 88 75.00%	55 / 86 63.95%	89 / 115 77.39%
	No	417 / 682 61.14%	294 / 478 61.51%	291 / 498 58.43%	302 / 515 58.64%	313 / 528 59.28%
<i>Total</i>	Yes	3,756 / 5,093 73.75%	4,168 / 5,586 74.62%	4,451 / 6,022 73.91%	4,258 / 5,831 73.02%	4,242 / 5,913 71.74%
	No	13,747 / 22,728 60.48%	13,275 / 22,007 60.32%	12,792 / 21,711 58.92%	12,678 / 21,512 58.93%	12,986 / 22,056 58.88%

*Other consists of American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and Nonresident

Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data, Fall Enrollment (E1) Data, Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GS), and National Student Clearinghouse (NSC)

Table 11 represents advancement rate for students that enrolled in dual credit courses at a community college prior to enrollment in the community college system by Pell recipient subgroup. The Pell recipient subgroup, across the last five years, that enrolled in a dual credit course while in high school had a substantially higher advancement rate than those that did not enroll in a dual credit course. In the most recent tracking cohort (Fall 2019), the advancement rate for the Pell recipient dual credit subgroup was higher by 12.44 percentage points than the advancement rate for those Pell recipients that were non-dual credit. For Non-Pell recipients, the advancement rate was 11.62 percentage points higher for the dual credit student subgroup compared to the non-dual credit subgroup.

Table 11
Advancement Rate for Dual Credit Students by Pell Recipient
Illinois Community College First-Time, Full-Time Entering Cohort
Graduating, Transferring-Out, or Still-Enrolled at 150% of Catalog Program Time
Fall 2015-19 Cohorts

<i>Pell Recipient Status</i>	DC Prior to Enrollment in CC	Fall 15 Cohort through Summer 18	Fall 16 Cohort through Summer 19	Fall 17 Cohort through Summer 20	Fall 18 Cohort through Summer 21	Fall 19 Cohort through Summer 22
<i>Pell Recipient</i>	Yes	1,301 / 1,955 66.55%	1,483 / 2,167 68.44%	1,652 / 2,429 68.01%	1,535 / 2,289 67.06%	1,571 / 2,401 65.43%
	No	6,023 / 11,059 54.46%	5,764 / 10,499 54.90%	5,706 / 10,578 53.94%	5,328 / 9,842 54.14%	5,675 / 10,709 52.99%
<i>Non-Pell Recipient</i>	Yes	2,455 / 3,138 78.23%	2,685 / 3,419 78.53%	2,799 / 3,593 77.90%	2,723 / 3,542 76.88%	2,671 / 3,512 76.05%
	No	7,724 / 11,669 66.19%	7,511 / 11,508 65.27%	7,086 / 11,133 63.65%	7,350 / 11,670 62.98%	7,311 / 11,347 64.43%
<i>Total</i>	Yes	3,756 / 5,093 73.75%	4,168 / 5,586 74.62%	4,451 / 6,022 73.91%	4,258 / 5,831 73.02%	4,242 / 5,913 71.74%
	No	13,747 / 22,728 60.48%	13,275 / 22,007 60.32%	12,792 / 21,711 58.92%	12,678 / 21,512 58.93%	12,986 / 22,056 58.88%

Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data, Fall Enrollment (E1) Data, Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GS), and National Student Clearinghouse (NSC)

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APPENDIX A

Unduplicated Enrollment Counts

- A-1 Dual Credit Headcount Enrollment by College, FY 2018-2022
- A-2 Dual Credit Headcount Enrollment vs. Overall Credit Enrollment by College, FY 2022
- A-3 Dual Credit Headcount Enrollment by Gender and by College, FY 2022
- A-4 Dual Credit Headcount Enrollment by Ethnic Origin and by College, FY 2022
- A-5 Dual Credit Headcount Enrollment by Number of Enrolled Hours and by College, FY 2022

APPENDIX B

Duplicated Course and Enrollment Counts

- B-1 Dual Credit Course Count by College, FY 2018-2022
- B-2 Dual Credit Course Enrollment by College, FY 2018-2022
- B-3 Average Dual Credit Class Size by College, FY 2018-2022
- B-4 Top Ten Dual Credit Course Enrollments by CIP, FY 2018-2022
- B-5 Dual Credit Course Count by College in Transfer Education, FY 2018-2022
- B-6 Dual Credit Course Enrollment by College in Transfer Education, FY 2018-2022
- B-7 Average Dual Credit Class Size by College in Transfer Education, FY 2018-2022
- B-8 Top Five Dual Credit Course Enrollments by College in Transfer Education, FY 2022
- B-9 Dual Credit Course Count by College in Career and Technical Education, FY 2018-2022
- B-10 Dual Credit Course Enrollment by College in Career and Technical Education, FY 2018-2022
- B-11 Average Dual Credit Class Size by College in Career and Technical Education, FY 2018-2022
- B-12 Top Five Dual Credit Course Enrollments by College in Career and Technical Education, FY 2022
- B-13 Dual Credit Course Enrollment by 6-digit CIP, FY 2018-2022
- B-14 Dual Credit Course Enrollment by 2-digit CIP, FY 2018-2022
- B-15 Dual Credit Course Enrollment by Career Cluster, FY 2018-2022
- B-16 Dual Credit Course Enrollment by Instructional Site and by College, FY 2022

APPENDIX C

Illinois Community Colleges by Geographic Regions

Chicago: Harold Washington College, Harry S Truman College, Kennedy-King College, Malcolm X College, Olive-Harvey College, Richard J. Daley College, Wilbur Wright College

North: College of DuPage, College of Lake County, Elgin Community College, Harper College, Highland Community College, Kishwaukee College, McHenry County College, Moraine Valley Community College, Morton College, Oakton Community College, Prairie State College, Rock Valley College, Sauk Valley Community College, South Suburban College, Triton College, Waubensee Community College

Central: Black Hawk College, Carl Sandburg College, Danville Area Community College, Heartland Community College, Illinois Central College, Illinois Valley Community College, John Wood Community College, Joliet Junior College, Kankakee Community College, Lincoln Land Community College, Parkland College, Richland Community College, Spoon River College

South: Frontier Community College, John A. Logan College, Kaskaskia College, Lake Land College, Lewis and Clark Community College, Lincoln Trail College, Olney Central College, Rend Lake College, Shawnee Community College, Southeastern Illinois College, Southwestern Illinois College, Wabash Valley College