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

**FISCAL YEAR 2020**

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Compiled by ICCB

Nathan R. Wilson, Deputy Director for Academic and Institutional Effectiveness

Jay Brooks, Senior Director for Research and Policy Studies

Michelle Dufour, Associate Director for Research and Policy Studies

Jana Ferguson, Associate Director for Research and Policy Studies

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## INTRODUCTION

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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 2020:

- In Illinois, during fiscal year 2020, a total of 69,299 individual (i.e., “unduplicated”) high school students enrolled in one or more community college dual credit courses.
- One in seven students (14.7 percent) taking one or more Illinois community college credit courses was a high school dual credit student.
- Illinois community colleges offered a total of 12,569 dual credit courses in fiscal year 2020, which was an increase of 5.6 percent from the previous year (N = 11,905).
- Overall, in fiscal year 2020, dual credit duplicated (seat count) enrollment (N = 133,394) increased 7.0 percent compared to one year ago (N = 124,614).
- 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 IPEDS Graduation Rate Survey (GS) Data. Data for the advancement rate outcomes come from the A1, E1, GS and National Student Clearinghouse (NSC).

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## DUAL CREDIT DEFINITION AND ILLINOIS LEGISLATIVE BACKGROUND

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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 newly amended Dual Credit Quality Act ([PA-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.

Also taking effect on January 1, 2019, [PA-100-0792](#) amends 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.

Finally, 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.

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**CHARACTERISTICS OF DUAL CREDIT STUDENTS (UNDUPLICATED)**

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**OVERALL HEADCOUNT**

The Illinois Community College System recorded a total of 69,299 high school students enrolled in dual credit courses during fiscal year 2020. 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 2016 through 2020. Annual dual credit enrollments increased 8.1 percent compared to the previous year (N = 64,106) and 26.3 percent compared to five years ago (N = 54,871). Among Illinois’ 48 colleges, 24 colleges reported more than 1,000 dual credit enrollments in fiscal year 2020. College of DuPage reported the most dual credit enrollments (N = 5,694), followed by Joliet Junior College (N = 4,773) and Harper College (N = 4,605) (Appendix Table A-1).

*Each of the 48 community colleges in Illinois provided dual credit courses in fiscal year 2020.*

High school students enrolled in dual credit courses comprised **14.7 percent of all credit enrollment** (N = 472,478) at Illinois community colleges in fiscal year 2020. Dual credit students comprised more than twenty percent of all credit enrollments in thirteen Illinois community colleges, more than ten percent in 33 colleges, and fewer than five percent in four colleges. Lewis and Clark Community College reported the largest proportion of dual credit enrollment in comparison to the college’s total credit enrollment in fiscal year 2020 (44.8 percent), followed by Kaskaskia College (38.9 percent) and Highland Community College (32.1 percent) (Appendix Table A-2).

**Table 1**  
**Comparison of Annual Dual Credit Enrollments in Illinois Public Community Colleges**  
**Fiscal Years 2016-2020**

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Headcount	54,871	57,897	59,039	64,106	69,299
% Change	6.1%	5.5%	2.0%	8.6%	8.1%

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

**CHARACTERISTICS OF GENDER AND RACE/ETHNICITY**

Overall, **Table 2** shows nearly equal proportions of female (51.6 percent) and male (48.4 percent) high school students enrolled in community college courses in fiscal year 2020 (Appendix Table A-3).

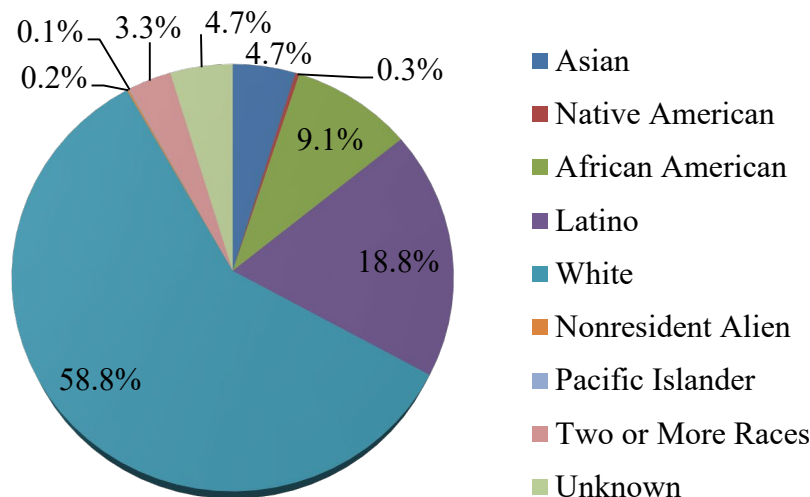
**Table 2**  
**Dual Credit Enrollment by Gender in Fiscal Year 2020**

Gender	Number	Percent
Male	33,554	48.4%
Female	35,745	51.6%
Total	69,299	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 2020. Nearly six out of ten dual credit students were White (58.8 percent). Latino dual credit students accounted for 18.8 percent and African American students for 9.1 percent in fiscal year 2020. Students identifying themselves as Asian (4.7 percent), Two or More Races (3.3 percent), Native American (0.3 percent), Nonresident Alien (0.2 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 2020. Out of 215,479 minority students (whose ethnicity was known) enrolled in credit coursework in Illinois public community colleges in fiscal year 2020, 11.7 percent of students were enrolled in dual credit courses (N = 25,261). In comparison, out of 238,685 White students enrolled in credit coursework in Illinois public community colleges in fiscal year 2020, 17.1 percent of students were enrolled in dual credit courses (N = 40,772).

**Figure 1**  
**Race/Ethnicity of High School Students Taking Dual Credit Courses in Fiscal Year 2020**



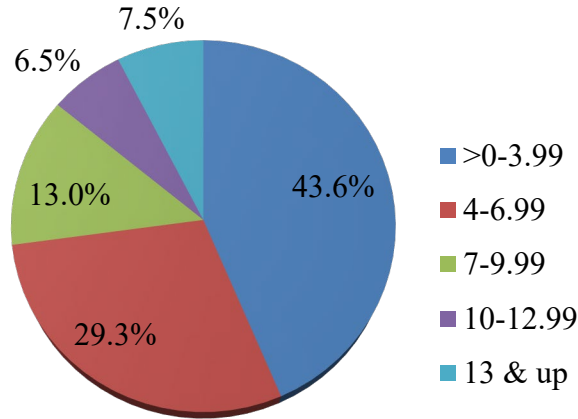
SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

#### CREDIT HOURS ENROLLED BY DUAL CREDIT STUDENTS

**Figure 2** displays dual credit enrollment by number of enrolled credit hours in fiscal year 2020. Of the 69,299 high school students that enrolled in dual credit coursework in fiscal year 2020, four out of ten students (43.6 percent) enrolled in college-level coursework of fewer than four credit hours, three out of ten students (29.3 percent) enrolled in between four and fewer than seven credit

hours, one out of five students (19.6 percent) enrolled in between seven and fewer than thirteen credit hours, and one out of thirteen students (7.5 percent) enrolled in 13 or more credit hours of college-level coursework in fiscal year 2020 (Appendix Table A-5).

**Figure 2**  
**Dual Credit Headcount Enrollment by Number of Enrolled Hours**  
**Fiscal Year 2020**

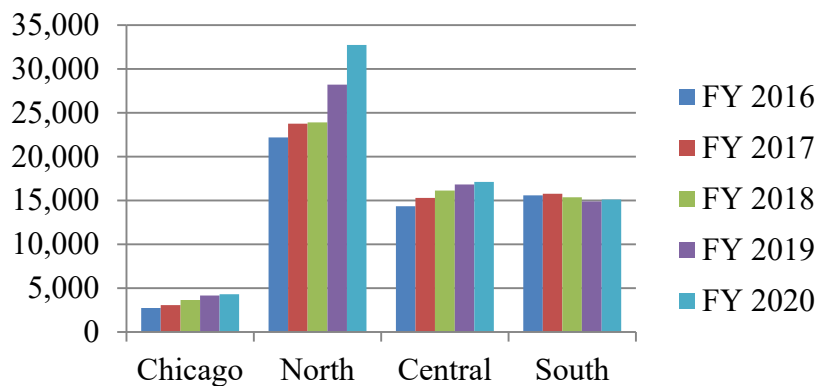


SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

GEOGRAPHIC REGION

**Figure 3** compares dual credit enrollment by geographic region. Illinois community colleges in the North region (N = 32,720) had the most dual credit students in fiscal year 2020 followed by the geographic regions of Central (N = 17,122), South (N = 15,120), and Chicago (N = 4,337). From fiscal year 2016 to 2020, the largest increase in dual credit occurred in Chicago (+58.5 percent) followed by North (+47.5 percent), and Central (+19.3 percent), while South experienced a decrease in dual credit enrollment (-3.1 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 2016-2020**



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



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**DUAL CREDIT COURSE COUNT AND ENROLLMENT (DUPLICATED)**


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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 12,569 dual credit courses (duplicated) in fiscal year 2020, which was an increase of 5.6 percent from the previous year (N = 11,905). Dual credit courses accounted for 9.3 percent of all credit courses (N = 135,057) and 11.1 percent of all Transfer or Career and Technical Education courses in fiscal year 2020 (N = 113,401). Appendix Table B-1 provides dual credit course count in fiscal years 2016 through 2020 for each community college. Southwestern Illinois College reported the most dual credit courses (N = 1,120), followed by Rock Valley College (N = 684) and Lewis and Clark Community College (N = 540). Compared with the previous year, 32 colleges reported an increase in the number of dual credit courses, while 13 reported decreases, and three reported little or no change (less than one percent).

Duplicated dual credit course enrollments totaled 133,394 in fiscal year 2020, which was an increase of 7.0 percent compared to 2019 (N = 124,614). Among Illinois' community colleges, 33 colleges reported increases in dual credit enrollments, while 14 colleges exhibited decreases in comparison to fiscal year 2019. One college experienced little or no change (less than one percent). Dual credit course enrollment accounted for 8.2 percent of all credit course enrollments (N = 1,636,073) and 9.2 percent of all Transfer or Career and Technical Education credit course enrollments (N = 1,454,207) in fiscal year 2020. Lewis and Clark Community College reported the most dual credit enrollments (N = 8,656) in fiscal year 2020, followed by Southwestern Illinois College (N = 7,911) and College of DuPage (N = 7,838) (Appendix Table B-2).

*More than one hundred thirty-three thousand enrollments occurred across dual credit courses in fiscal year 2020.*

As seen in **Table 3**, the average dual credit class size was 10.6 students per class in fiscal year 2020, a 1.4 percent increase from 2019 (N = 10.5). The average dual credit class size ranged from 4.1 students at Rock Valley College to 19.4 students at McHenry County College in fiscal year 2020 (Appendix Table B-3).

**Table 3**  
**Dual Credit Course Count, Enrollment (Duplicated), and Average Class Size**  
**Fiscal Years 2016-2020**

	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Number of Courses	10,740	10,994	11,270	11,905	12,569
Number of Enrollments	105,361	111,643	117,672	124,614	133,394
Average Class Size	9.8	10.2	10.4	10.5	10.6

**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 2020 were in English

## Dual Credit in the Illinois Community College System in Fiscal Year 2020

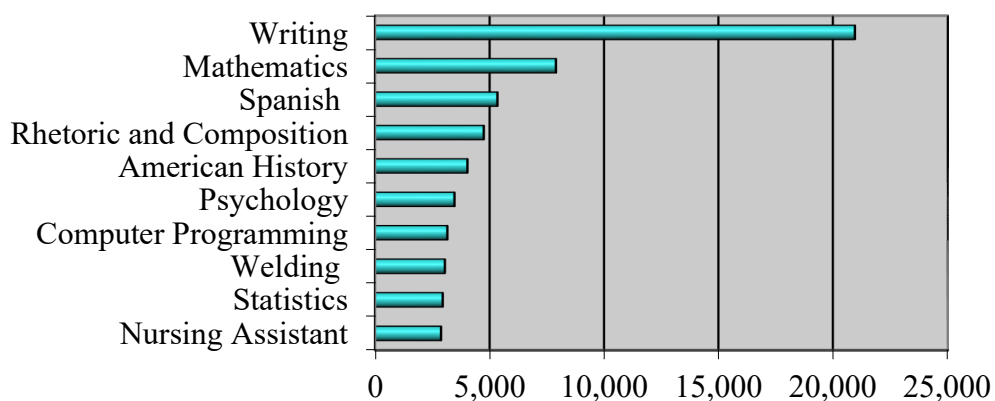
Language and Literature/Letters (N = 27,402); Mathematics and Statistics (N = 12,882); Business, Management, Marketing, and Related Support Services (N = 12,070); Health Professions and Related Programs (N = 9,121); and Computer and Information Sciences and Support Services (N = 6,885) (Appendix Table 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 2020 were Science, Technology, Engineering and Mathematics (N = 23,273); Business Management and Administration (N = 13,432); Manufacturing (N = 10,015); Human Services (N = 7,891); and Information Technology (N = 6,635). The Career Cluster brand is a registered trademark of [Advance CTE](#).

Course enrollments in the ten largest programs accounted for 43.8 percent (N = 58,481) of all dual credit course enrollments in fiscal year 2020. As depicted in **Figure 4**, the ten highest dual credit enrollments overall by 6-digit Classification of Instructional Programs (CIP) code in academic year 2020 were in Writing, General, which was formerly reported under English Composition (N = 20,961); Mathematics, General (N = 7,900); Spanish Language and Literature (N = 5,344); Rhetoric and Composition, which was formerly reported under Speech and Rhetorical Studies (N = 4,746); American History (United States) (N = 4,032); Psychology, General (N = 3,467); Computer Programming/Programmer, General (N = 3,154); Welding Technology/Welder (N = 3,047); Statistics, General (N = 2,952); and Nursing Assistant/Aide and Patient Care Assistant/Aide (N = 2,878). Eight out of the ten largest programs experienced increases from 2019 (Appendix Table B-4).

**Figure 4**

### Top Ten Dual Credit Course Enrollments in Fiscal Year 2020

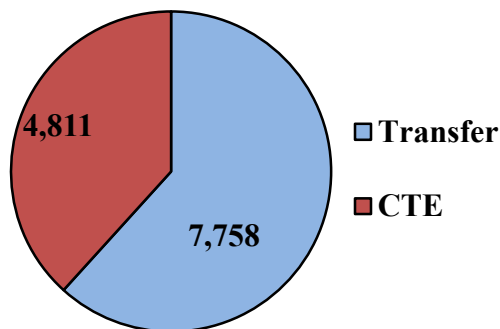


Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

## TRANSFER VERSUS CAREER AND TECHNICAL EDUCATION

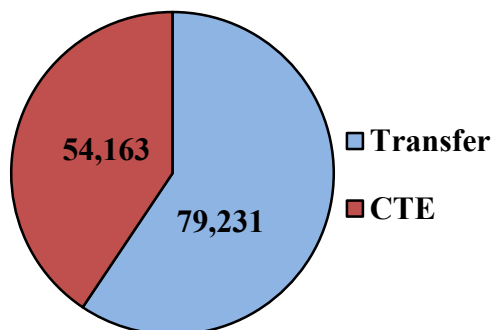
**Figure 5** and **Figure 6** depict dual credit course count and enrollment in Transfer courses and Career and Technical Education (CTE) courses in fiscal year 2020.

**Figure 5**  
Dual Credit Course Count in Fiscal Year 2020



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

**Figure 6**  
Dual Credit Course Enrollment in Fiscal Year 2020



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

As **Table 4** shows, Illinois community colleges offered 7,758 Transfer dual credit courses in fiscal year 2020 (Appendix Table B-5), which was 61.7 percent of all dual credit courses offered. This is a 4.4 percent increase compared to the previous year (N = 7,433). The average dual credit class size in Transfer education was 10.2 students in fiscal year 2020 (Appendix Table B-7).

**Table 4**  
Transfer and CTE Dual Credit Course Count in Fiscal Years 2016-2020

	2016	2017	2018	2019	2020
Transfer	6,775	6,804	6,920	7,433	7,758
CTE	3,965	4,190	4,350	4,472	4,811
Total	10,740	10,994	11,270	11,905	12,569

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 59.4 percent of all dual credit course enrollments in fiscal year 2020. Enrollments in this area increased to 79,231 in fiscal year 2020, an increase of 4.3 percent from 2019 (N = 75,967).

Appendix Table B-8 shows the top five enrollments in Transfer courses: Writing, General (N = 20,906); Mathematics, General (N = 7,900); Spanish Language and Literature (N = 5,344); Rhetoric and Composition (N = 4,731); and American History (United States) (N = 4,032). Enrollments in these five courses accounted for 32.2 percent of all dual credit enrollments in fiscal year 2020.

**Table 5**

**Dual Credit Course Enrollment (Duplicated) in Transfer and CTE Courses  
Fiscal Years 2016-2020**

	2016	2017	2018	2019	2020
Transfer	66,118	69,066	73,050	75,967	79,231
CTE	39,243	42,577	44,622	48,647	54,163
Total	105,361	111,643	117,672	124,614	133,394

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

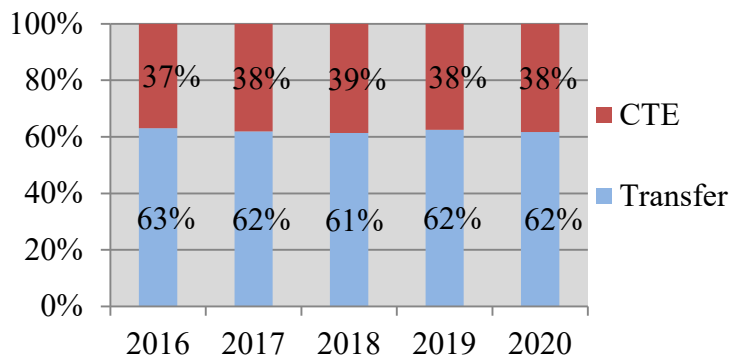
The Career and Technical Education dual credit course count was 4,811 in fiscal year 2020, which was 38.3 percent of all dual credit courses offered. This is an increase of 7.6 percent from fiscal year 2019 (N = 4,472) (Appendix Table B-9). The average dual credit class size in in this area was 11.3 students in fiscal year 2020 (Appendix Table B-11).

Dual credit course enrollments in Career and Technical Education increased to 54,163 in fiscal year 2020, which is an 11.3 percent increase over fiscal year 2019 (N = 48,647). Appendix Table B-12 shows that the highest enrollments in this area were in Computer Programming/Programmer, General (N = 3,142); Welding Technology/Welder (N = 3,047); Nursing Assistant/Aide and Patient Care Assistant/Aide (N = 2,878); Medical Office Assistant/Specialist (N = 2,803); and Business/Office Automation/Technology/Data Entry (N = 2,505). Enrollments in these five courses accounted for 10.8 percent of all dual credit enrollments in fiscal year 2020.

Figure 7 and Figure 8 depict the proportion of Transfer and Career and Technical Education dual credit course counts and enrollments in fiscal years 2016 through 2020. The proportion of Transfer to CTE remained steady across the five years.

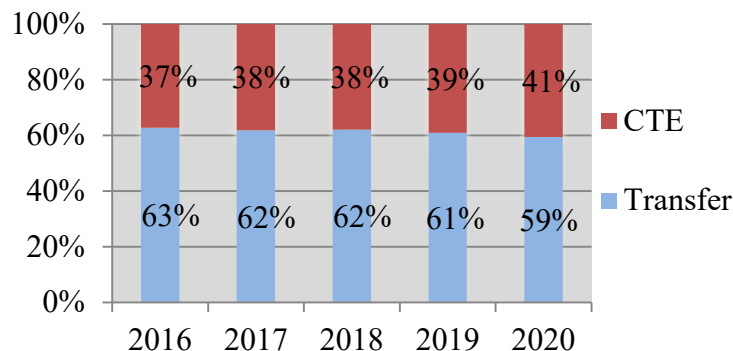
**Figure 7**

**Dual Credit Course Count in Fiscal Years 2016-2020**



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

**Figure 8**  
**Dual Credit Course Enrollment in Fiscal Years 2016-2020**

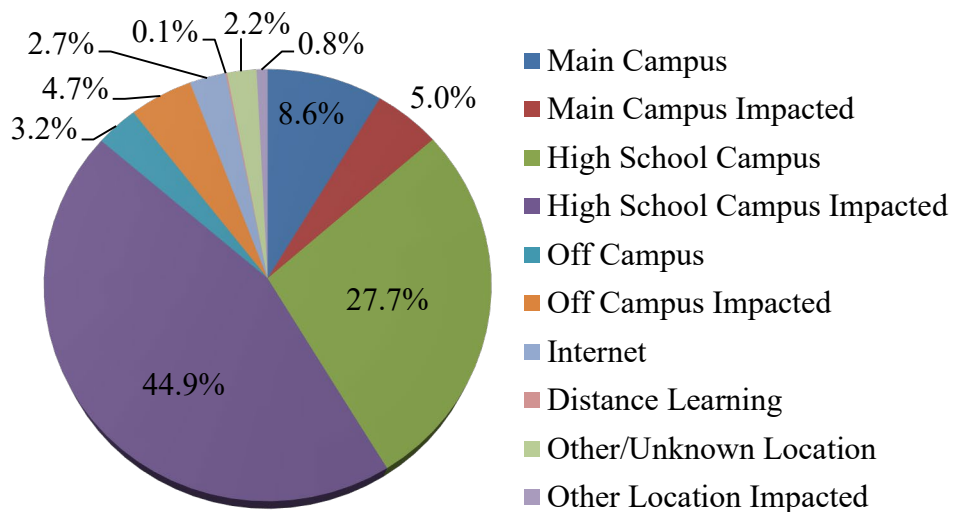


Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

### INSTRUCTIONAL SITE

**Figure 9** displays dual credit enrollment by instructional site. Due to COVID-19 related closures in the spring of 2020, additional codes were added to capture the impact of the pandemic on instructional site. In fiscal year 2020, more than half of dual credit enrollment (55.4 percent) was impacted by COVID-19. Including instructional sites impacted by COVID-19, nearly three out of four high school dual credit students (72.7 percent) enrolled in dual credit courses at the high school campus. One out of five high school dual credit students attended a main college campus (13.6 percent) or an off campus college facility (7.9 percent). The remaining 5.8 percent of dual credit students either chose online/distance education classes (2.8 percent), or some other/unknown location (3.0 percent) to enroll in dual credit courses (Appendix Table B-16).

**Figure 9**  
**Dual Credit Enrollment by Instructional Site in Fiscal Year 2020**



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

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**DUAL CREDIT STUDENT OUTCOMES**


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**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 three tracking cohorts (Fall 2015, Fall 2016, and Fall 2017) the dual credit subgroup graduated at approximately twice the rate compared to students that did not enroll in dual credit coursework. For the most recent cohort (Fall 2017), the dual credit subgroup had a graduation rate of 48.02 percent compared to 28.33 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 2015-17 Cohorts**

<b>Dual Credit Enrollment Subgroups</b>	<b>Fall 2015 Cohort through Summer 2018</b>	<b>Fall 2016 Cohort through Summer 2019</b>	<b>Fall 2017 Cohort through Summer 2020</b>
Dual Credit Prior to Enrollment in Community College	2,356 / 5,093 46.26%	2,612 / 5,586 46.76%	2,892 / 6,022 48.02%
No Dual Credit Prior to Enrollment in Community College	6,163 / 22,728 27.12%	5,992 / 22,007 27.23%	6,151 / 21,711 28.33%
Total	8,519 / 27,821 30.62%	8,604 / 27,593 31.18%	9,043 / 27,733 32.61%

**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 three tracking cohorts (Fall 2015, Fall 2016, and Fall 2017), the graduation rate was higher for the dual student subgroup compared to the non-dual credit subgroup. In the most recent tracking cohort (Fall 2017), 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 18.71 percentage points for White students to 5.32 percentage points for Asian students. For African American students, graduation rate was 9.58 percentage points higher for dual credit students while for Hispanic/Latino students it was 12.14 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 2015-17 Cohorts**

<i>Race/Ethnicity</i>	<b>Dual Credit Enrollment Subgroups</b>	<b>Fall 2015 Cohort through Summer 2018</b>	<b>Fall 2016 Cohort through Summer 2019</b>	<b>Fall 2017 Cohort through Summer 2020</b>
<i>African American</i>	Dual Credit Prior to Enrollment in Community College	48 / 238 20.17%	72 / 276 26.09%	77 / 323 23.84%
	No Dual Credit Prior to Enrollment in Community College	447 / 3,258 13.72%	420 / 3,180 13.21%	443 / 3,106 14.26%
<i>Hispanic/Latino</i>	Dual Credit Prior to Enrollment in Community College	232 / 632 36.71%	327 / 828 39.49%	366 / 967 37.85%
	No Dual Credit Prior to Enrollment in Community College	1,286 / 5,548 23.18%	1,337 / 5,692 23.49%	1,530 / 5,951 25.71%
<i>Asian</i>	Dual Credit Prior to Enrollment in Community College	30 / 97 30.93%	56 / 146 38.36%	55 / 150 36.67%
	No Dual Credit Prior to Enrollment in Community College	246 / 943 26.09%	252 / 926 27.21%	268 / 855 31.35%
<i>Two or More Races</i>	Dual Credit Prior to Enrollment in Community College	52 / 140 37.14%	43 / 153 28.1%	61 / 169 36.09%
	No Dual Credit Prior to Enrollment in Community College	127 / 707 17.96%	160 / 713 22.44%	150 / 717 20.92%
<i>White</i>	Dual Credit Prior to Enrollment in Community College	1,933 / 3,850 50.21%	2,066 / 4,049 51.02%	2,289 / 4,305 53.17%
	No Dual Credit Prior to Enrollment in Community College	3,801 / 11,333 33.54%	3,613 / 10,754 33.6%	3,549 / 10,300 34.46%
<i>Other*</i>	Dual Credit Prior to Enrollment in Community College	12 / 27 44.44%	5 / 14 35.71%	8 / 20 40%
	No Dual Credit Prior to Enrollment in Community College	62 / 257 24.12%	65 / 264 24.62%	73 / 284 25.7%
<i>Unknown</i>	Dual Credit Prior to Enrollment in Community College	49 / 109 44.95%	43 / 120 35.83%	36 / 88 40.91%
	No Dual Credit Prior to Enrollment in Community College	194 / 682 28.45%	145 / 478 30.33%	138 / 498 27.71%
<i>Total</i>	Dual Credit Prior to Enrollment in Community College	2,356 / 5,093 46.26%	2,612 / 5,586 46.76%	2,892 / 6,022 48.02%
	No Dual Credit Prior to Enrollment in Community College	6,163 / 22,728 27.12%	5,992 / 22,007 27.23%	6,151 / 21,711 28.33%

\*Other consists of American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and Nonresident Alien  
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 three tracking cohorts (Fall 2015, Fall 2016, and Fall 2017), 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 2017), the graduation rate for the Pell recipient dual credit subgroup was higher by 17.75 percentage points than the graduation rate for those Pell recipients that were non-dual credit.. For Non-Pell recipients, the graduation rate was 19.97 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 2015-17 Cohorts**

<i>Pell Recipient Status</i>	Dual Credit Enrollment Subgroups	Fall 2015 Cohort through Summer 2018	Fall 2016 Cohort through Summer 2019	Fall 2017 Cohort through Summer 2020
<i>Pell Recipient</i>	Dual Credit Prior to Enrollment in Community College	761 / 1,955 38.93%	894 / 2,167 41.26%	1,027 / 2,429 42.28%
	No Dual Credit Prior to Enrollment in Community College	2,555 / 11,059 23.1%	2,490 / 10,499 23.72%	2,595 / 10,578 24.53%
<i>Non-Pell Recipient</i>	Dual Credit Prior to Enrollment in Community College	1,595 / 3,138 50.83%	1,718 / 3,419 50.25%	1,865 / 3,593 51.91%
	No Dual Credit Prior to Enrollment in Community College	3,608 / 11,669 30.92%	3,502 / 11,508 30.43%	3,556 / 11,133 31.94%

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 three



tracking cohorts (Fall 2015, Fall 2016, and Fall 2017) 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 2017), the dual credit subgroup had an advancement rate of 73.91 percent compared to 58.92 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 2015-17 Cohorts**

Dual Credit Enrollment Subgroups	Fall 2015 Cohort through Summer 2018	Fall 2016 Cohort through Summer 2019	Fall 2017 Cohort through Summer 2020
Dual Credit Prior to Enrollment in Community College	3,756 / 5,093 73.75%	4,168 / 5,586 74.62%	4,451 / 6,022 73.91%
No Dual Credit Prior to Enrollment in Community College	13,747 / 22,728 60.48%	13,275 / 22,007 60.32%	12,792 / 21,711 58.92%
Total	17,503 / 27,821 62.91%	17,443 / 27,593 63.22%	17,243 / 27,733 62.18%

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 disaggregated by race/ethnicity. In the last three tracking cohorts (Fall 2015, Fall 2016, and Fall 2017) the advancement rate was consistently higher for the dual credit subgroup across all race/ethnicities. In the most recent tracking cohort (Fall 2017), for the students that enrolled in dual credit courses at a community college prior to enrollment in the community college system, the advancement rate was higher in all race/ethnicity categories compared to students that did not enroll in dual credit ranging from 34.65 percentage points for Other Race/Ethnicity students to 7.77 percentage points for Asian students. For African American students, advancement rate was 10.95 percentage points higher for dual credit students while for Hispanic/Latino students it was 10.02 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 2015-17 Cohorts**

Race/Ethnicity	Dual Credit Enrollment Subgroups	Fall 2015 Cohort through Summer 2018	Fall 2016 Cohort through Summer 2019	Fall 2017 Cohort through Summer 2020
<i>African American</i>	Dual Credit Prior to Enrollment in Community College	140 / 238 58.82%	162 / 276 58.7%	177 / 323 54.8%
	No Dual Credit Prior to Enrollment in Community College	1,494 / 3,258 45.86%	1,454 / 3,180 45.72%	1,362 / 3,106 43.85%

Dual Credit in the Illinois Community College System in Fiscal Year 2020

<i>Race/Ethnicity</i>	<b>Dual Credit Enrollment Subgroups</b>	<b>Fall 2015 Cohort through Summer 2018</b>	<b>Fall 2016 Cohort through Summer 2019</b>	<b>Fall 2017 Cohort through Summer 2020</b>
<i>Hispanic/Latino</i>	Dual Credit Prior to Enrollment in Community College	399 / 632 63.13%	554 / 828 66.91%	624 / 967 64.53%
	No Dual Credit Prior to Enrollment in Community College	3,156 / 5,548 56.89%	3,200 / 5,692 56.22%	3,244 / 5,951 54.51%
<i>Asian</i>	Dual Credit Prior to Enrollment in Community College	74 / 97 76.29%	120 / 146 82.19%	125 / 150 83.33%
	No Dual Credit Prior to Enrollment in Community College	708 / 943 75.08%	688 / 926 74.3%	646 / 855 75.56%
<i>Two or More Races</i>	Dual Credit Prior to Enrollment in Community College	95 / 140 67.86%	98 / 153 64.05%	107 / 169 63.31%
	No Dual Credit Prior to Enrollment in Community College	407 / 707 57.57%	411 / 713 57.64%	379 / 717 52.86%
<i>White</i>	Dual Credit Prior to Enrollment in Community College	2,952 / 3,850 76.68%	3,138 / 4,049 77.5%	3,335 / 4,305 77.47%
	No Dual Credit Prior to Enrollment in Community College	7,433 / 11,333 65.59%	7,093 / 10,754 65.96%	6,727 / 10,300 65.31%
<i>Other*</i>	Dual Credit Prior to Enrollment in Community College	18 / 27 66.67%	12 / 14 85.71%	17 / 20 85%
	No Dual Credit Prior to Enrollment in Community College	132 / 257 51.36%	135 / 264 51.14%	143 / 284 50.35%
<i>Unknown</i>	Dual Credit Prior to Enrollment in Community College	78 / 109 71.56%	84 / 120 70%	66 / 88 75%
	No Dual Credit Prior to Enrollment in Community College	417 / 682 61.14%	294 / 478 61.51%	291 / 498 58.43%
<i>Total</i>	Dual Credit Prior to Enrollment in Community College	3,756 / 5,093 73.75%	4,168 / 5,586 74.62%	4,451 / 6,022 73.91%
	No Dual Credit Prior to Enrollment in Community College	13,747 / 22,728 60.48%	13,275 / 22,007 60.32%	12,792 / 21,711 58.92%

\*Other consists of American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and Nonresident Alien  
**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 three 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 2017), the advancement rate for the Pell recipient dual credit subgroup was higher by 14.07 percentage points than the advancement rate for those Pell recipients that were non-dual credit. For Non-Pell recipients, the

advancement rate was 14.25 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 2015-17 Cohorts**

<i>Pell Recipient Status</i>	Dual Credit Enrollment Subgroups	Fall 2015 Cohort through Summer 2018	Fall 2016 Cohort through Summer 2019	Fall 2017 Cohort through Summer 2020
<i>Pell Recipient</i>	Dual Credit Prior to Enrollment in Community College	1,301 / 1,955 66.55%	1,483 / 2,167 68.44%	1,652 / 2,429 68.01%
	No Dual Credit Prior to Enrollment in Community College	6,023 / 11,059 54.46%	5,764 / 10,499 54.9%	5,706 / 10,578 53.94%
<i>Non-Pell Recipient</i>	Dual Credit Prior to Enrollment in Community College	2,455 / 3,138 78.23%	2,685 / 3,419 78.53%	2,799 / 3,593 77.9%
	No Dual Credit Prior to Enrollment in Community College	7,724 / 11,669 66.19%	7,511 / 11,508 65.27%	7,086 / 11,133 63.65%

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**

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*Unduplicated Enrollment Counts*

- A-1 Dual Credit Headcount Enrollment by College, FY 2016-2020
- A-2 Dual Credit Headcount Enrollment vs. Overall Credit Enrollment by College, FY 2020
- A-3 Dual Credit Headcount Enrollment by Gender and by College, FY 2020
- A-4 Dual Credit Headcount Enrollment by Ethnic Origin and by College, FY 2020
- A-5 Dual Credit Headcount Enrollment by Number of Enrolled Hours and by College, FY 2020

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**APPENDIX B**

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*Duplicated Course and Enrollment Counts*

- B-1 Dual Credit Course Count by College, FY 2016-2020
- B-2 Dual Credit Course Enrollment by College, FY 2016-2020
- B-3 Average Dual Credit Class Size by College, FY 2016-2020
- B-4 Top 10 Dual Credit Course Enrollments by CIP, FY 2016-2020
- B-5 Dual Credit Course Count by College in Transfer Education, FY 2016-2020
- B-6 Dual Credit Course Enrollment by College in Transfer Education, FY 2016-2020
- B-7 Average Dual Credit Class Size by College in Transfer Education, FY 2016-2020
- B-8 Top 5 Dual Credit Course Enrollments by College in Transfer Education, FY 2020
- B-9 Dual Credit Course Count by College in Career and Technical Education, FY 2016-2020
- B-10 Dual Credit Course Enrollment by College in Career and Technical Education, FY 2016-2020
- B-11 Average Dual Credit Class Size by College in Career and Technical Education, FY 2016-2020
- B-12 Top 5 Dual Credit Course Enrollments by College in Career and Technical Education, FY 2020
- B-13 Dual Credit Course Enrollment by 6-digit CIP, FY 2016-2020
- B-14 Dual Credit Course Enrollment by 2-digit CIP, FY 2016-2020
- B-15 Dual Credit Course Enrollment by Career Cluster, FY 2016-2020
- B-16 Dual Credit Course Enrollment by Instructional Site and by College, FY 2020

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APPENDIX C

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*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