

# ILLINOIS DUAL CREDIT INITIATIVE

*Increasing Opportunities for High School  
Students to Earn College Credit*


IHSDO  
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# Initiative Partners




*Recognition goes to ED-RED and Dr. Ken Wallace for their leadership and advocacy in promoting dual credit programming and legislation and the information contained in this presentation.*


# Challenges Facing College Students

- ▶ Failure to Graduate
    - 75% part time attendance
    - 25% part time graduate rate
  - ▶ High Costs of College and Student Debt
    - \$1.3 trillion in student loan debt
    - \$37,000 average (Class of 2016)
  - ▶ Lack of Career Pathways
    - Unnecessary courses and extra expenses
    - 45% of are underemployed
    - 1<sup>st</sup> generation *less* likely to earn more than parents
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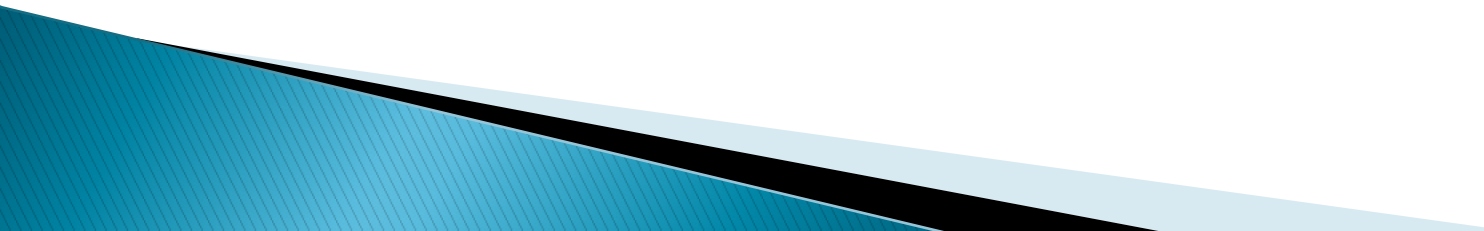
# Benefits of Dual Credit

- ▶ Decreases college costs
  - ▶ Decreases time for degree completion
  - ▶ Promotes career certification
  - ▶ Facilitates smooth transition from high school to college
  - ▶ Enhances connections between high schools and colleges
  - ▶ Increases quality and quantity of workforce
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# Challenges of Dual Credit

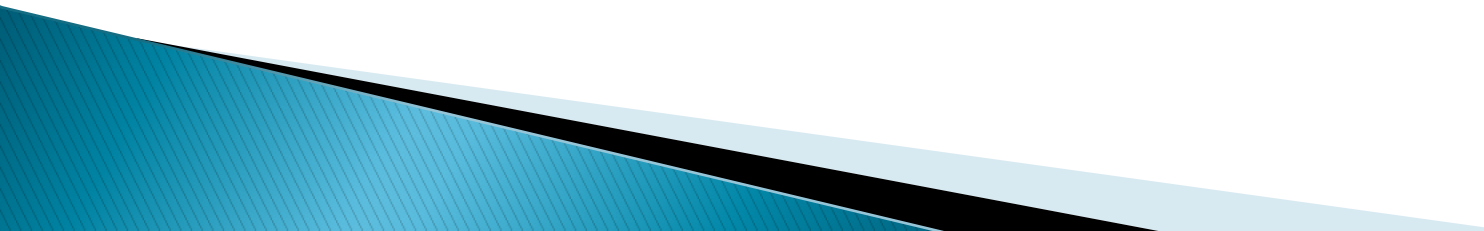
- ▶ Different colleges, different rules
  - ▶ Teaching certification
  - ▶ Student access
  - ▶ Cost
  - ▶ Credit transferability
  - ▶ Program evaluation
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# Opportunities

- ▶ Better match careers and educational pathways
  - ▶ Increase access for under represented and first time college students
  - ▶ Articulation of grades 6 –16 (*middle school, high school, post secondary*)
  - ▶ Establish multiple pathways to university partners
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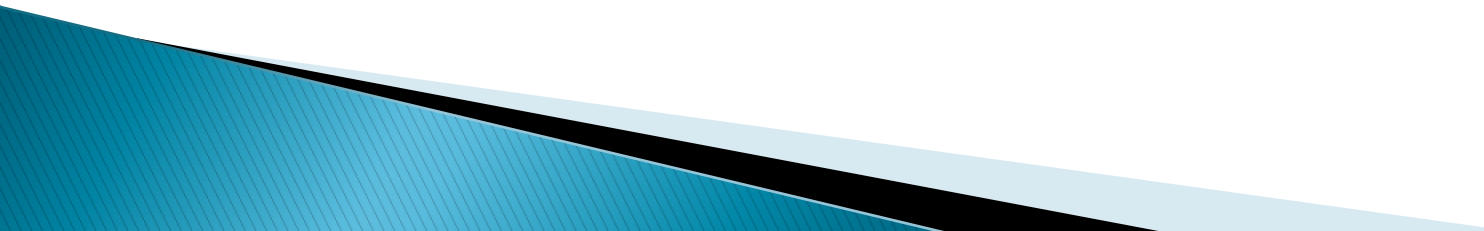
DUAL CREDIT LEGISLATION IS  
URGENT AND NECESSARY IN ILLINOIS

# Why Legislation is Needed

- ▶ Currently voluntary – not mandatory agreements
  - ▶ Extreme variance – widespread disparities among community colleges
  - ▶ Barriers – teacher certification and rules
  - ▶ Disservice to students – arbitrarily high placement thresholds
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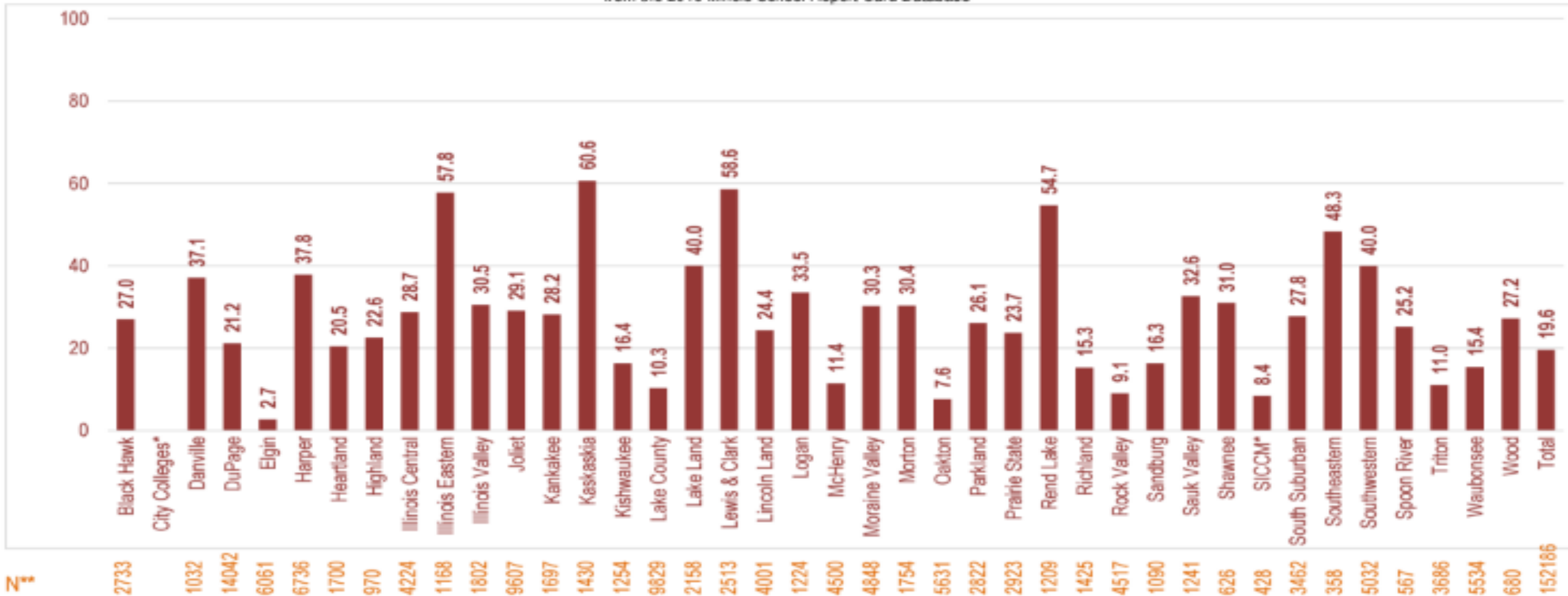
# Key Components of Legislation

- ▶ **Dual Credit Program Development** – Require dual credit partnerships (4 core + 1 elective = 15 credit hours)
  - ▶ **Student Access to Dual Credit Courses** – Ensure access and elimination of barriers
  - ▶ **HS Teachers Can Teach Dual Credit Courses** – Establish alternative teaching pathways
  - ▶ **Dual Credit Courses Are Meaningful For Students** – Credit must be accepted by institutions of higher ed in content area earned
  - ▶ **Data System Development** – Develop a Pre-K through college data system to facilitate post secondary success
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# Problem 1: Obtaining Dual Credit Course Approval

## Preliminary Compilation:

Percent of 2016 High School Seniors Who Took One or More Dual Credit Courses as Seniors by Community College  
from the 2016 Illinois School Report Card Database



\*City Colleges of Chicago data unavailable

\*\*N equals number of seniors

# Problem 2: Too Many Students Placed in Remedial Courses


Example: ACT English “College Ready” Score = 18

What score do local community colleges use?

Community College	Score
College of DuPage	20
Harper	20
Oakton	20
Harper	19

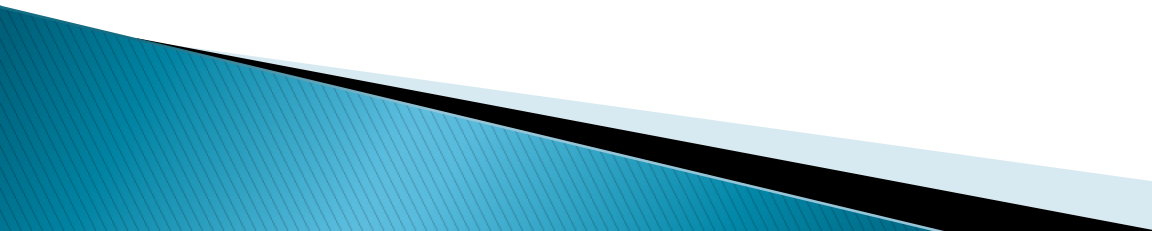
Why increase the non-college ready rate by 10–20%?

*Note: None currently use GPA, recognized as BEST predictor of success (rigorous multiple measure over 4 years)*

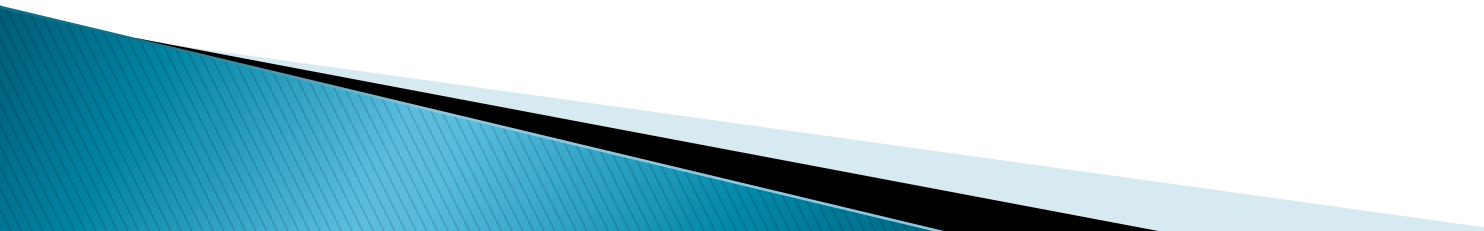


# Recent Legislation (HB 5729/PA 99–0674) – Step in the Right Direction, More Needed

## Components:

- ▶ College and Career Expectations Framework
  - ▶ High school coursework and criteria to place students into college credit-bearing courses (minimize remedial college classes)
  - ▶ College and career pathway endorsements on high school diplomas
  - ▶ Pilot program for competency-based high school graduation requirements
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# Next Steps

- ▶ Draft legislative language
  - ▶ Seek legislative sponsors
  - ▶ Publicize at local and state levels
  - ▶ Testify and lobby
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# Questions?

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