



**DUAL CREDIT IN THE
ILLINOIS COMMUNITY
COLLEGE SYSTEM
FISCAL YEAR 2017**

March 2018

Compiled by ICCB Research and Policy Studies
Nathan R. Wilson, Associate Deputy Director
Jay Brooks, Director
Michelle Dufour, Associate Director
Jana Ferguson, Associate Director

TABLE OF CONTENTS

Introduction..... 4

Dual Credit Definition and Illinois Legislative Background 4

Characteristics of Dual Credit Students (unduplicated)..... 5

OVERALL HEADCOUNT 5

GENDER AND RACIAL/ETHNICITY CHARACTERISTICS..... 6

CREDIT HOURS ENROLLED BY DUAL CREDIT STUDENTS..... 7

GEOGRAPHIC REGION..... 7

Dual Credit Course Count and Enrollment (duplicated)..... 8

OVERALL COURSE COUNT AND ENROLLMENT 9

BACCALAUREATE/TRANSFER 10

CAREER AND TECHNICAL EDUCATION..... 11

Matriculation of Dual Credit Students to Illinois Community Colleges 13

Bibliography 14

Appendix A, B, and C Table Listing 15

Appendix D Illinois Community Colleges by Geographic Regions.....16

Suggested Citation:

Illinois Community College Board. (2018). *Fiscal Year 2017 Dual Credit in the Illinois Community College System*. Springfield, IL: Author.

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.

In Illinois, during fiscal year 2017, a total of 57,897 individual (i.e., “unduplicated”) high school students enrolled in one or more community college dual credit courses. Illinois community colleges offered a total of 10,994 dual credit courses in fiscal year 2017, which was an increase of 2.4 percent from the previous year (N = 10,740). One in ten students (10.5 percent) taking one or more Illinois community college credit courses was a high school student. Overall, in fiscal year 2017, dual credit duplicated enrollment (N = 111,643) increased 6.0 percent compared to one year ago (N = 105,361).

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 and C 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.

DUAL CREDIT DEFINITION AND ILLINOIS 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 requires the ICCB and the Board of Higher Education (IBHE) to develop policies regarding dual credit. Dual credit instructors teaching credit, college-level courses must meet the same requirements as on-campus faculty, and dual credit instructors teaching career and technical education courses must have appropriate credentials and teaching competencies. High school instructors must be provided with orientation, assessment methods, and administrative requirements before teaching dual credit courses, and they must be able to participate in all activities available to adjunct faculty. ([HIGHER EDUCATION \(110 ILCS 27/\) Dual Credit Quality Act.](#))

Dual credit course content is prescribed by Illinois Community Colleges in accordance with established course requirements. According to ICCB Administrative Rules: “Course prerequisites, descriptions, outlines, requirements, learning outcomes, and methods of evaluating students shall be the same as for on-campus offerings.” ([System Rules Manual of the Illinois Community College Board.](#))

There is currently no cap on the number of credit hours students may earn that is set in the Dual Credit Quality Act or ICCB Administrative Rules; however, the high school or the college may have their own limits.

CHARACTERISTICS OF DUAL CREDIT STUDENTS (UNDUPLICATED)

OVERALL HEADCOUNT

The Illinois Community College System recorded a total of 57,897 high school students enrolled in dual credit courses during fiscal year 2017. Currently, **all** Illinois community colleges offer dual credit courses. Appendix Table A-1 provides annual dual credit headcount enrollment in fiscal years 2013 through 2017 for each community college. Annual dual credit enrollments increased 5.5 percent compared to the previous year (N = 54,871) and 16.3 percent compared to five years ago (N = 49,763). Among Illinois’ 48 colleges, 17 colleges reported more than 1,000 dual credit enrollments in fiscal year 2017. College of DuPage reported the most dual credit enrollments (N = 5,387) followed by Lewis and Clark Community College (N = 4,046) and Harper College (N = 4,017).

Each of the 48 community colleges in Illinois provided dual credit courses in fiscal year 2017

High school students enrolled in dual credit courses comprised **10.5 percent of all credit enrollment** (N = 553,174) at Illinois community colleges in fiscal year 2017. Kaskaskia College reported the largest proportion of dual credit enrollment in comparison to the college’s total credit enrollment in fiscal year 2017 (43.1 percent) followed by Lewis and Clark Community

College (39.9 percent) and Sauk Valley Community College (24.6 percent) (Appendix Table A-2).

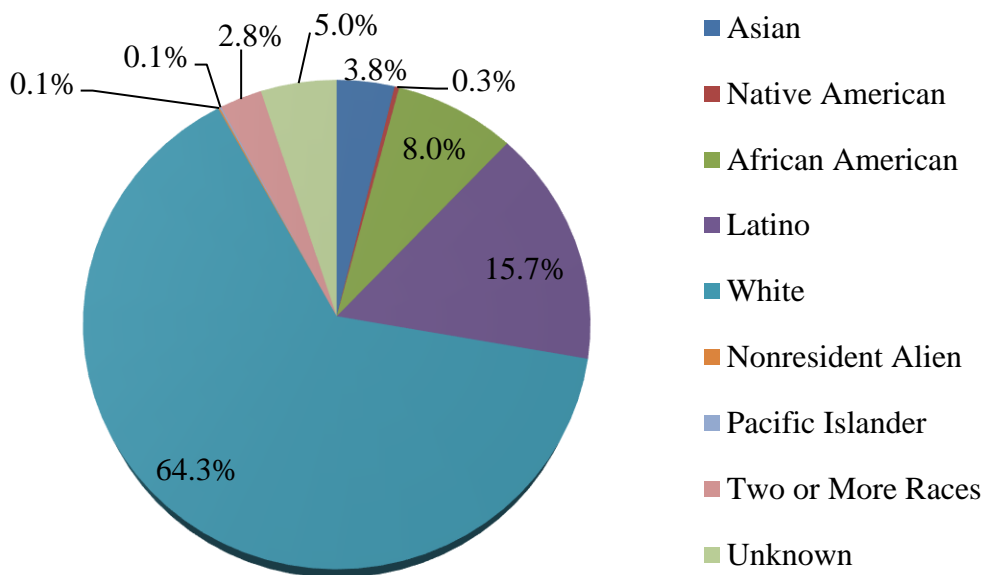
GENDER AND RACIAL/ETHNICITY CHARACTERISTICS

Overall, Table 1 shows nearly equal proportions of female (51.2 percent) and male (48.8 percent) high school students enrolled in community college courses in fiscal year 2017 (Appendix Table A-3).

Table 1 Dual Credit Enrollment by Gender Fiscal Year 2017		
	Number	Percent
Male	28,237	48.8%
Female	29,660	51.2%
Total	54,871	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 2017. In general, minority high school students were less likely to pursue dual credit than White students. Nearly two thirds of dual credit students were White (64.3 percent). Latino dual credit students accounted for 15.7 percent and African American students for 8.0 percent in fiscal year 2017. Asian (3.8 percent), Native American (0.3 percent), Nonresident Alien (0.1 percent), and Pacific Islander (0.1 percent) represented a small portion of dual credit students (Appendix Table A-4).

Figure 1. Race/Ethnicity of High School Students Taking Dual Credit Courses, Fiscal Year 2017

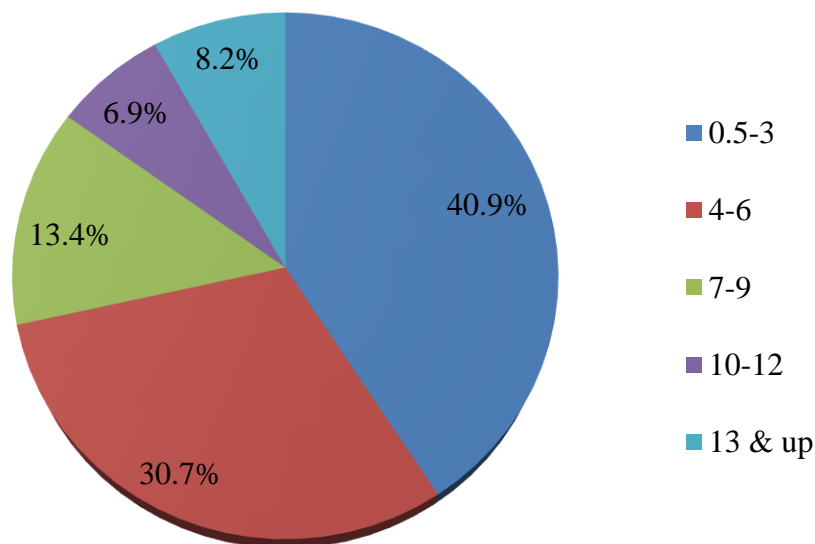


Source of Data: ICCB Centralized Data System - Annual Enrolment and Completion (A1) Data

CREDIT HOURS ENROLLED BY DUAL CREDIT STUDENTS

Of the 57,897 high school students that enrolled in dual credit coursework in fiscal year 2017, four out of ten students (40.9 percent) enrolled in college-level coursework of up to three credit hours, every other student enrolled in four to twelve credit hours (50.9 percent), and only about one out of ten students (8.2 percent) enrolled in more than 13 credit hours of college-level coursework in fiscal year 2017.

Figure 2. Percent of Dual Credit Headcount Enrollment by Number of Enrolled Hours, Fiscal Year 2017

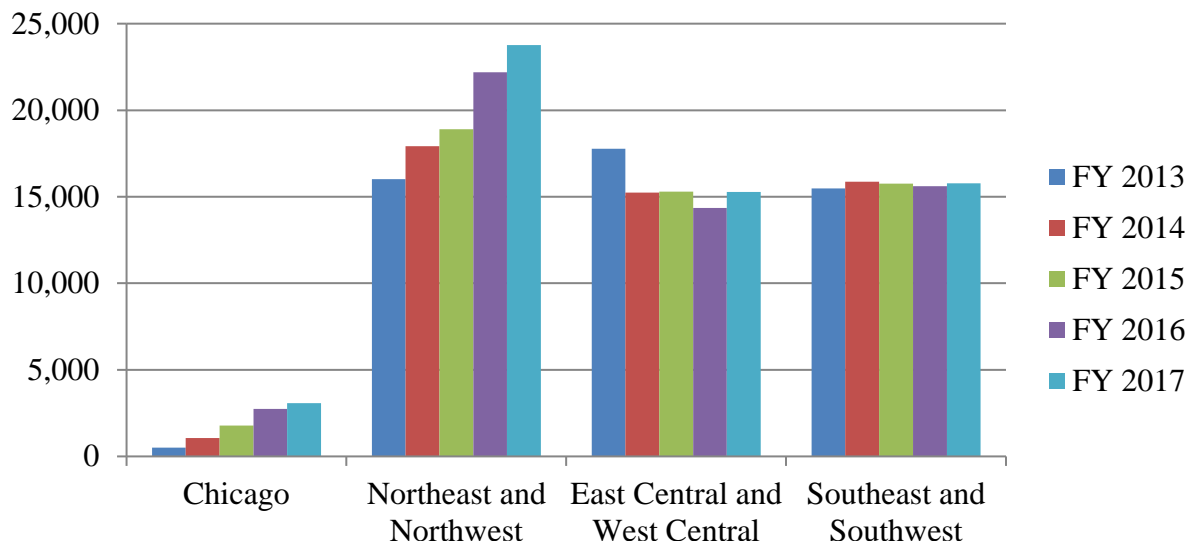


Source of Data: ICCB Centralized Data System - Annual Enrollment and Completion (A1) Data

GEOGRAPHIC REGION

In Figure 3, comparing dual credit enrollment counts regionally, Illinois community colleges in the Northeast/Northwest (N = 23,759) had the most dual credit students in fiscal year 2017 followed by Southeast/Southwest (N = 15,773), East Central/West Central (N = 15,282), and the City of Chicago (N = 3,083). From fiscal year 2013 to 2017, the largest increase in dual credit occurred in the City of Chicago (+ 517.8 percent) followed by Northeast/Northwest (+ 48.3 percent), and Southeast/Southwest (+ 1.9 percent) while East Central/West Central experienced a decrease in dual credit (-14.0 percent). The list of colleges in each geographic region is provided in Appendix D.

**Figure 3. Dual Credit Enrollment by Geographic Region
Fiscal Years 2013 - 2017**

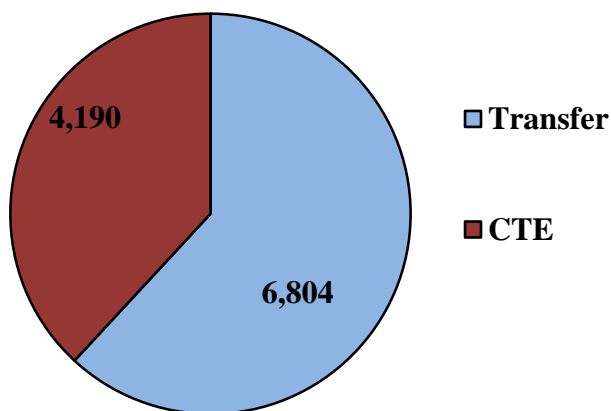


Source of Data: ICCB Centralized Data System - Annual Enrollment and Completion (A1) Data

DUAL CREDIT COURSE COUNT AND ENROLLMENT (DUPLICATED)

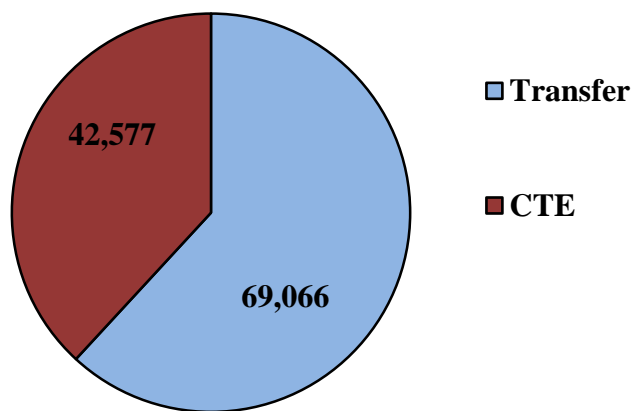
In the following portion of the report, dual credit course count and enrollment data are organized by broad programmatic area based on the Program Classification Structure (PCS). Figures 4 and 5 depict dual credit course count and enrollment in Transfer courses and Career and Technical Education (CTE) courses in fiscal year 2017.

Figure 4. 2017 Dual Credit Course Count



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

Figure 5. 2017 Dual Credit Enrollment



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

OVERALL COURSE COUNT AND ENROLLMENT

Illinois community colleges offered a total of 10,994 of dual credit courses (duplicated) in fiscal year 2017, which was an increase of 2.4 percent from the previous year (N=10,740). Dual credit courses accounted for 7.5 percent of all credit courses (N = 147,123) and 9.1 percent of all Transfer or Career and Technical Education courses in fiscal year 2017 (N = 120,350). Appendix Table B-1 provides dual credit course count in fiscal years 2015 through 2017 for each community college. Southwestern Illinois College reported most dual credit courses (N = 963), followed by Rock Valley College (N = 872) and Danville Area Community College (N = 631).

Duplicated dual credit course enrollments totaled 111,643 in fiscal year 2017, which was an increase of 6.0 percent compared to 2016 (N = 105,361). Among Illinois’ community colleges, 28 colleges reported increases in dual credit enrollments while 17 colleges exhibited decreases in comparison to fiscal year 2016. Three colleges experienced little or no change (1.0 percent or less). Dual credit course enrollment accounted for 6.0 percent of all credit course enrollments (N = 1,859,218) and 6.9 percent of all Transfer or Career and Technical Education credit course enrollments (N = 1,613,997) in fiscal year 2017. Lewis and Clark Community College reported most duplicated dual credit enrollments (N = 9,103) in fiscal year 2017, followed by College of DuPage (N = 8,269) and Kaskaskia College (N = 6,717) (Appendix Table B-2).

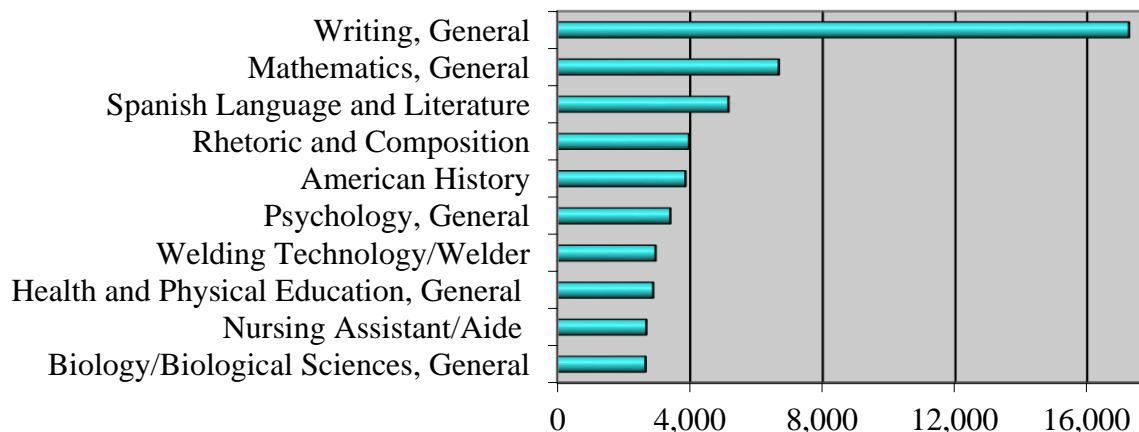
More than one hundred and eleven thousand enrollments occurred across dual credit courses in fiscal year 2017

As seen in Table 2, the average dual credit class size was 10.2 students per class in fiscal year 2017, a 3.5 percent increase from 2016 (N = 9.8). The average dual credit class size ranged from 20.4 students at McHenry County College to 2.0 students at Harold Washington College in fiscal year 2017 (Appendix Table B-3).

Table 2 Dual Credit Course Count, Enrollment (Duplicated), and Average Class Size Fiscal Years 2015-2017			
	2015	2016	2017
Number of Courses	9,986	10,740	10,994
Number of Enrollments	99,343	105,361	111,643
Average Class Size	9.9	9.8	10.2
Source of Data: ICCB Centralized Data System - Annual Course (AC) Data			

Enrollments in the ten largest programs accounted for 46.1 percent (N = 51,520) of all dual credit enrollments in fiscal year 2017. As depicted in Figure 6, the ten highest dual credit enrollments overall by Classification of Instructional Programs (CIP) code in academic year 2017 were in Writing, General, which was formerly reported under English Composition (N = 17,278); Mathematics , General (N = 6,674); Spanish Language and Literature (N = 5,157); Rhetoric and Composition, which was formerly reported under Speech and Rhetorical Studies (N = 3,967); American History (United States) (N = 3,860); Psychology, General (N = 3,404); Welding Technology/Welder (N = 2,959); Health and Physical Education, General (N = 2,887); Nursing Assistant/Aide and Patient Care Assistant/Aide (N = 2,678); and Biology/Biological Sciences, General (N = 2,656). All ten programs experienced increases from 2016. (Appendix Table B-4).

**Figure 6. Top Ten Dual Credit Course Enrollments
Fiscal Year 2017**



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

The five highest dual credit enrollments by program (2-digit CIP) in fiscal year 2017 were in English Language and Literature/Letters (N = 22,326); Mathematics and Statistics (N = 9,873); Business Management, Marketing, and Related Supportive Services (N = 9,326); Health Professions and Related Programs (N = 6,857); and Computer and Information Sciences and Support Services (N = 6,413) (Appendix Table B-14).

Appendix Table B-15 provides statewide dual credit enrollment by Career Cluster. The top five Career Clusters are Arts, Audio/Video Technology & Communications (N = 26,858); Science, Technology, Engineering & Mathematics (N = 23,880); Education & Training (N = 13,487); Business Management & Administration (N = 7,909); and Manufacturing (N = 7,411). The Career Cluster brand is a registered trademark of [Advance CTE](#).

TRANSFER COURSES

As Table 3 shows, Illinois community colleges offered 6,804 Transfer dual credit courses in fiscal year 2017 (Appendix Table B-5), which was 61.9 percent of all dual credit courses offered. This is a 0.4 percent increase compared to the previous year (N = 6,775). In fiscal year 2016, Transfer dual credit courses accounted for 63.1 percent of all dual credit courses. The average dual credit class size in Transfer education was 10.2 students in fiscal year 2017 (Appendix Table B-7).

Table 3 Transfer and CTE Dual Credit Course Count Fiscal Years 2015-2017			
	<u>2015</u>	<u>2016</u>	<u>2017</u>
Transfer	6,112	6,775	6,804
CTE	3,874	3,965	4,190
Total	9,986	10,740	10,994
Source of Data: ICCB Centralized Data System - Annual Course (AC) Data			

Dual Credit in the Illinois Community College System

As seen in Table 4, Transfer dual credit enrollments (Appendix Table B-6) accounted for 61.9 percent of all dual credit enrollments in academic year 2017. Enrollments in this area increased to 69,066 in fiscal year 2017, an increase of 4.5 percent from 2016 (N = 66,118). Appendix Table B-8 shows the top five enrollments in Transfer courses: Writing, General (N = 17,258); Mathematics, General (N = 6,674); Spanish Language and Literature (N = 5,157); Rhetoric and Composition (N = 3,956); and American History (United States) (N = 3,860). Enrollments in these five courses accounted for 33.1 percent of all dual credit enrollments in fiscal year 2017.

	2015	2016	2017
Transfer	61,698	66,118	69,066
CTE	37,645	39,243	42,577
Total	99,343	105,361	111,643

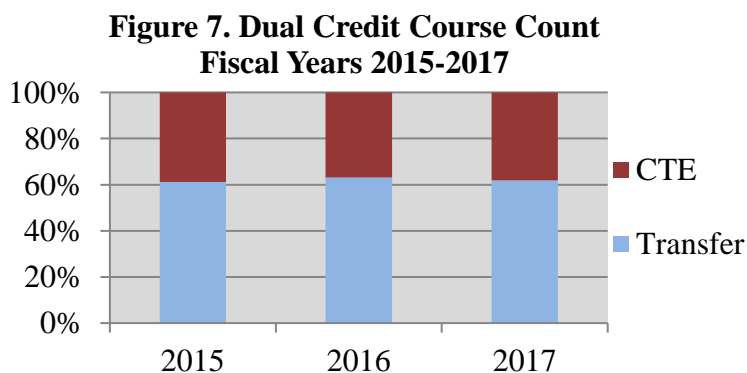
Source of Data: ICCB Centralized Data System - Annual Course (AC) Data

CAREER AND TECHNICAL EDUCATION COURSES

The Career and Technical Education dual credit course count was 4,190 in fiscal year 2017, which was 38.1 percent of all dual credit courses offered. This is an increase of 5.7 percent from 2016 (N = 3,965) (Appendix Table B-9). The average dual credit class size in this area was 10.2 students in fiscal year 2017 (Appendix Table B-11).

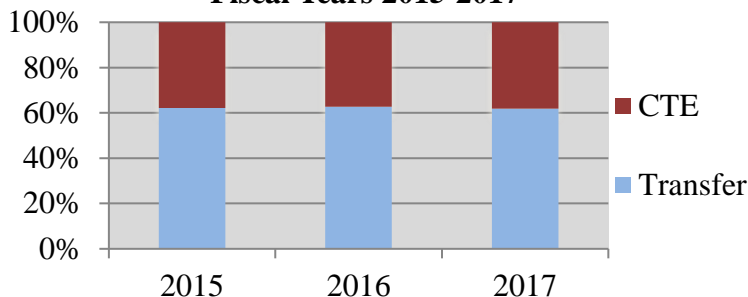
Dual credit enrollments in Career and Technical Education increased to 42,577 in fiscal year 2017, which is an 8.5 percent increase over 2016 (N = 39,243). Appendix Table B-12 shows that the highest enrollments in this area were in Welding Technology/Welder (N = 2,959); Nurse/Nursing Assistant/Aide and Patient Care Assistant (N = 2,678); Business/Office Automation/Technology/Data Entry (N = 2,500); General Office Occupations and Clerical Services (N = 1,923); and Computer Programming/Programmer, General (N = 1,797). Enrollments in these five courses accounted for 10.6 percent of all dual credit enrollments in fiscal year 2017.

Figures 7 and 8 depict the proportion of Transfer and Career and Technical Education dual credit course counts and enrollments in fiscal years 2015 through 2017.



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

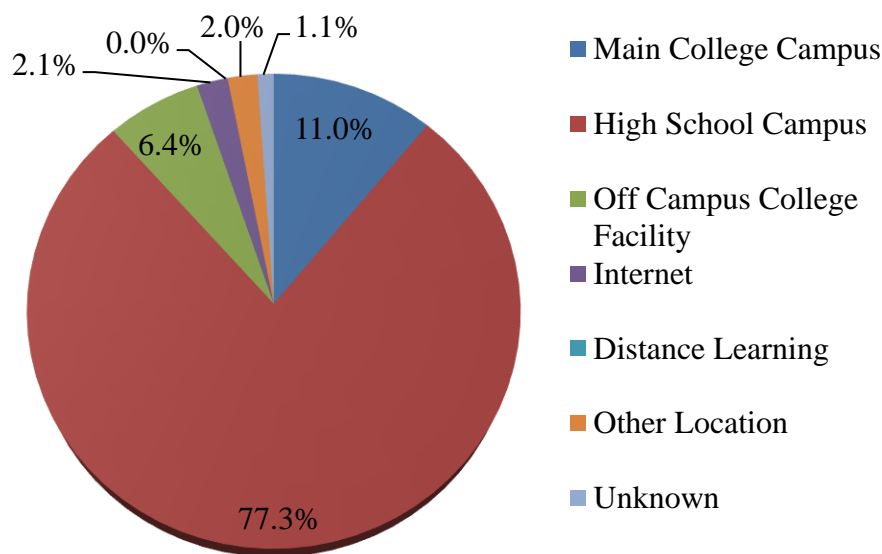
**Figure 8. Dual Credit Enrollment
Fiscal Years 2015-2017**



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

In fiscal year 2017, every three out of four high school dual credit students (77.3 percent) enrolled in dual credit courses at the high school campus. About one out of six high school dual credit students attended a main college campus (11.0 percent) or an off campus college facility (6.4 percent). The remaining 5.3 percent of dual credit students either chose online/distance education classes (2.1 percent), or some other/unknown location (3.1 percent) to enroll in dual credit courses.

**Figure 9. Dual Credit Enrollment by Instructional Site
Fiscal Year 2017**

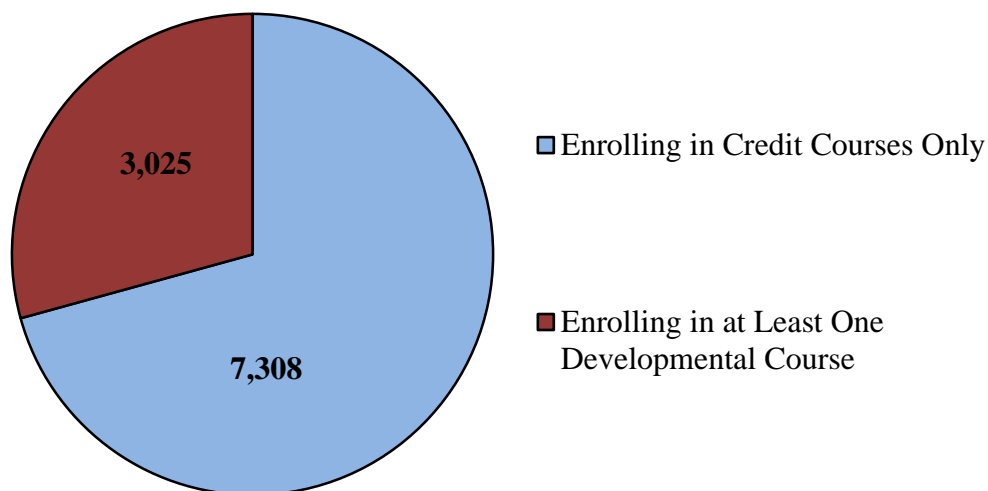


Source of Data: ICCB Centralized Data System - Annual Course (AC) Data

MATRICULATION OF DUAL CREDIT STUDENTS TO ILLINOIS COMMUNITY COLLEGES

Of 44,957 high school seniors who had enrolled in the dual credit coursework in fiscal year 2016, nearly one in four students (23.0 percent) entered the same community college in fiscal year 2017 that they had attended as dual credit students. More than two-thirds of the entering students (N = 10,333) enrolled in credit courses (70.7 percent) while the remaining students enrolled in developmental courses (29.3 percent). Comparative data inclusive of all first-time Illinois community college students (both prior dual credit and non-dual credit students) show approximately 50 percent enrolling in a developmental education course at entry ([ICCB Complete College America Web Portal](#)). Taking dual credit courses reduces the need for developmental education and accelerates the time to degree for students.

Figure 10. Fiscal Year 2016 Dual Credit Students Enrolling in the Same Community College in Fiscal Year 2017



Source of Data: ICCB Centralized Data System - Annual Enrolment and Completion (A1) Data

The largest proportion of dual credit seniors enrolling in the same institution in fiscal year 2017 was reported by Elgin Community College (60.3 percent), followed by Olney Central College (49.7 percent) and Shawnee Community College (46.0 percent). (Appendix Table C-1).

BIBLIOGRAPHY

Advance CTE: State Leaders Connecting Learning to Work. (2018). Career Clusters. Silver Spring, Maryland. <https://careertech.org/career-clusters>

Illinois 96th General Assembly. (2009). Higher Education (110 ILCS 27/) Dual Credit Quality Act. Springfield, IL: Illinois General Assembly. <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3117&ChapterID=18>

Illinois Community College Board. (January 2018). Administrative Rules of the Illinois Community College Board. Springfield, IL: Illinois Community College Board. https://www.iccb.org/iccb/wp-content/pdfs/manuals/ICCB_SystemRules_Manual.pdf

Illinois Community College Board. (October 2017). Dual Credit in the Illinois Community College System. Springfield, IL: Illinois Community College Board. https://www.iccb.org/iccb/wp-content/pdfs/reports/2016_DualCredit_Report.pdf

Illinois Community College Board. (2018). Complete College America Web Portal, IL: Illinois Community College Board. <http://iccbdsrv.iccb.org/ccaportal2011/home.cfm> (access-controlled)

National Alliance of Concurrent Enrollment Partnerships. Fast Facts about Dual and Concurrent Enrollment. <http://www.nacep.org/research-policy/fast-facts/>

Ralph, J. et al. (February 2013). Dual Credit and Exam-Based Courses in U.S. Public High Schools: 2010-11. Washington D.C.: National Center for Education Statistics <http://nces.ed.gov/pubs2013/2013001.pdf>

APPENDIX A

Unduplicated Enrollment Counts

- A-1 Dual Credit Headcount Enrollment by College, FY 2013-2017
- A-2 Dual Credit Headcount Enrollment vs. Overall Credit Enrollment by College, FY 2017
- A-3 Dual Credit Headcount Enrollment by Gender and by College, FY 2017
- A-4 Dual Credit Headcount Enrollment by Ethnic Origin and by College, FY 2017
- A-5 Dual Credit Headcount Enrollment by Number of Enrolled Hours and by College, FY 2017

APPENDIX B

Duplicated Course and Enrollment Counts

- B-1 Dual Credit Course Count by College, FY 2015-2017
- B-2 Dual Credit Enrollment by College, FY 2015-2017
- B-3 Average Dual Credit Class Size by College, FY 2015-2017
- B-4 Top 10 Dual Credit Course Enrollments by CIP, FY 2015-2017
- B-5 Transfer Dual Credit Course Count by College, FY 2015-2017
- B-6 Transfer Dual Credit Enrollment by College, FY 2015-2017
- B-7 Transfer Average Dual Credit Class Size by College, FY 2015-2017
- B-8 Top 5 Transfer Dual Credit Course Enrollments by College, FY 2017
- B-9 Career and Technical Education Dual Credit Course Count by College, FY 2015-2017
- B-10 Career and Technical Education Dual Credit Enrollment by College, FY 2015-2017
- B-11 Career and Technical Education Average Dual Credit Class Size by College, FY 2015-2017
- B-12 Top 5 Career and Technical Education Dual Credit Course Enrollments by College, FY 2017
- B-13 Dual Credit Enrollment by 6-digit CIP, FY 2015-2017
- B-14 Dual Credit Enrollment by 2-digit CIP, FY 2015-2017
- B-15 Dual Credit Enrollment by Career Cluster, FY 2015-2017
- B-16 Dual Credit Enrollment by Instructional Site and by College, FY 2017

APPENDIX C

- C-1 FY 2016 Graduating Dual Credit Students Enrolling in the Same Community College in FY 2017

APPENDIX D

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, and Wilbur Wright College

Northeast and Northwest: 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

East Central and West 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

Southeast and Southwest: 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