

Illinois Dual Credit Task Force

Report to the General Assembly



December 2008

December 1, 2008

Honorable Members of the 95th Illinois General Assembly:

The Illinois Dual Credit Task Force is pleased to submit this report. This document presents the recommendations of the Task Force pursuant to House Joint Resolution 36.

Within Illinois and across the nation, dual credit programs are playing an increasingly important role in helping high school students establish a head start toward earning college credits. Through these programs, both high school and college credit is awarded simultaneously for successfully completing college-level coursework.

Since the late 1990's, the development of and participation in dual credit programs has drastically increased. In 2007 alone, Illinois dual credit programs facilitated through the community college system included 198,476 enrollments delivered at 619 high schools by 47 community colleges.

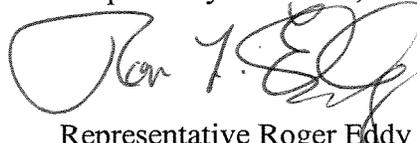
In accordance with HJR36, the Illinois Board of Higher Education brought together many of the State's most knowledgeable leaders in dual credit, from higher education, secondary schools, professional organizations, the state education agencies, and the legislature. All worked together to identify the pressing issues related to dual credit in the State of Illinois.

From September to December 2008, Task Force members:

- Reviewed the findings and recommendations of recent reports on dual credit in Illinois and nationally;
- Examined data from dual credit programs as well as the accountability systems currently utilized in Illinois; and
- Examined the purpose of dual credit in the overall framework of state goals and objectives.

The members of this Task Force are confident that the recommendations put forth in this report will help to define dual credit policy and strengthen the overall quality of dual credit coursework.

Respectfully submitted,



Representative Roger Eddy
Task Force Chair

Dual Credit Task Force Members

Ms. Michele Brown, Director of Admissions & Enrollment Management, Oakton Community College
Mr. Perry Buckley, Cook County College Teachers Union
Dr. Linda Chapman, Vice President, Lewis & Clark Community College
Dr. Brent Clark, Executive Director, Illinois Association of School Administrators
The Honorable Dan Cronin, Illinois State Senator, Lombard
Mr. Greg Darnieder, Director, Chicago Public Schools Postsecondary Education
The Honorable Deanna Demuzio, Illinois State Senator, Carlinville
The Honorable Roger Eddy, Illinois State Representative, Hutsonville
Ms. Martha Eldredge Heck, Executive Director, NSERVE
Ms. Judy Erwin, Executive Director, Illinois Board of Higher Education
Mr. Jim Grimes, Instructor, Capital Area Career Center
Dr. John Haller, Vice President for Academic Affairs, Southern Illinois University
Dr. Erika Hunt, Project Director, IL-SAELP, Illinois State University
Dr. Elaine Johnson, Vice President of Academic Affairs & Workforce Development, Illinois Community College Board
Dr. Mike Johnson, Executive Director, Illinois Association of School Boards
Mr. Jack Lavin, Director, DCEO
Mr. Scott Lensink, President, Lake Land College
The Honorable Edward Maloney, Illinois State Senate, Chicago
Mr. Jeff Mays, Illinois Business Roundtable
The Honorable Kevin McCarthy, Illinois State Representative, Orland Park
Ms. Gayle McRoberts, Principal, Pana High School
Ms. Susie Morrison, Special Assistant to the Superintendent, Illinois State Board of Education
Dr. Rick Pearce, Associate Director, Illinois Board of Higher Education
Mr. Gaziur Rahman, Illinois Education Association, Faculty, Lincoln Trail College
Ms. Jane Rhoades Hudak, Vice President for Academic Affairs, Governors State University
Ms. Jane Russell, President, West Suburban Teachers Union
Mr. Dave Tretter, President, Federation of Independent Illinois Colleges
Dr. Leslie Wilson, West 40 Intermediate Service Center #2, NCLB Specialist

Support Staff

Dr. Bob Blankenberger, Assistant Director, Illinois Board of Higher Education
Mr. Brian Durham, Senior Director for Academic Affairs & CTE, Illinois Community College Board
Mr. Rob Kerr, Director for Career & Technical Education, Illinois Community College Board
Ms. Debbie Meisner-Bertauski, Associate Director, Illinois Board of Higher Education
Mr. David Smalley, Associate Director of Research and Data Coordination, Illinois Board of Higher Education

Illinois Dual Credit Task Force

Schedule of Meetings

September 8, 2008
Illinois Principals Association
2940 Baker Drive
Springfield, IL 62703
10:00 a.m. - 2:00 p.m.

October 8, 2008
Governors State University
1 University Parkway
E Lounge
University Park, IL
1:00 p.m. - 4:00 p.m.

November 12, 2008
Lincoln Land Community College
Trutter Center
5250 Shepherd Road
Springfield, IL 62794
9:00 a.m. - noon

Dual Credit Task Force Background

House Joint Resolution 36, sponsored by Representative Roger Eddy and Senator Dale Righter was adopted May 28, 2008. The Resolution directed the Illinois Board of Higher Education to establish a task force to study issues related to dual credit and required the task force to report its findings to the General Assembly by December 1, 2008.

A dual credit course is a college course taken by a high school student for which the student is awarded both college and high school credit. The use of dual credit has been expanding rapidly. According to the U.S. Department of Education's most recent comprehensive report on the subject, *Dual Credit and Exam-Based Courses in U.S. Public High Schools: 2002-03*, 71% of U.S. high schools and 51% of U.S. postsecondary institutions allowed high school students to take college courses in 2002-03, with 813,000 high school students taking a college-credit course in that academic year¹. In the same year 20,405 Illinois students (9.6% of the total) took dual credit courses offered in 54.1% of the state's public school districts². The Illinois Community College Board (ICCB) reported that dual credit enrollment has increased 126.3% at community colleges since FY02.

The Western Interstate Commission on Higher Education³ reported that 42 states had policies related to dual credit/enrollment as of January 2006. These policies primarily concerned program eligibility, how credit is awarded, who pays for dual credit programs, requirements for counseling and information sharing, and implementation of institutional accountability. In Illinois the Community College Board Administrative Rules provide oversight of dual credit for public community colleges, however no such rules exist for other institutions.

Growing numbers of researchers and policy analysts have recommended the implementation of dual credit policies and programs. Advocates have suggested a number of potential benefits of dual credit including; reducing costs for a college education, facilitating the transition between high school and college, hastening time to degree, enhancing the high school curriculum, developing connections between secondary and postsecondary institutions, and offering greater opportunities to underserved students.⁴ Others have identified concerns associated with dual credit including; low academic quality, limited oversight of the programs, limited access for low-income, minority, and academically underprepared students, transferability problems, and a lack of quantitative evidence supporting the claims of the benefits of dual credit⁵.

The Task Force met three times from September 10th to November 12th, 2008. Between each session surveys were conducted, reports were distributed, and e-mail was used to continue the work that evolved from the sessions. The September 10th meeting focused on providing a state overview of dual credit. A presentation about dual credit in Illinois was given by Debra Bragg of the Office of Community College Research & Leadership at the University of Illinois. Rob Kerr from the Illinois Community College Board presented the ICCB Administrative Rules regarding dual credit. A working session followed with members beginning to narrow the focus of the Task Force on the purposes and goals for dual credit in the state. At the October 8th meeting Joel Vargas from Jobs for the Future provided a national policy perspective. Strategies for meeting the goals of the Task Force were developed in working groups. At the final meeting November 12th, recommendations were developed for inclusion in the Task Force Report for the General Assembly.

Recommendations

The Task Force was presented with a substantial amount of information to supplement their experiences with dual credit. To focus the work of the Task Force, dual credit was distinguished from other forms of early college credit programs. Dual credit was defined using the Illinois Community College Board designation as a college course taken by a high school student for which the student is granted both college and high school credit. This involves a formal arrangement between a high school or school district and a college regarding the structure of the program. These courses are clearly distinguished from remedial or developmental coursework for which students do not receive college credit. Dual credit courses are distinct from other types of early college credit such as dual enrollment in which a high school student is taking a course at a college without a formal arrangement for dual credit with the high school, or Advanced Placement (AP) courses which meet established criteria set by the College Board and which qualify students to take an exam to potentially qualify for college credit.

The members of the Task Force agreed that dual credit is a valuable tool for improving education in Illinois. Members focused on potential benefits for program participants, such as:

- *Reducing college costs:*
Dual credit courses help families offset the expense of college tuition. College credits acquired through dual credit programs are considerably less expensive than tuition costs incurred during traditional college study.⁶
- *Speeding time to degree completion:*
One of the most consistent findings in studies of dual credit programs is that students participating in dual credit programs are able to complete their degrees in less time than students who do not.⁷
- *Improving the curriculum for high school students:*
The addition of college coursework to high school curricula enhances the options available to high school students while adding college level rigor.
- *Facilitating the transition between high school and college:*
Dual credit courses help prepare students for the transition to college by engaging them in college level work and developing pathways to degree attainment.⁸
- *Enhancing connections between high schools and colleges:*
Relationships established between high schools and colleges in developing dual credit programs improve communication between secondary and postsecondary education. This aids in developing alignment of curricula as well as articulation of courses.
- *Offering opportunities for improving degree attainment for underserved student populations:*
Dual credit programs provide chances for offering college credits to underrepresented students who are able to meet academic standards for participation. Some students may not even consider attending college, but are encouraged to attempt such courses through dual credit because the costs are lower for college credits, the setting is more familiar, and the courses are readily accessible. Achieving success in these courses can act as a gateway to continue in college.

The Task Force also recognized concerns about implementation of dual credit programs.

- *Academic quality and consistency:*
One of the most frequent concerns expressed in the academic literature about dual credit involves academic rigor and consistency of dual credit courses with traditional college courses.⁹ The Illinois Community College Board has established oversight policies for community colleges as part of its administrative rules. Review of dual credit programs is a part of the regular recognition process performed by ICCB staff and is conducted according to standard procedures. There is no direct oversight of dual credit programs involving independent institutions in Illinois.
- *Faculty quality:*
There is concern that faculty do not have the proper qualifications.¹⁰ For courses to be accepted as equivalent to other college level work, dual credit faculty must meet college faculty qualifications. Additionally, for teachers to meet the high school qualifications they must have the appropriate certifications.
- *Transferability problems:*
Due to concerns about quality or consistency with other college courses, some higher education institutions are unwilling to accept dual credit courses, or choose to limit the number of dual credit courses they are willing to accept.
- *Limited access for low-income and minority students¹¹:*
Access to dual enrollment programs is uneven, with some districts more involved than others, and tuition costs presenting barriers for some students. Districts serving more low-income and minority students are less likely to participate in dual credit programs.
- *Lack of policies to ensure students are prepared to begin college-level work:*
Since dual credit courses are defined as college level, students must meet the same requirements as college students to take these courses. There are concerns that these requirements are not adequately met in some dual credit settings.¹²
- *Lack of strong quantitative data supporting the proposed benefits of dual credit:*
Difficulty in isolating the effect of participation in dual credit programs from other factors that influence student success, plus a lack of data to make such assessments limits the ability of researchers to determine the real effects of dual credit programs.¹³ There are many factors as likely to affect student achievement as participation in dual credit programs, including academic ability, student motivation, student background, concurrent participation in other programs (such as AP, International Baccalaureate, tech prep, high school early college or college prep courses), career goals, differences in instructor qualifications and teaching methods, and differences in counseling at the schools. Without data to account for differences in students and the programs in which they are participating, it is very difficult to substantiate claims of success by dual credit programs. A few studies have attempted to control for such factors but these have produced mixed results. The most frequent findings suggest that dual credit may contribute to decreased time to degree and improved persistence to degree.¹⁴ In Illinois, there are problems with both availability of data and quality of data. Limited data is collected and where it is collected it does not include enough different types of interconnected data to be of use.

To address the expansion of dual credit in Illinois and the recognized benefits and concerns related to dual credit, the Task Force focused on three goals that were identified early in the process. Recommendations were developed based on these goals.

Goal 1: Ensure quality

Goal 2: Improve access, equity, and attainment

Goal 3: Increase accountability

Goal One: Ensure Quality

To ensure dual credit course quality, consistency of dual credit courses with other college courses, faculty qualifications, and student preparation, the **Task Force recommends**:

1. Establish standards which will apply to all dual credit programs in Illinois by rule or code.

Standards help to ensure a minimum level of quality in program offerings. At this point, only community colleges are held to the standards in the Illinois Community College Board Administrative Rules. Independent colleges or public universities who may develop dual credit programs are held to no state level dual credit standards. Establishing standards which all dual credit courses must meet and which demonstrate consistency with other course offerings will alleviate concerns about course rigor voiced by senior institutions that are reluctant to accept dual credit courses. ICCB standards would act as the base with other appropriate standards added.

Potential Strategies

- Require all institutions to comply with standards contained in the Illinois Community College Board Administrative Rules governing dual credit courses. ICCB rules are based on the principle that dual credit courses are college-level quality courses offered in a college or high school setting, rather than high school courses offered for college credit. With this in mind, all conditions that would apply to the offering of college courses are required of dual credit courses. In summary, the ICCB standards include the following (for more detail see Appendix E):
 - a) Instructors in dual credit courses must meet the same academic credential requirements as faculty on the college campus. Instructors in traditional academic courses must have a master's degree in the specific field of instruction. Instructors in CTE courses must possess the credentials and demonstrated teaching competencies appropriate to the field of instruction.
 - b) Students must meet the same academic criteria as those on campus to participate in the courses, including taking appropriate placement testing.
 - c) Course content must be the same as for those taught on campus.
 - d) Learning outcomes are the same as for those on campus and must be adequately measured.
 - e) The program is a part of the regular 5 year cycle of program evaluation by ICCB.
- In addition to the ICCB standards, require all institutions offering dual credit programs to comply with added criteria adapted from those used by the National Alliance for Concurrent Enrollment Partnerships (NACEP) for accrediting dual credit programs (see Appendix F). ICCB and NACEP standards are complementary, but some NACEP standards will provide a beneficial support to those of ICCB (for comparison details see Appendix G).
 - a) Post-secondary institutions provide high school instructors with orientation in the course curriculum, assessment methods, and administrative requirements before the instructors will be allowed to teach any dual credit courses.

- b) Dual credit instructors are included in the activities that any other adjunct faculty would be, such as professional development, seminars, site visits, and internal communication.
- c) Every dual credit course is annually reviewed by faculty through the appropriate department to assure consistency with campus courses.
- d) Dual credit students are assessed using methods consistent with students in traditional campus courses.

2. Provide administrative mechanisms to ensure these standards are applied and monitored.

For the State to ensure common standards are met by all institutions offering dual credit programs, oversight must be established.

Potential Strategies

- Develop a state level review process. It is recommended that a working group be established involving members of the education community, governing agencies, and affected industry representatives.
 - a) ICCB administrative procedures would be used as the basis for this review process.
 - b) The review process would determine criteria for evaluating dual credit program quality. These procedures should be flexible enough to evaluate the variety of programs which encompass dual credit offerings. Dual credit courses include Career and Technical Education courses as well as traditional transferable college courses intended to satisfy general education requirements.
 - c) Annual self-reporting would be required of all schools offering dual credit programs. These reports will indicate that institutions are meeting dual credit standards.
 - d) The reporting cycle specific to dual credit programs should remain five years.
- Determine agency oversight for each institution.
 - a) ICCB would continue to monitor community colleges. The review process could be a continuation of the current oversight, could be added as separate review process, or a combination of both.
 - b) IBHE would be responsible for oversight of other post-secondary institutions, both public and private, that seek to offer dual credit courses. Presently no public senior institutions offer dual credit courses, although they may choose to do so in the future. Dual credit courses are widely offered by independent institutions, but no information regarding these programs is currently collected. Oversight of independent dual credit offerings would require additional resources to carry out functions not currently being done.
 - c) Programs that meet the review standards and reporting requirements would be recorded as such on a list maintained by the IBHE. This process would serve as a

means of ensuring quality for institutions receiving dual credit courses as transfers. If funding streams are restored or developed for dual credit programs, only programs meeting the review and reporting criteria would be eligible.

- d) Dual credit faculty must meet college-level faculty qualifications as well as appropriate ISBE teacher certification or CTE credential requirements. The Task Force recommends that a working group be established to study creating alternative routes for community college faculty to achieve certification to enable them to teach dual credit courses and for high school teachers to earn a master's degree in high needs disciplines such as math, biology and chemistry.
- Offer an annual conference/training at which standards are reinforced and best practices discussed. ICCB has previously hosted a Dual Credit Summit to discuss best practices, which could be a model for future conferences. Such conferences would be an opportunity for institutions that wish to offer dual credit programs to be informed of requirements, developments, and best practices.

Goal Two: Improve Access, Equity, and Educational Attainment

To ensure equitable access to dual credit programs and expand opportunities for dual credit as a tool for achieving educational attainment, the **Task Force recommends:**

1. Improve affordability.

Costs of dual credit programs need to be offset for many institutions and students to improve access for all qualified students.

Potential Strategies

- Restore the P-16 Initiative Grant which helps fund dual credit programs at community colleges. The grant should especially target programs which meet the needs of underserved student populations. Additional consideration should be given to institutions that offer well designed sequential programs or offer the greatest benefit for the least cost.

2. Expand eligibility.

Narrowly defined restrictions on eligibility can preclude many qualified students from participating in dual credit programs.

Potential Strategies

- Increase access to dual credit for students who may not meet all academic criteria for college entry.
 - a) Students who do not meet all standards for admission to college may be ready and qualified for some college coursework. Students who successfully pass placement exams in one subject could be eligible for a dual credit course even if they do not meet requirements for college coursework in another field.
 - b) Multiple appropriate measures of student preparedness may be able to more clearly demonstrate a student's readiness for dual credit courses. The sole reliance on standardized test scores has been criticized as creating unnecessary barriers to participation in dual credit programs for many students who could

benefit from college coursework. Review standards developed for dual credit programs should provide the flexibility to allow colleges to use multiple assessment methods.

- c) Procedures should be employed to insulate students from hurting their academic records when participation in dual credit courses is not successful. Review standards should recommend policies such as later drop dates, an option for students to take a course pass/fail, or options for students who are not succeeding in a course to switch to traditional high school courses that could still be college preparatory.

3. Improve attainment.

Dual credit programs can play an important role in facilitating degree attainment if care is taken to construct them so that they maximize opportunities for students.

Potential Strategies

- Alignment of secondary and postsecondary curricula should incorporate the use of dual credit courses where applicable. As dual credit programs are developed between high schools and colleges, planning of these programs should lead to coordination of pathways for more efficient degree completion. For example, high school students could be offered a sequence of two to four college courses selected to meet career certificate or general education requirements transferable to 2-year and 4-year colleges. These courses may be preceded by an “Introduction to College” course to prepare students with skills to help them succeed. More intensive models include early college high schools, where the high school and college partners are jointly responsible for curriculum development, student supports, and teacher development.
- Dual credit programs should require the alignment of Career and Technical Education courses with transfer-oriented general education courses where overlap is possible.
- Policies and programs should be constructed that enable students taking Career and Technical Education courses to take general education and elective courses which will facilitate certificate or degree completion. ICCB Administrative Rules allow dual credit courses to include “transfer courses that have been articulated with senior institutions in Illinois or . . . first year courses in ICCB approved associate in applied science degree programs”. Often high schools with fewer monetary resources do not have the software, technology or equipment to offer one of the college's first-year career and technical education courses, but they can offer elective or general education courses.

4. Increase awareness of dual credit where it is being offered.

A concern for students is that they may not know about dual credit programs and the advantages they can provide.

Potential Strategies

- Strengthen guidance counseling. Institutions that choose to participate in dual credit should have appropriate guidance counseling to encourage students to make effective use of the program.
 - Identify a liaison for institutions who will work with other institutions to establish and maintain dual credit programs.
 - Develop strong communication lines between high schools and colleges to encourage dual credit opportunities.
- Encourage high schools and colleges to market the availability of dual credit courses for those who are eligible to participate.
- Extend marketing of dual credit to middle schools to increase awareness as students plan their academic careers. Students need to be advised early about the benefits of dual credit and the steps they need to take to make degree attainment easier, such as proper selection of course pre-requisites for dual credit courses. Dual credit awareness should be a part of this process.
- Each school district should be required to notify students and their families from middle through secondary schools of the availability of dual credit and dual enrollment (courses taught at the community college in which high school students can enroll) programs. Legislative action may be required.
- Secondary institutions should offer orientation for families interested in dual credit programs so that they will have a better understanding of program purpose, structure, and requirements.

Goal Three: Increase Accountability

To improve collection of information that will better inform policymaking related to dual credit and to strengthen evidence-based accountability, the **Task Force recommends**:

1. Establish a quantitative data-collection system for dual credit participants.

Illinois has no links in the data collected between a student's secondary and postsecondary records. A few states have created data integrated systems that better inform policymaking. Data collection and appropriate analysis is essential to demonstrate the effects that different programs have on a variety of educational outcomes.

Potential Strategies

- Create a comprehensive statewide P-20 data system, as recommended by the Public Agenda for College and Career Success. Such a system would enable policymakers to have information that would demonstrate the extent of dual credit participation, the effectiveness as measured through student outcomes, and gaps in access or quality of programs. Existing data systems will be utilized as the basis for expansion into a comprehensive system. Independent institutions must be a part of the system for it to avoid data gaps. Data reporting should be required of all institutions offering dual credit programs.
- Any statewide longitudinal data system planning must be coordinated with the Illinois State Board of Education, Illinois Community College Board, and Illinois Board of Higher Education.

- Establish an identification system for dual credit courses so that these can be tracked in student records.
- Effective analysis of the data must be an integral part of the evaluation and planning process.

2. Require independent institutions to submit data regarding program participation.

Currently, independent institutions are not required to provide information on dual credit. Data collection from all institutions in the state is essential to demonstrate the effects that different programs have on a variety of educational outcomes.

Potential Strategies

- Use the IBHE Fall Enrollment Survey to collect data that includes the number of participants, number of hours taken, what courses are being taken, and at which high schools and colleges.
- Implement a comprehensive data system that includes additional information at the individual student record level to include academic and demographic information, participation in other college prep work, and connections to college and employment records.

Conclusion

As a strategy for improving education, dual credit programs are growing quickly in Illinois and around the nation. Dual credit advocates tout a range of potential benefits for dual credit such as lower costs for college education, improving the transition from high school to college, reducing time to degree, strengthening connections between secondary and post-secondary institutions, and improving opportunities for underserved students. Dual credit presents an opportunity to aid in many quarters of education. However, the implementation of dual credit is not without its potential problems. Given concerns regarding academic quality of programs, limited oversight, lack of access for low-income, minority, and academically underprepared students, transferability problems, and a lack of quantitative data to gauge the role of dual credit, care must be taken in the implementation of these programs. The Task Force recommendations seek to address these issues.

The Task Force identified three goals to structure the discussion of dual credit. Strategies were developed in conjunction with these goals.

Goal 1: Ensure quality

1. Establish standards which will apply to all dual credit programs in Illinois by rule or code.
2. Provide administrative mechanisms to ensure these standards are applied and monitored.

Goal 2: Improve access, equity, and attainment

1. Improve affordability.
2. Expand eligibility.
3. Improve attainment.
4. Increase awareness of dual credit where it is being offered.

Goal 3: Increase accountability

1. Establish a quantitative data-collection system for dual credit participants.
2. Require independent institutions to submit data regarding program participation.

As the education community in Illinois engages in planning for a strong future through the Public Agenda for College and Career Success, many complementary strategies are being developed to advance education in Illinois. The results of this Task Force will be shared with those involved in the Public Agenda planning process and incorporated into the process. Dual credit has enormous potential as one of these tools for improving education. For dual credit programs to be most effective there must be recognition of their benefits and challenges, and strategies need to be designed to manage these. The recommendations of this Task Force are important steps in this development.

Dual Credit Task Force Endnotes

¹ Waits, T., Setzer, J. C., & Lewis, L. (2005). *Dual credit and exam-based courses in U.S. public high schools: 2002–03* (NCES 2005–009). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

² Illinois State Board of Education. (2004). *2003-2004 Census of high school students enrolled in community college courses for high school credit*. Retrieved November 28, 2007 from <http://www.isbe.net/research/#A>.

³ Western Interstate Commission for Higher Education. (2006). *Accelerated learning options: Moving the needle on access and success. A study of state and institutional policies and practices*. Boulder, CO: Author.

⁴ See the following:

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⁵ See the following:

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⁶ See the following:

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⁷ See the following:

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⁸ See the following:

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Appendices

Appendix A: Illinois General Assembly House Joint Resolution 36

Appendix B: Dual Credit Task Force Structure

Appendix C: Dual Credit FAQ

Appendix D: Summary of Current Literature

Appendix E: ICCB Administrative Rules

Appendix F: National Alliance of Concurrent Enrollment Partnership Standards

Appendix G: Crosswalk of ICCB Rules and NACEP Standards

HOUSE JOINT RESOLUTION 36

BE IT RESOLVED, BY THE HOUSE OF REPRESENTATIVES OF THENINETY-FIFTH GENERAL ASSEMBLY OF THE STATE OF ILLINOIS, THE SENATE CONCURRING HEREIN, that the Board of Higher Education establish a task force to study issues related to dual credit; and be it further

RESOLVED, That the task force shall consist of one member of the House of Representatives appointed by the Speaker of the House of Representatives, one member of the House of Representatives appointed by the Minority Leader of the House of Representatives, one member of the Senate appointed by the President of the Senate, one member of the Senate appointed by the Minority Leader of the Senate, one representative of the Illinois Community College Board appointed by the Chairperson of the Illinois Community College Board, one representative of the State Board of Education appointed by the Chairperson of the State Board of Education, one representative of a professional teachers' organization appointed by that organization, one representative of another professional teachers' organization appointed by that organization, and 2 representatives from the higher education community appointed by the Board of Higher Education; and be it further

RESOLVED, That the task force shall report its findings to the General Assembly on or before December 1, 2008; and be it further

RESOLVED, That a suitable copy of this resolution be delivered to the Board of Higher Education.



Illinois Board of Higher Education Task Force on Dual Credit

HJR36

BE IT RESOLVED, BY THE HOUSE OF REPRESENTATIVES OF THE NINETY-FIFTH GENERAL ASSEMBLY OF THE STATE OF ILLINOIS, THE SENATE CONCURRING HEREIN, that the Board of Higher Education establish a task force to study issues related to dual credit....

Role and Purpose:

The purpose of the Task Force is to objectively examine Illinois and national dual credit programs and make recommendations to improve student outcomes for dual credit programs throughout the state.

Outcomes:

A report containing policy recommendations on dual credit will be presented to the General Assembly on or before December 1, 2008.

Questions to be addressed by the Task Force

- What is meant by dual credit?
- How is dual credit being done in other states?
- What are the ways dual credit is being implemented in Illinois?
- What purposes does dual credit serve?
- What is the purpose of dual credit in Illinois?
- What has been the effect of dual credit in Illinois?
- What is our vision of dual credit in Illinois?
- What State goals can dual credit serve?
- What are obstacles to dual credit?
- What else do we need to know?
- Do we have the data to answer essential questions about dual credit?
- What will best serve our students?
- What can the State do to advance high quality dual credit?
- How do we accomplish this?

Structure

The Task Force will convene from September 2008 to November 2008 to:

- Examine related reports and review the landscape of dual credit,
- Hear various presenters on issues in dual credit,
- Discuss preliminary recommendations and report format,
- Discuss final recommendations/final report
- Submit final report to General Assembly in December 2008

Membership

The composition of the Task Force reflects shared accountability for high quality dual credit programs in Illinois and includes a cross-section of leaders from the General Assembly, K-12 and higher education,

professional organizations, the Illinois State Board of Education and the Illinois Community College Board.

Responsibilities of Members

Members of the Illinois Task Force on Dual Credit accept the responsibility to act in the best interests of the Illinois students, teachers, schools, colleges and communities that we serve. Task Force members are therefore asked to enter the work of the task force without preformed opinions, and objectively review, analyze and discuss dual credit issues from a comprehensive perspective.

Primary Resources

- *Dual Credit in Illinois: Making It Work*
- *On Ramp to College*
- *Dual Credit and Dual Enrollment*
- *ICCB Administrative Rules*
- *NACEP Standards*

DUAL CREDIT / DUAL ENROLLMENT
Frequently Asked Questions

What is Dual Enrollment?

Broadly defined as any situation in which an individual is concurrently enrolled at both a secondary (high school) and post-secondary (college or university) institution. However, the term is frequently used to distinguish from dual credit courses and used to identify situations in which a high school student enrolls in a college course for college credit only.

What is Dual Credit?

A dual credit course is a college course taken by a high school student for which the student is awarded both college and high school credit.

How are Dual Credit courses organized or offered?

Some courses are taught by qualified college faculty on the high school campus during regular school hours and are recognized by the college as meeting college requirements. Others are taught on the college campus by regular college faculty and are recognized by the high school district as meeting high school requirements.

Do all Dual Credit courses transfer for credit to all colleges and universities?

Current dual credit courses offered through cooperative agreements with Illinois community colleges generally fall into two broad categories: Career and Technical Education (CTE) or General Education (GE). General Education courses must be approved for credit under the Illinois Articulation Initiative (IAI). Such courses are accepted for credit by all IAI participating schools, which includes all Illinois public universities and some 94 other Illinois colleges and universities. CTE courses may or may not be accepted in transfer credit.

What are the benefits of Dual Credit courses?

- Facilitates the transition between high school and college
- Reduces the cost of a college education
- Reduces the time needed to complete a degree program
- Reduces high school drop out rates
- Prepares students for college work
- Reduces remediation
- Raises student motivation and aspiration
- Offers greater advanced credit opportunities in rural areas
- Increases post-secondary enrollment

Are there concerns about Dual Credit courses?

- Costs involved in programs and potential funding uncertainty
- Requires cooperation across sectors
- Questions of quality and rigor
- Capacity of high school faculty to provide college-level instruction
- Capacity of college faculty to adequately serve the needs of high school aged students
- Limited access for low-income and the academically underprepared student
- Little or no data to support claims of success

How does Dual Credit differ from Advanced Placement (AP)?

Both courses are taught at the college level. However, college credit is awarded for advanced placement courses only upon completion of a single assessment test. In addition, different cut scores are required by different institutions for credit in these courses. Dual credit courses earn college credit in the same manner as any other college course – through satisfactory performance on such assessments as quizzes, tests, and homework assignments.

In addition, dual credit courses are taught by qualified college faculty who hold the appropriate credentials in the subject matter. For instance, faculty teaching general education courses must hold at least a Master’s degree in the subject area. High school AP courses do not have this requirement.

Who is eligible to take part in Dual Enrollment and Dual Credit programs?

In order to enroll in dual credit courses currently offered through cooperative agreements with Illinois community colleges, students must meet all admission requirements that would be applied to a student enrolling for the same course at the college.

What does it cost to enroll in a dual credit course?

To the student: Current dual credit opportunities are offered through cooperative agreements between individual high school and college districts. The agreements vary as to how much of the tuition and fees normally charged for the college course are passed on to the high school student.

To the high school: Although there is variation between institutions, funding primarily comes from state FTE reimbursements, and from Accelerated College Enrollment (ACE) grant funds.

To the college: Variation exists, but Colleges primarily receive funding through state funds based on student enrollments, Accelerated College Enrollment (ACE) grant funds, and student tuition. Colleges may significantly reduce or waive tuition for these courses.

Does Illinois have any regulations in place concerning Dual Credit / Dual Enrollment?

Dual credit programs at community colleges follow administrative rules established by the Illinois Community College Board. Even under these rules, substantial variation exists as institutions have the flexibility to respond to local demands. Dual credit offered by private or proprietary institutions does not fall under these regulations.

Illinois Board of Higher Education

Rod Blagojevich, Governor

Carrie J. Hightman, Chairwoman • Judy Erwin, Executive Director

MEMORANDUM

TO: Members of the Dual Credit Task Force

FROM: Bob Blankenberger, Assistant Director for Academic Affairs

DATE: July 18, 2008

RE: Summary of literature related to benefits and concerns about dual credit/enrollment

Below is a summary of the literature on proposed benefits and concerns related to dual credit/enrollment. Dual credit courses are widely used in the United States. According to the most recent comprehensive U.S. Department of Education report on the topic, *Dual Credit and Exam-Based Courses in U.S. Public High Schools: 2002–03*, 71% of U.S. high schools and 51% of U.S. postsecondary institutions allowed high school students to take college courses in 2002-03, with 813,000 high school students taking a college-credit course in that academic year (Waits, Setzer, & Lewis, 2005). In the same year 20,405 Illinois students (9.6% of the total) took dual credit courses with dual credit offered in 54.1% of the state's public school districts (Illinois State Board of Education, 2004). As of January 2006, 42 states had legislation and/or Board policies related to dual credit/enrollment. These primarily include policies regarding program eligibility (over ½ of the states), how credit is awarded, who pays for dual credit programs, requirements for counseling and information sharing, and implementation of institutional accountability (Western Interstate Commission on Higher Education, 2006).

Proposed Benefits

The literature on dual credit/enrollment is extensive. Researchers and policy analysts have suggested a number of potential benefits of dual credit/enrollment (Bailey, Hughes, & Karp, 2003; Blanco, Prescott, & Taylor, 2007; Boswell, 2001; Clark, 2001; Conklin, 2005; Coplin, 2005; Crook, 1990; Education Commission of the States, 2000; Greenberg, 1989; Hoffman, 2005; Karp, Calcagno, Hughes, Jeong, & Bailey, 2007; Johnstone & Del Genio, 2001; Kentucky Interagency Dual Credit Task Force, 2007; Kim, 2006; Kirst & Venezia, 2001; Puyear, 1998). These proposed benefits include:

- Facilitating the transition between high school and college
- Allowing students to complete a degree faster
- Reducing costs for a college education
- Reducing high school drop out rates
- Preparing students for college work and reducing the need for remedial coursework
- Enhancing the high school curriculum

- Making more effective use of the senior year in high school
- Developing the connection between high school and college curricula
- Raising the student's motivation and goal to attend college
- Acclimatizing students to the college environment
- Freeing space on college campuses
- Improving relationships between colleges and their communities
- Easing recruitment of students to college
- Enhancing opportunities for underserved student populations

Concerns

Researchers and analysts have identified several concerns associated with dual credit/enrollment (Andrews, 2001; Bottoms & Young, 2008; Cambra, 2000; Clark, 2001; Johnstone & Del Genio, 2001; Kim, 2006; Krueger, 2006; Lerner & Brand, 2006). These include:

- No solid quantitative data supports the claims of the benefits
- Low or uncertain academic quality
- Limited oversight of academic rigor
- The college course experience is not duplicated in high school courses
- Capability of high school teachers to teach college level courses
- Transferability problems
- Costs involved in the programs
- Potential funding uncertainty
- Limited access for low-income, minority, and academically underprepared students
- Lack of policies to ensure students are prepared to begin college level work
- Liability with underage high school students on college campuses
- Actions by many interested groups are required

Lack of research demonstrating the benefits of dual credit/enrollment

There is no strong quantitative evidence in the literature that dual credit/enrollment is directly connected to positive student outcomes. This is primarily because it is difficult to isolate the effect of participation in dual credit/enrollment programs from other factors which may lead to student success, and data to make such assessments is often incomplete or unavailable (Bailey, Hughes, & Karp, 2003; Blanco, Prescott, & Taylor, 2007; Bragg & Kim, 2006; Crook, 1990; Kim, 2006; Krueger, 2006; Lerner & Brand, 2006; Smith, 2007). Student motivation, academic ability, participation in other programs at the same time (such as AP, IB, tech prep, high school early college or college prep courses), career goals, differences in instructor qualifications, differences in counseling at the school, and differences in methods of instruction are all factors which may alter or even be more likely to effect student achievement outcomes than participation in dual credit programs. Only a few studies have attempted to control for such factors. These have produced mixed results with some findings that suggest dual credit may contribute to decreased time to degree and improved retention. The studies caution that further research should be conducted (Crook, 1990; Eimers & Mullen, 2003; Karp, Calcagno, Hughes, Jeong, & Bailey, 2007; Spurling & Gabriner, 2003).

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ICCB Administrative Rules Regarding Dual Credit

Section 1501.507 Credit Hour Claims

b) Course Requirements. Courses which produce credit hours eligible for ICCB grants shall satisfy the following requirements:

11) Courses offered by the college for high school students during the regular school day at the secondary school shall be college-level and shall meet the following requirements:

A) State Laws and Regulations and Accreditation Standards. All State laws, ICCB regulations, accreditation standards specified by the North Central Association, and local college policies that apply to courses, instructional procedures and academic standards at the college apply to college-level courses offered by the college on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures and academic standards apply to students, faculty and staff associated with these courses.

B) Instructors. The instructors for these courses shall be selected, employed and evaluated by the community college. They shall be selected from full-time faculty and/or from adjunct faculty with appropriate credentials and demonstrated teaching competencies at the college level.

C) Qualification of Students. Students accepted for enrollment in college level courses must have appropriate academic qualifications, a high level of motivation and adequate time to devote to studying a college-level course. The students' course selections shall be made in consultation with high school counselors and/or principals and ordinarily are restricted to students in the junior and senior years of high school. The students shall meet all college criteria and follow all college procedures for enrolling in courses.

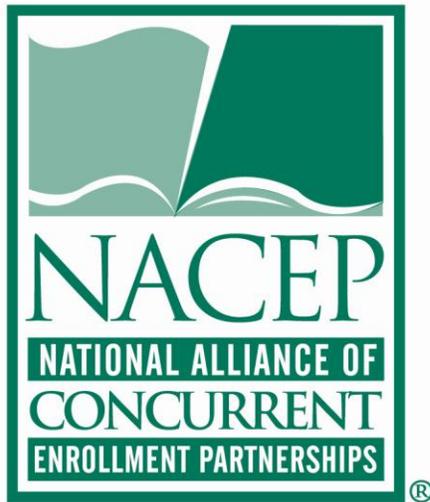
D) Placement Testing and Prerequisites. Students enrolling in college-level courses must satisfy course placement tests or course prerequisites when applicable to assure that they have the same qualifications and preparation as other college students.

E) Course Offerings. Courses shall be selected from transfer courses that have been articulated with senior institutions in Illinois or from the first year courses in ICCB approved associate in applied science degree programs.

F) Course Requirements. The course outlines utilized for these courses shall be the same as for courses offered on campus and at other off campus

sites and shall contain the content articulated with colleges and universities in the State. Course prerequisites, descriptions, outlines, requirements, learning outcomes and methods of evaluating students shall be the same as for on-campus offerings.

G) Concurrent Credit. The determination of whether a college course is offered for concurrent high school and college credit shall be made at the secondary level, according to the school's policies and practices of the district.



**Statement of
National Concurrent Enrollment Partnership
Standards**

**Adopted
April 2002**

Prologue	<p>The National Alliance of Concurrent Enrollment Partnerships (NACEP) was established during the annual meeting in Utah in November 1999 as an organization of education professionals who administer or participate in Concurrent Enrollment Partnerships (CEP).</p>
Mission	<p>The National Alliance of Concurrent Enrollment Partnerships (NACEP) links college-school programs offering college courses in high schools. NACEP supports and promotes its constituent programs through quality initiatives, program development, national standards, research, and communication.</p>
Definition	<p>Through Concurrent Enrollment Partnerships, qualified students can earn college credit prior to high school graduation. CEPs differ from other pre-college credit programs because high school instructors teach the college courses during the normal school day. Such programs provide a direct connection between secondary and post-secondary institutions and an opportunity for collegial collaboration.</p> <p>Although courses in some CEPs may have some elements or characteristics of the programs stated below, CEPs are distinct programs from the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Programs in which the high school student travels to the college campus to take courses prior to graduation during the academic year or during the summer. <input type="checkbox"/> Programs where college faculty travel to the high school to teach courses to the high school students. <input type="checkbox"/> The College Board Advanced Placement Program and the International Baccalaureate Program where standardized tests are used to assess students' knowledge of a curriculum developed by a committee consisting of both college and high school faculty.
Standards Purpose	<p>NACEP <i>Standards</i> are measurable criteria of CEP elements that are the basis of quality programs. College or University NACEP members have met and submitted evidence of implementation of the NACEP standards. College or University Provisional Program Members are in the process of meeting the standards. Each standard includes: (1) Standard Statement, (2) Categories of Evidence and (3) Illustrative Case Example.</p>
Standard Categories	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum (C) <input type="checkbox"/> Faculty (F) <input type="checkbox"/> Students (S) <input type="checkbox"/> Assessment (A) <input type="checkbox"/> Program Evaluation (E)

NACEP Statement of Standards

Curriculum

Curriculum 1 (C1)	College or university courses administered through a CEP are catalogued courses and approved through the regular course approval process of the college or university. These courses have the same departmental designation, number, title, and credits; additionally these courses adhere to the same course description.
Curriculum 2 (C2)	College or university courses administered through a CEP are recorded on students' official academic record of the college or university.
Curriculum 3 (C3)	College or university courses administered through CEPs reflect the pedagogical, theoretical and philosophical orientation of the colleges and universities sponsoring faculty and/or academic department.

NACEP Statement of Standards

Faculty

Faculty 1 (F1)	Instructors teaching college or university courses through the CEP meet the academic requirements for faculty and instructors teaching in post-secondary institutions as stipulated by the respective academic departments.
Faculty 2 (F2)	The post-secondary institution provide high school instructors with training and orientation in course curriculum, assessment criteria, course philosophy, and CEP administrative requirements before certifying the instructors to teach the college/university's courses.
Faculty (F3)	Instructors teaching the CEP sections are part of a continuing collegial interaction, through annual professional development, required seminars, site visits, and ongoing communication with the post-secondary institutions' faculty and CEP administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.

NACEP Statement of Standards

Students

Students 1 (S1)	High school students enrolled in courses administered through a CEP are officially registered or admitted as degree-seeking, non-degree or non-matriculated students of the sponsoring post-secondary institution.
Students 2 (S2)	Post-secondary institutions outline specific course requirements and prerequisites.
Students 3 (S3)	High school students are provided with a student guide that outlines their responsibilities as well as guidelines for the transfer of credit.

NACEP Statement of Standards

Assessment

Assessment 1 (A1)	CEP students are held to the same standards of achievement as those expected of students in on-campus sections.
Assessment 2 (A2)	Every section of a course offered through a CEP is annually reviewed by faculty from that discipline and CEP staff to assure that grading standards meet or exceed those in on-campus sections.
Assessment 3 (A3)	CEP students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.

NACEP Statement of Standards

Program Evaluation

Evaluation 1 (E1)	The CEP conducts annual program assessment and evaluation of its practices including at least course evaluations by CEP students and follow-up of the CEP graduates who are college or university freshmen. Qualified evaluators/ researchers and/or the college's or university's institutional research office conduct and analyze evaluations and assessments.
Evaluation 2 (E2)	The CEP conducts, every 5 years, an impact study of the CEP on participating high school instructors, principals and guidance counselors. Qualified evaluators/ researchers and/or college's institutional research office conducts evaluations and assessments.
Evaluation 3 (E3)	The CEP conducts, every 5 years, a follow-up of CEP graduates who are seniors in a college or university. Qualified evaluators/ researchers and/or college's institutional research office conducts evaluations and assessments.

Crosswalk of ICCB Administrative Rules & NACEP Standards

NACEP Overview

Prologue:

The National Alliance of Concurrent Enrollment Partnerships (NACEP) was established during the annual meeting in Utah in November 1999 as an organization of education professionals who administer or participate in **Concurrent Enrollment Partnerships (CEP)**.

Mission:

NACEP links college-school programs offering college courses in high schools. NACEP supports and promotes its constituent programs through quality initiatives, program development, national standards, research, and communication.

Definition:

Through concurrent Enrollment Partnerships, qualified students can earn college credit prior to high school graduation. CEP's differ from other pre-college credit programs because high school instructors teach the college courses during the normal school day. Such programs provide a direct connection between secondary and post-secondary institutions and an opportunity for collegial collaboration.

Although courses in some CEPs may have some elements or characteristics of the programs stated below, CEPs are distinct programs from the following:

- Programs in which the high school student travels to the college campus to take courses prior to graduation during the academic year or during the summer.
- Programs where college faculty travel to the high school to teach courses to the high school students.
- The College Board Advanced Placement Program and the International Baccalaureate Program where standardized tests are used to assess students' knowledge of a curriculum developed by a committee consisting of both college and high school faculty.

Standards Purpose:

NACEP Standards are measurable criteria of CEP elements that are the basis of quality programs. College or University NACEP members have met and submitted evidence of implementation of the NACEP standards. College or University Provisional Program Members are in the process of meeting the standards. Each standard includes: (1) Standard Statement, (2) Categories of Evidence and (3) Illustrative Case Example.

ICCB Recognition for the Illinois Public Community College Districts Overview

Prologue:

Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility, and equipment standards as established by the Illinois Community College Board (Section 805/2-12f and 805/2-15). Community colleges must be recognized to be eligible for state funding. Based on a five-year cycle, ICCB staff conduct recognition evaluations to assure that colleges are in compliance with these standards. All colleges are evaluated on a select number of standards during the same five-year cycle.

Objectives of the Recognition Evaluation

The following are the objectives of the ICCB recognition evaluation process:

1. Determine district compliance with standards established by the Public community College Act and ICCB Administrative Rules.
2. Provide assistance to districts in achieving compliance with the Act and Administrative Rules.
3. Identify issues which may be of concern to the community college system and gather basic data about these issues.
4. Identify exemplary district practices/programs that can be shared with other districts.

The Recognition Process:

The recognition evaluation process takes advantage of the substantial amounts of information that the colleges provide to the Board on a routine basis. Evaluations include quality indicators in addition to standards that are strictly compliance-oriented. If issues arise during the disk audit evaluation that cannot be resolved through off-site contact with the college, a visit to the college concurrent with the credit hour claims audit visit will be arranged to view materials available on campus and/or to discuss issues with college personnel.

	ICCB Administrative Rules	National Concurrent Enrollment Partnership Standards
State Laws and Regulations and Accreditation Standards	All State laws, ICCB regulations, accreditation standards specified by the North Central Association, and local college policies that apply to courses, instructional procedures and academic standards at the college apply to college-level courses offered by the college on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures and academic standards apply to students, faculty and staff associated with these courses.	
Curriculum	<i>Course Offerings.</i> Courses shall be selected from transfer courses that have been articulated with senior institutions in Illinois or from the first year courses in ICCB approved associate in applied science degree programs.	<ol style="list-style-type: none"> 1. College or university courses administered through a CEP are catalogued courses and approved through the regular courses approval process of the college or university. These courses have the same departmental designation, number, title, and credits;

	<p><i>Course Requirements.</i> The course outlines utilized for these courses shall be the same as for courses offered on campus and at other off campus sites and shall contain the content articulated with colleges and universities in the State. Course prerequisites, descriptions, outlines, requirements, learning outcomes and methods of evaluating students shall be the same as for on-campus offerings.</p>	<p>additionally these courses adhere to the same course description.</p> <ol style="list-style-type: none"> College or university courses administered through a CEP are recorded on students' official academic record of the college or university. College or university courses administered through CEPs reflect the pedagogical, theoretical and philosophical orientation of the colleges and universities sponsoring faculty and/or academic department.
Faculty	<ul style="list-style-type: none"> The instructors for these courses shall be selected, employed and evaluated by the community college. They shall be selected from full-time faculty and/or from adjunct faculty with appropriate credentials and demonstrated teaching competencies at the college level. 	<ol style="list-style-type: none"> Instructors teaching college or university courses through the CEP meet the academic requirements for faculty and instructors teaching in post-secondary institutions as stipulated by the respective academic departments. The post-secondary institution provides the high school instructors with training and orientation in course curriculum, assessment criteria, course philosophy, and CEP administrative requirements before certifying the instructors to teach the college/university's courses. Instructors teaching the CEP sections are part of a continuing collegial interaction, through annual professional development t, required seminars, site visits, and ongoing communication with the post-secondary institutions' faculty and CEP administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.
Admission	<p><i>Admission of Students</i></p> <p>b) Students Currently Enrolled in a Secondary School Program. Students currently enrolled in a secondary school program may be accepted into a college course(s). If such courses are offered during the regular school day established by the secondary school or are offered for secondary school credit, prior approval of the chief executive officer of the secondary school must be received.</p>	
Students	<p><i>Qualifications of Students</i></p> <ul style="list-style-type: none"> Students accepted for enrollment in college level courses must have appropriate academic qualifications, a high level of motivation and adequate time to devote to studying a college-level course. The students' course selections shall be 	<ol style="list-style-type: none"> High school students enrolled in courses administered through a CEP are officially registered or admitted as degree-seeking, non-degree or non-matriculated students of the sponsoring post-secondary institution. Post-secondary institutions outline specific course requirements and prerequisites.

	<p>made in consultation with high school counselors and/or principals and ordinarily are restricted to students in the junior and senior years of high school.</p> <ul style="list-style-type: none"> The students shall meet all college criteria and follow all college procedures for enrolling in courses. <p><i>Placement Testing and Prerequisites.</i> Students enrolling in college-level courses must satisfy course placement tests or course prerequisites when applicable to assure that they have the same qualifications and preparation as other college students.</p>	<ol style="list-style-type: none"> High school students are provided with a student guide that outlines their responsibilities as well as guidelines for the transfer of credit.
<p>Assessment</p>		<ol style="list-style-type: none"> CEP students are held to the same standards of achievement as those expected of students in on-campus sections. Every section of a course offered through a CEP is annually reviewed by faculty from that discipline and CEP staff to assure that grading standards meet or exceed those in on-campus sections. CEP students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.
<p>Program Evaluation</p>	<p><i>Review and Evaluation of Programs.</i></p> <ol style="list-style-type: none"> Each college shall have a systematic, college wide program review process for evaluating all of its instructional, student services, and academic support programs at least once within a five-year cycle. The minimum review criteria for program review shall be program need, program cost, and program quality, as defined by each college. Each college shall develop a schedule that shows when each program will be reviewed during each five-year cycle. Occupational programs shall be scheduled in the year following their inclusion in the ICCB follow-up study unless the college obtains an exception in writing from the ICCB. The review of general education objectives of the academic programs shall be scheduled annually, but may focus each year on areas specified by the Illinois Board of Higher Education and ICCB. The ICCB may request the college to include special reviews of programs that have been identified as a result of state-level analyses, legislative resolutions, or Illinois Board of 	<ol style="list-style-type: none"> The CEP conducts annual program assessment and evaluation of its practices including at least course evaluations by CEP students and follow-up of the CEP graduates who are college or university freshmen. Qualified evaluators/researchers and/or the college's or university's institutional research office conduct and analyze evaluations and assessments. The CEP conducts, every 5 years, an impact study of the CEP on participating high school instructors, principals and guidance counselors. Qualified evaluators/researchers and/or college's institutional research office conducts evaluations and assessments. The CEP conducts, every 5 years, a follow-up of CEP graduates who are seniors in a college or university. Qualified evaluators/researchers and/or college's institutional research office conducts evaluations and assessments.

	<p>Higher Education policy studies by notifying the college of this request prior to January 1 of the year the special review is to be conducted.</p> <p>5) Each college shall keep on file for ICCB recognition purposes a copy of its current program review process, its five-year schedule for program review, and complete reports of program reviews conducted during the past five years.</p> <p>6) Each college shall submit to the ICCB by August 1 each year a summary report of its previous year's program review results in a format designated by the ICCB and a copy of its current five-year schedule of program reviews.</p>	
Concurrent Credit	The determination of whether a college course is offered for concurrent high school and college credit shall be made at the secondary level, according to the school's policies and practices of the district.	
Tuition	<p>Each community college district will establish its own student tuition rates for in-district residents, in-state out-of-district residents, out-of-state residents, and out-of-country residents in accordance with the state policies prescribed in the Illinois Community College Act (110 ILCS 805/6-4) and in this Section.</p> <p>a) In-District Tuition. The local community college board of trustees may set the tuition rates for in-district residents within the following policies:</p> <ol style="list-style-type: none"> 1. The local community college board of trustees may set tuition rates for its in-district residents including variable rates for each of its programs, terms, time of enrollment, courses, delivery method, or other identifiable grouping of courses as long as the weighted average of the tuition for all credit courses including adult education is no more than 1/3 the college district's per capita cost. The method of calculating the per capita cost will be as prescribed in Section 6-2 of the Illinois Community College Act. 	