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**COLLEGE CHANGES EVERYTHING[®]
CONFERENCE**

Dual Credit in Illinois: Increased Participation and Persistent Participation Gaps

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Cashdollar, PhD

Dual Credit Trivia!

True or False? Dual credit is generally taken by high schoolers in-person at a community college.

Dual Credit Trivia!

True or False? Dual credit is generally taken by high schoolers in-person at a community college.

False. 72% of dual credit course-takers take it at their high school. About 17% take it at a college campus or facility, and 5% take it online. (ICCB, 2023)

Dual Credit Trivia!

True or False? Dual credit is accessed evenly through 4-year and 2-year institutions.

Dual Credit Trivia!

True or False? Dual credit is accessed evenly through 4-year and 2-year institutions.

False. 97% of dual credit course-takers participate in community college courses, with 3% participating in 4-year.*

*Calculations by IWERC based on ICCB (2022) data.

Dual Credit Trivia!

Which dual credit course is most popular?

1. Spanish
2. General Writing
3. Welding Technology
4. Psychology

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True or false? Dual credit is offered by most high schools in Illinois.

Dual Credit Trivia!

True or false? Dual credit is offered by most high schools in Illinois.

True. Only 24 districts had **no** dual credit participation during the years of our study.

Dual Credit Trivia!

What proportion of dual credit courses count for Career and Technical Education credit?

- 12%
- 23%
- 37%
- 52%

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Dual Credit Trivia!

True or false? Research has found that dual credit participation improves college enrollment, achievement, and completion.

Dual Credit Trivia!

True or false? Research has found that dual credit participation improves college enrollment, achievement, and completion.

True! This is why understanding and improving dual credit access and equity is so important.

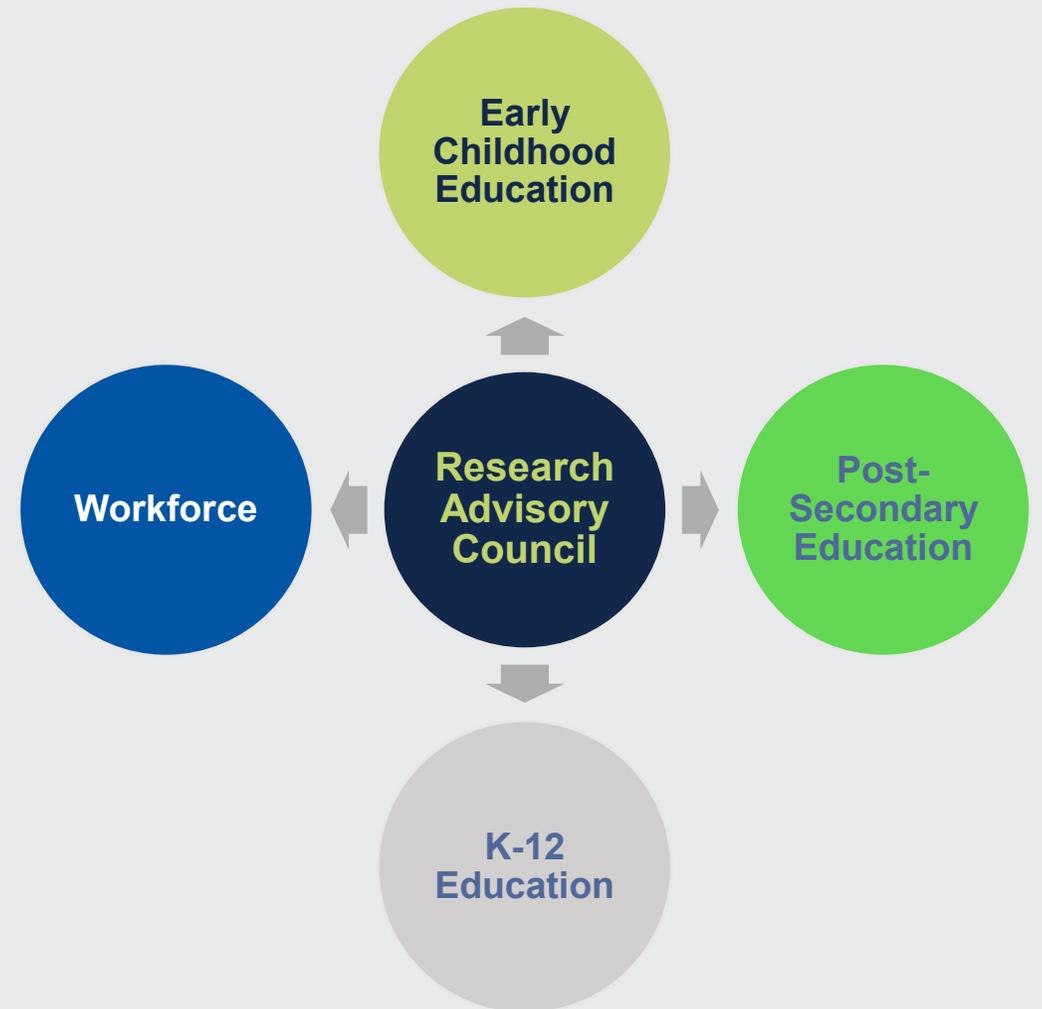
IWERC IS A TRUSTED PARTNER FOR EDUCATION AND WORKFORCE DEVELOPMENT STAKEHOLDERS IN ILLINOIS

IWERC's research and analysis provide valuable insights for education leaders in the state and help improve education and training for in-demand tech jobs.



IWERC'S PROJECTS ARE INFORMED BY OUR STATEWIDE STAKEHOLDERS

IWERC works with community partners across the state to research and co-construct solutions to the most pressing issues in the cradle-to-career, education-to-workforce pipeline.



What is Dual Credit (DC)?

“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.**”

– *Illinois Community College Board, 2022*

Dual Credit Outcomes

High school outcomes

- Higher academic performance, high school completion (Berger et al., 2014; Edmunds et al., 2017)
- Higher attendance and college readiness (Edmunds et al., 2017)
- Rigorous learning environment enhances academic mindset and behaviors (An, 2022; Wang et al., 2015)

College outcomes

- Higher enrollment (Berger et al., 2014; Britton et al., 2019; Dash, 2017; Edmunds et al., 2017; Giani et al., 2014; Henneberger et al., 2018; Miller et al., 2018; Speroni, 2011; Struhl & Vargas, 2012)
- More credit accumulation (Giani et al., 2014; Struhl & Vargas, 2012)
- Reduced remedial coursework (An, 2013; Grubb et al., 2017), reduced time to degree (Grubb et al., 2017; Miller et al., 2018; Morrison, 2008)
- Degree attainment (Berger et al., 2014; Blankenberger et al., 2017; Edmunds et al., 2017; Giani et al., 2014; Henneberger et al., 2018; Miller et al., 2018; Morrison, 2008; Struhl & Vargas, 2012, 2012; J. L. Taylor, 2015)

Dual Credit Inequities (National)

- **Across schools and districts, lower DC when:**
 - Urban
 - More than 75% eligible for Free/Reduced-Price Lunch
 - Higher proportions of Black and Latino students
- **Within schools and districts, lower DC among:**
 - Black and Latino students
 - English Learners, students with disabilities, and youth experiencing homelessness

(Fink, 2021, 2022; Light, 2016; Pretlow & Wathington, 2013; Patrick et al., 2020; J. L. Taylor et al., 2022, ; Xu et al., 2021)

Dual Credit Policy in Illinois

Dual Credit Quality Act of 2010 (amended 2018, 2021)

Postsecondary and Workforce Readiness Act of 2016 (amended 2018)

Education and Workforce Equity Act of 2021

DUAL CREDIT QUALITY ACT (2010, 2018, 2021)

Articulation

- All public postsecondary institutions are required to accept credits for DC courses approved by the Illinois Articulation Initiative (IAI)
- General Education Core Curriculum (GECC), IAI BA Major Curriculum

Capacity

- Community colleges must enter into a DC agreement with any requesting high school in their community college district (2018)
- Model Partnership Agreement (MPA) as a template and default (2018)
- Funding awards for community colleges to expand DC
- Professional development plan for high school instructor qualification (2018)

Student access

- MPA limits the costs to students of DC tuition and fees
- Student eligibility determined through “multiple appropriate measures,” e.g. GPA growth, Freshman-On-Track status, and pre-requisite coursework in addition to test scores (2018)
- Students who do not meet eligibility criteria may enroll, receive only high school credit (2018)
- Institutions may provide options for Pass/Fail and/or late withdraw
- Students with disabilities (SWD) must receive accommodations/aids:
 - High school campus – IEP plan
 - College campus – all resources for SWD, accommodations and aids in partnership agreement

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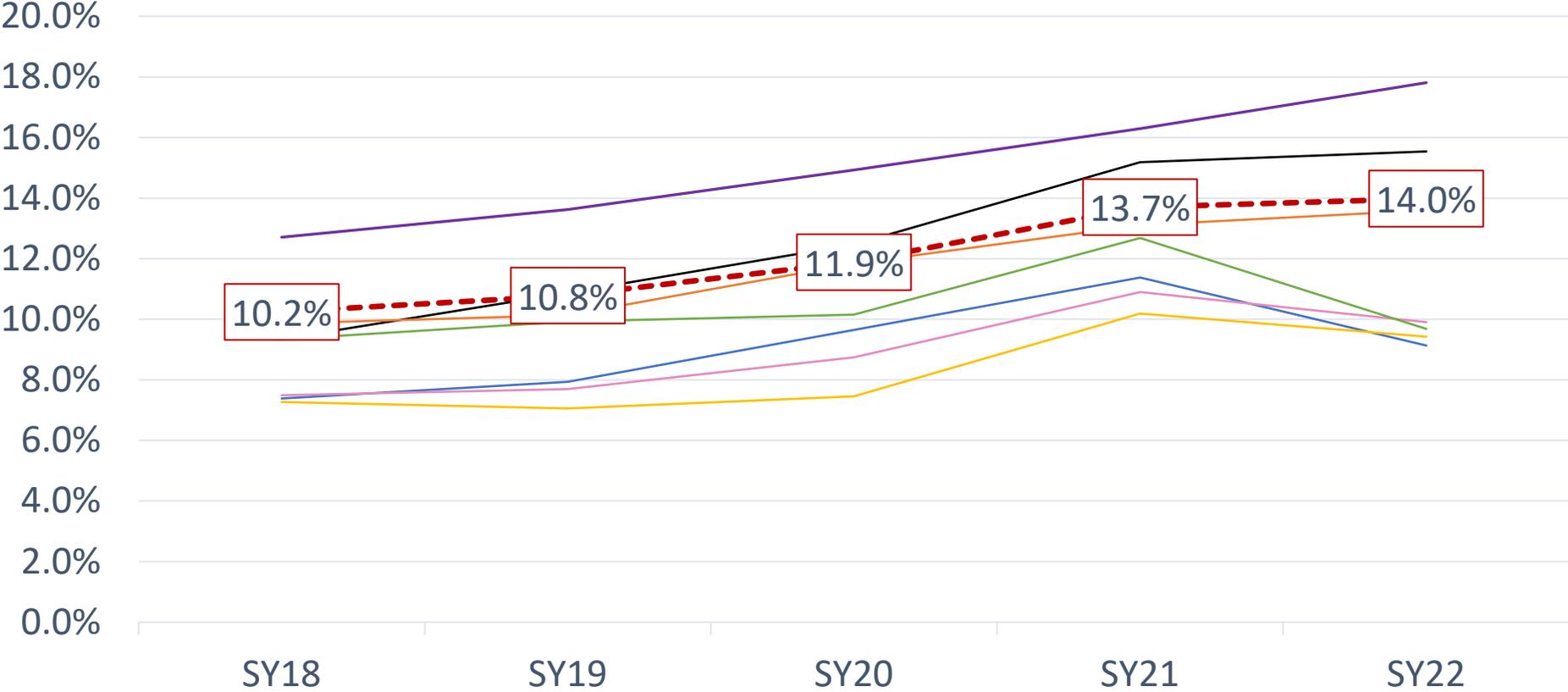
Research Questions

1. How has high school student participation in DC coursework in Illinois changed from 2018 to 2022 among racial/ethnic subgroups?
2. Within this timeframe, how have participation rates changed:
 - a) across districts with varying student demographic compositions?
 - b) within districts by student demographic subgroup?

Data: Illinois Report Card

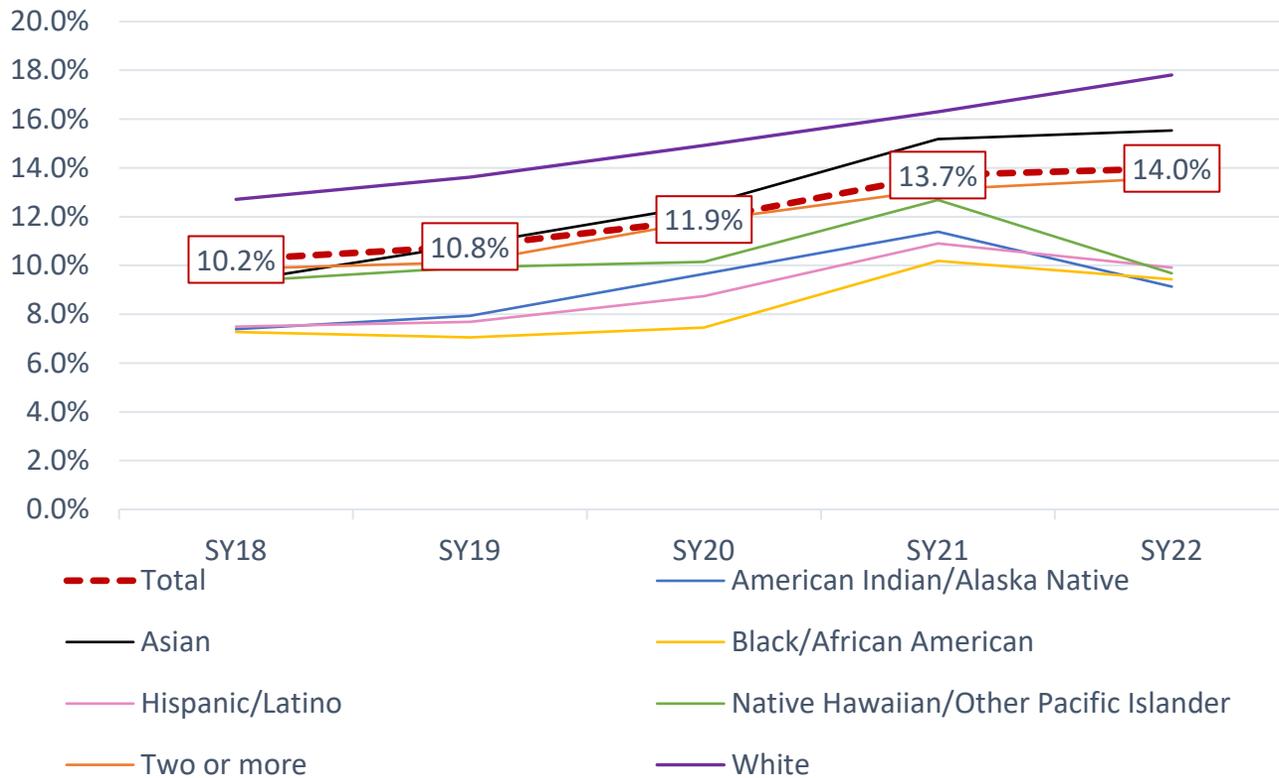
- School-level rate of participation in any DC coursework, 2018 – 2022
- Data partnership with Illinois State Board of Education (ISBE) provided demographic subgroup breakdown
 - Race/ethnicity
 - IEP
 - English learner
 - Low-income

Proportion of Illinois Students in Dual Credit, by Racial/Ethnic Subgroup (SY18-SY22)



- - - Total
- Asian
- Hispanic/Latino
- Two or more
- American Indian/Alaska Native
- Black/African American
- Native Hawaiian/Other Pacific Islander
- White

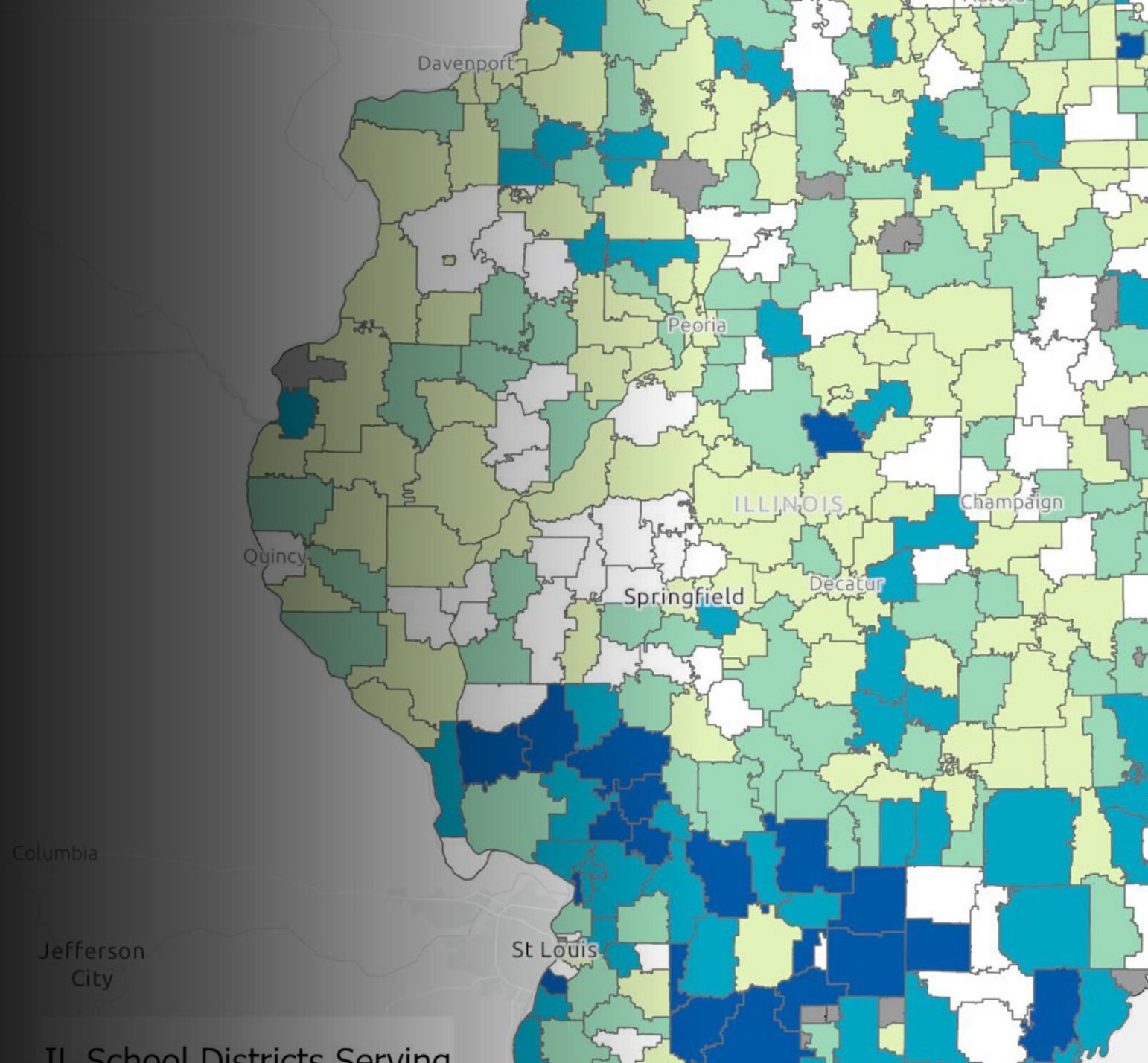
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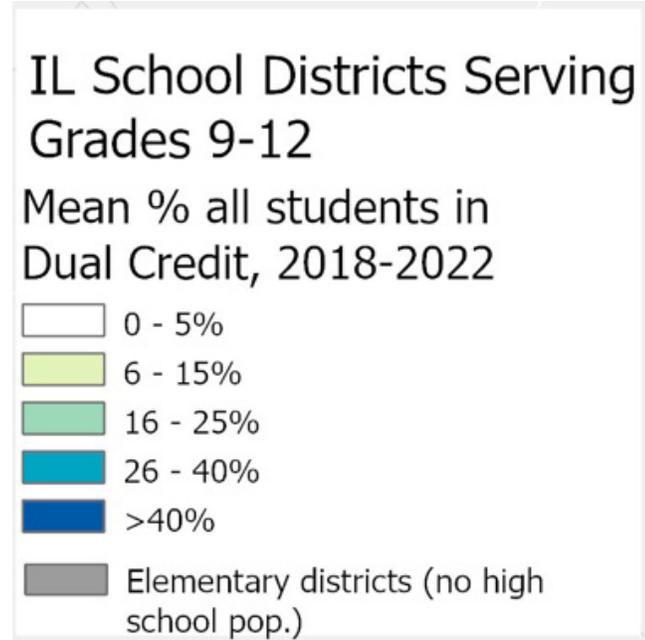
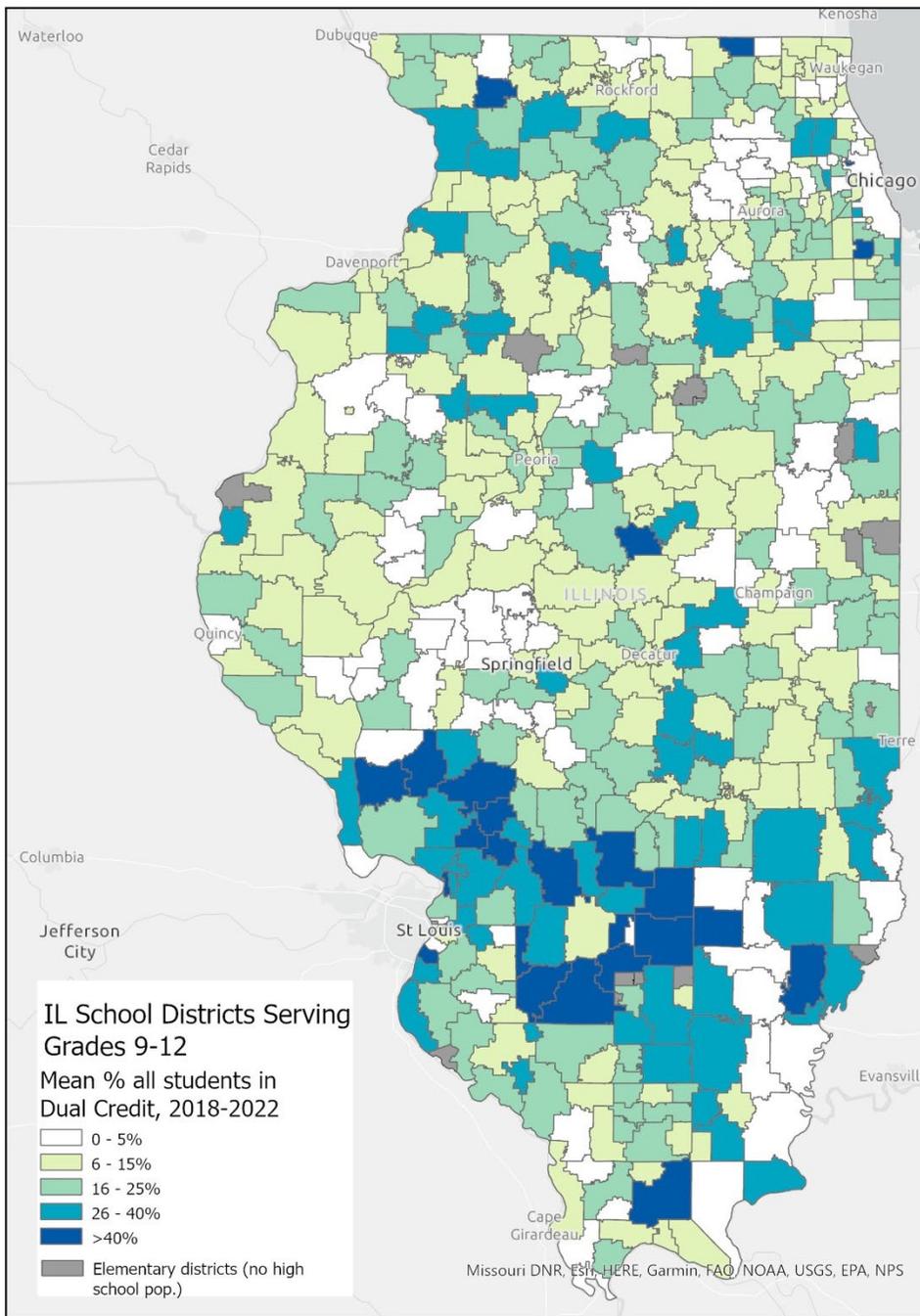


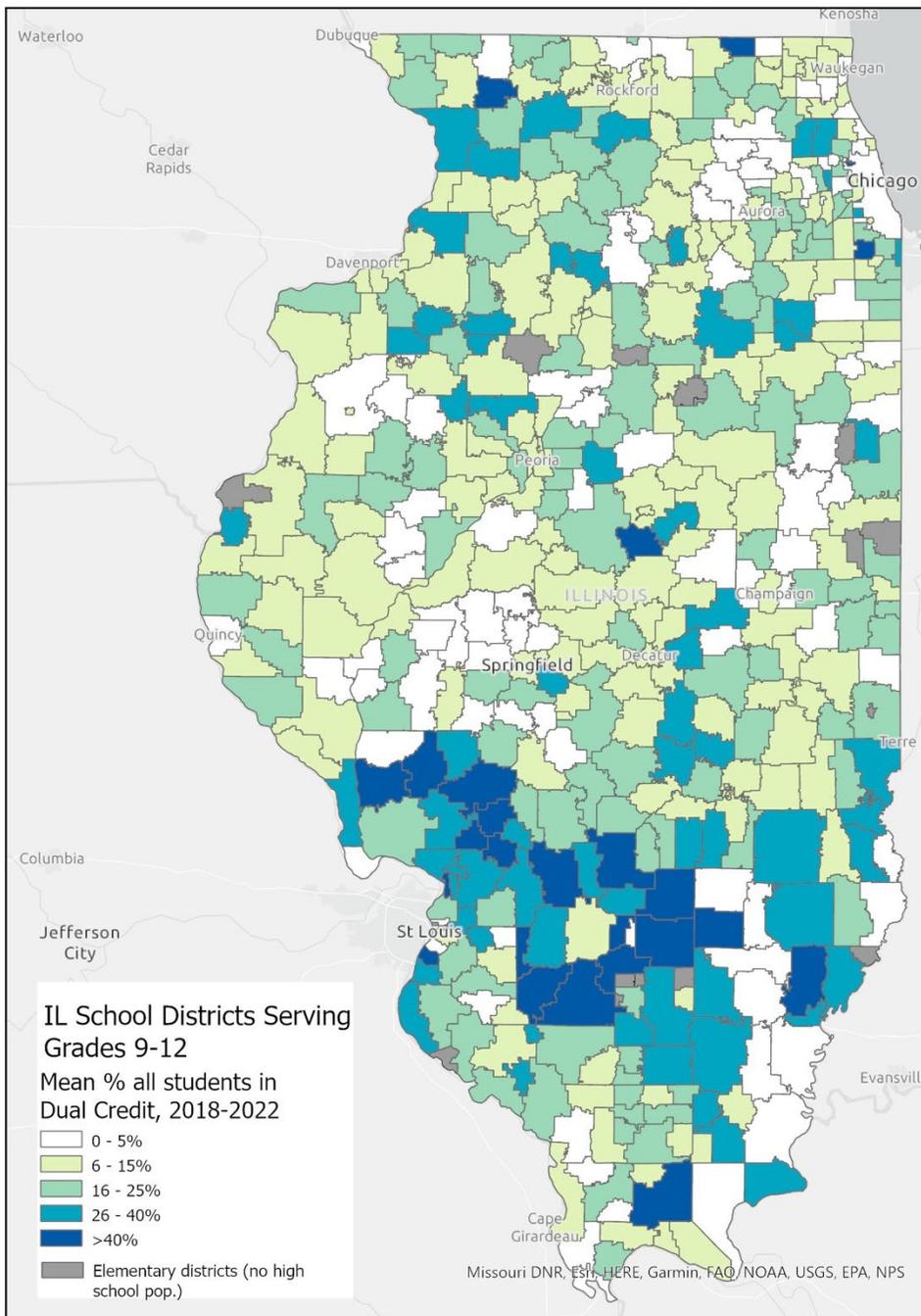
Statewide Dual Credit Participation Gap Compared to White/Asian Students (percentage points)

	2018	2022	Percentage Point Change in Gap 2018-2022	% Change in Gap, 2018-2022
All underrepresented racial/ethnic subgroups	4.8	7.6	2.7	56.8%
American Indian/Alaska Native	5.0	8.4	3.4	68.3%
Black/African American	5.1	8.2	3.0	58.9%
Hispanic/Latino	4.9	7.7	2.8	56.3%
Native Hawaiian/Other Pacific Islander	3.1	7.9	4.8	157.5%
Two or More Races	2.5	4.0	1.4	56.8%

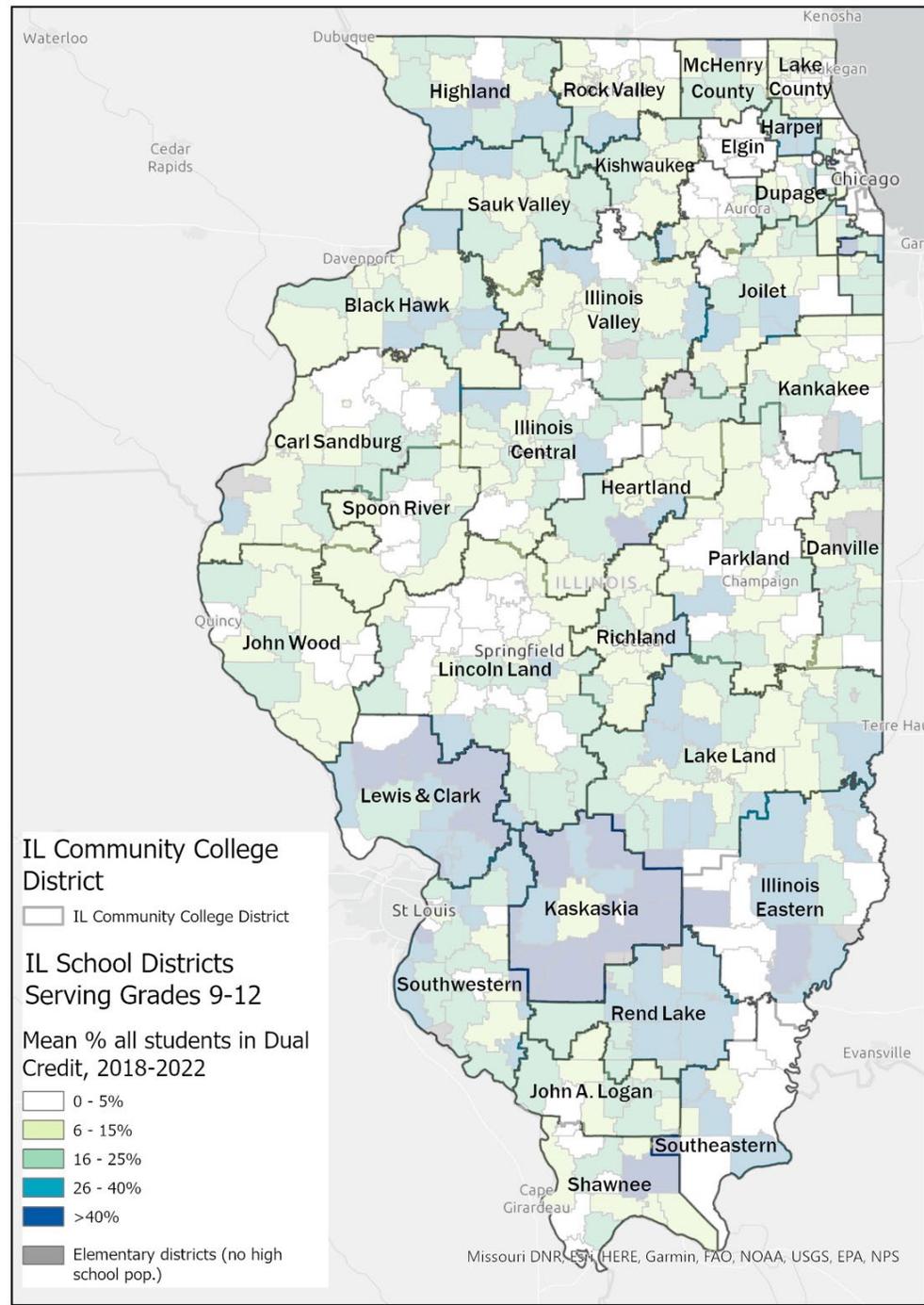
Between District
Disparities:
Which Districts
Offer Dual
Credit?







Locale	% DC Participation	% AP Participation
Urban	10.2%	22.2%
Suburban	13.2%	23.1%
Town	17.5%	8.2%
Rural	15.9%	4.4%



IL Community College District

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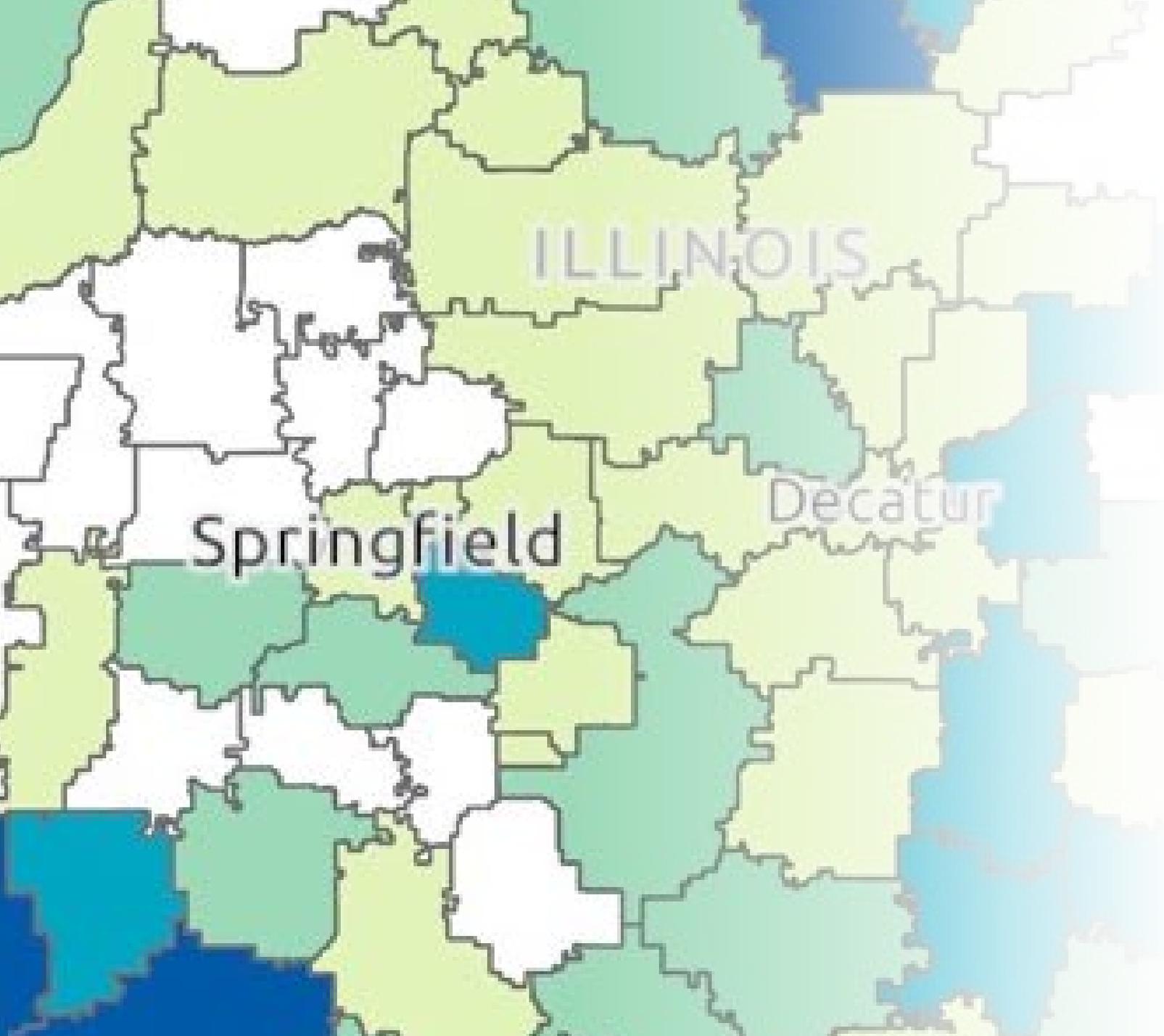
IL School Districts Serving Grades 9-12

Mean % all students in Dual Credit, 2018-2022

- 0 - 5%
- 6 - 15%
- 16 - 25%
- 26 - 40%
- >40%

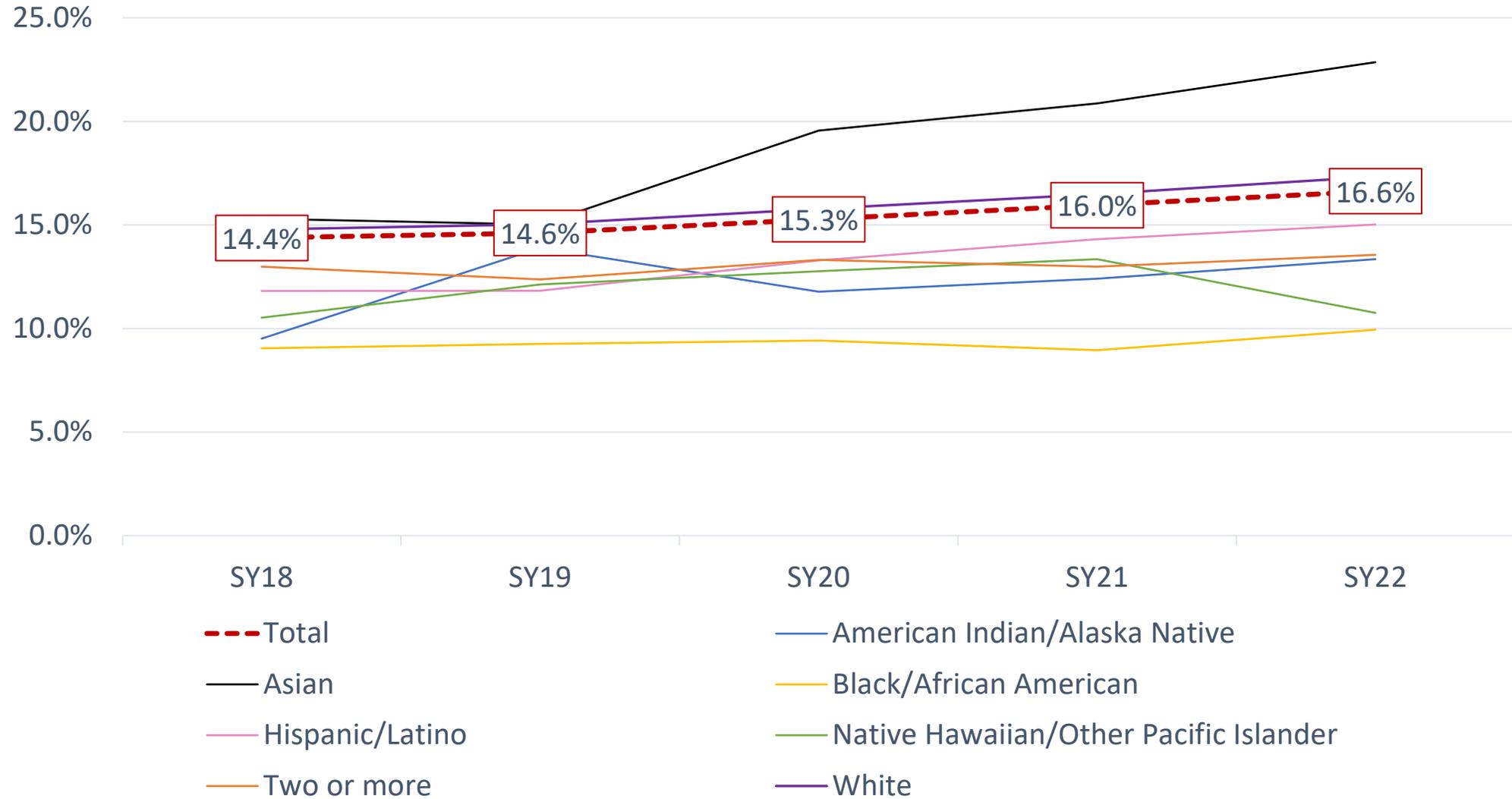
Elementary districts (no high school pop.)

Missouri DNR, ESRI, HERE, Garmin, FAO, NOAA, USGS, EPA, NPS

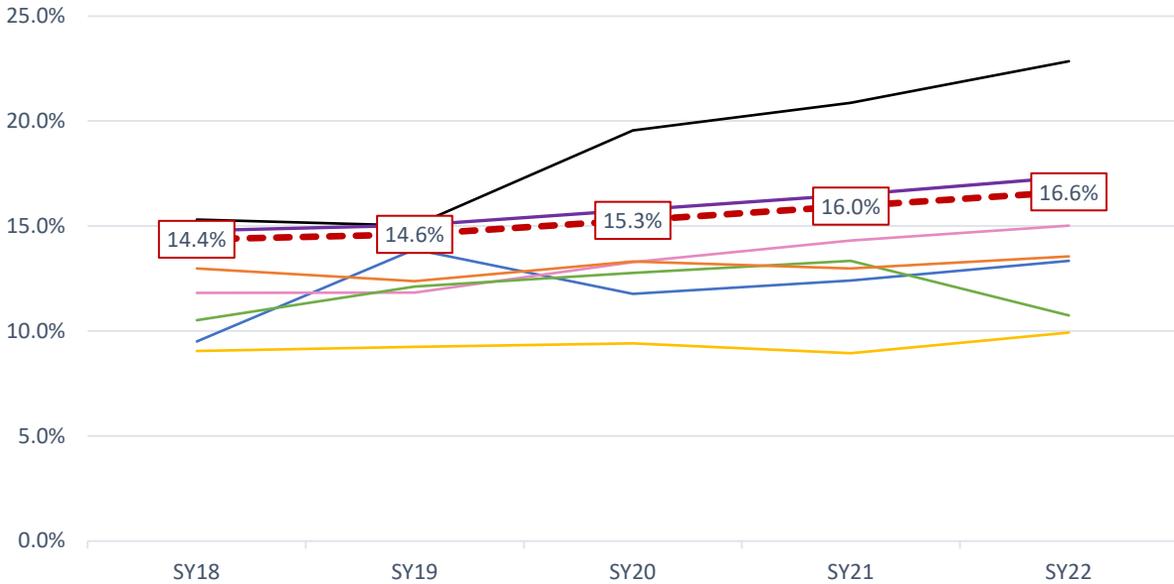


Within District
Disparities: Who
is Taking Dual
Credit When It's
Offered?

District Average Proportion of Students in DC, by Racial/Ethnic Subgroup (SY18-SY22)



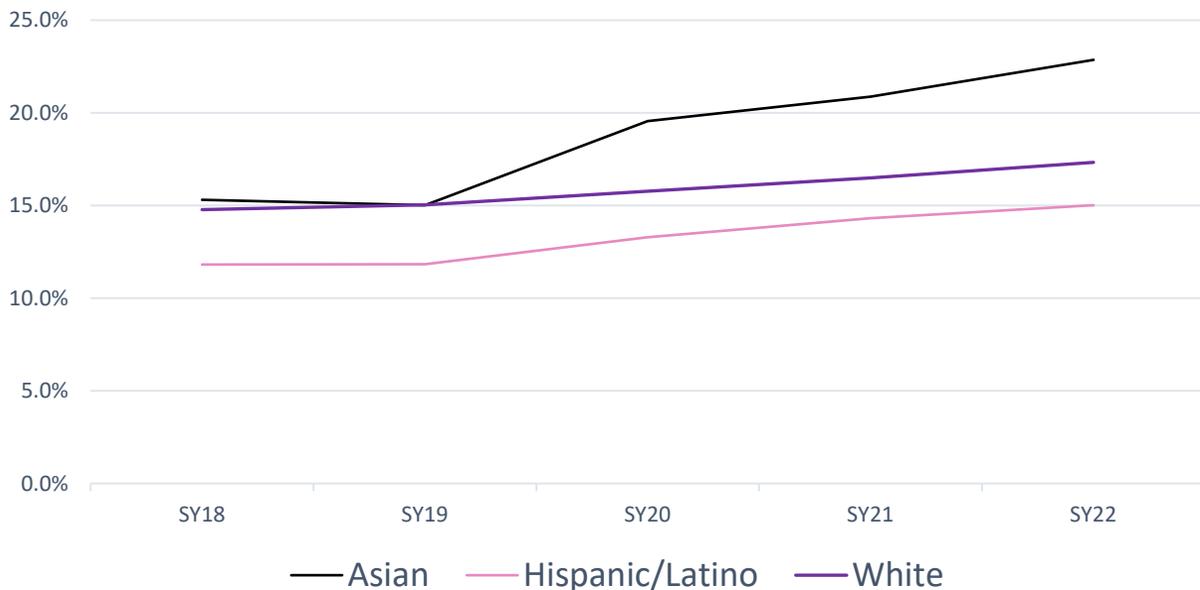
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District Average Dual Credit Participation Gap, Compared to White/Asian Students (percentage points)

	2018	2022	Percentage Point Change in Gap, 2018-2022	Change in Gap, 2018-2022 (percent)
All underrepresented racial/ethnic subgroups	2.9	3.7	0.8	28.2%
American Indian/Alaska Native	5.3	4.0	-1.3	-23.9%
Black/African American	5.7	7.4	1.7	29.3%
Hispanic/Latino	3.0	2.3	-0.6	-21.3%
Native Hawaiian/Other Pacific Islander	4.3	6.6	2.3	55.1%
Two or More Races	1.8	3.8	2.0	111.9%

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Key Findings

1

From SY18 to SY22, DC participation **increased among all racial/ethnic subgroups**. Yet statewide **participation gaps widened**.

2

Between districts, participation was higher and increased more in districts serving more White students, particularly in **towns and rural** areas.

3

Within districts, participation was highest among Asian and White students. Participation gaps **narrowed for American Indian/Alaska Native and Latino** students and **widened for Black, Native Hawaiian/Pacific Islander, and Two or more race** students.

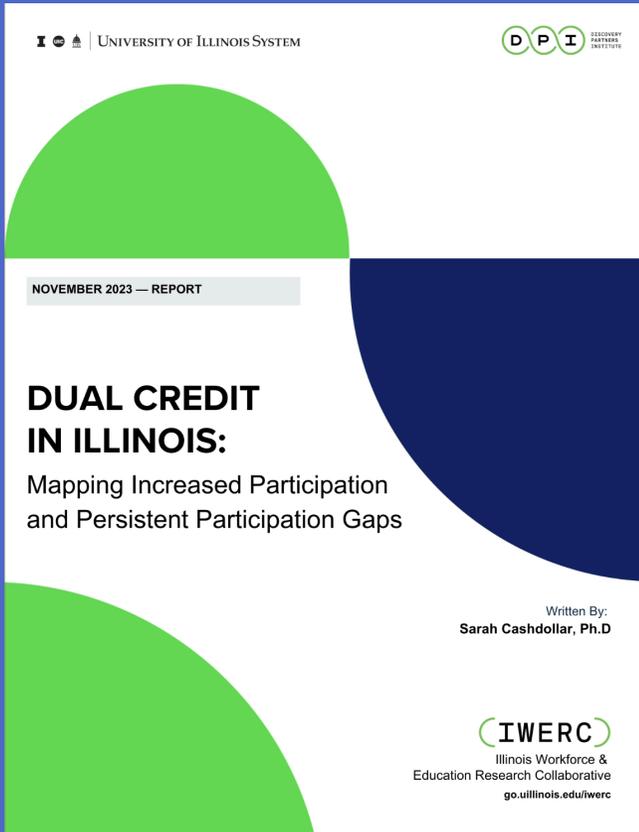
Discussion

Who is in the room today?

- K-12
- College
- Policy
- Research
- Other?

Q: What can we do to improve dual credit access and equity?

K-12 Areas to Consider <ul style="list-style-type: none">• Counseling/advising• Course offerings/pathways• Community college partnerships• Teacher professional development/support	College Areas to Consider <ul style="list-style-type: none">• High school partnerships• Cost model• Faculty professional development/support• Student recruitment
Policy <ul style="list-style-type: none">• Impact of past policies on access and equity• Forthcoming automatic enrollment policy• Future policy work	Research & Other <ul style="list-style-type: none">• What else do we need to know about dual credit access, equity, teaching, student experience, and policy?



[Click or scan to read the report](#)

Acknowledgements



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Data Review

- ISBE Data Strategies and Analytics, including **Maureen Font, Sara Liesman, & Logan Woods**
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- **Davis Jenkins, PhD**, Community College Research Center, Teachers College, Columbia University
- **Eric Lichtenberger, PhD**, IBHE
- **Jenny Nagaoka, PhD**, University of Chicago Consortium on School Research
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