Dual Enrollment Beyond Your Boundaries: Virtual and Hybrid Innovations by State Universities

Presented by:
IBHE
Illinois Tech (IIT)
Illinois Math and Science Academy
Districts serving grades 6-12 must elect into or opt out of implementing a local form of PaCE by July 2025

Districts serving grades 9-12 must elect into or opt out of offering CCPE by July 2025
  ○ 1 endorsement for Class of ’27
  ○ 2 for Class of ’29
  ○ 3 for Class of ’31 (if school has >350 students in 9-12)

State agencies are responsible for updating and providing resources that will support implementation of PaCE and CCPE

Key Takeaway: Many more districts will embark on offering CCPE by Fall 2025
INDIVIDUAL PLAN

Each student completing an endorsement must have an individualized plan, which includes college planning linked to early understanding of career goals, financial aid, resume, and personal statement.

PROFESSIONAL LEARNING

Awareness, exploration, and preparation activities that provide opportunities for students to interact with adults in their workplace

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<tbody>
<tr>
<td>At least 2 career exploration activities or 1 intensive experience</td>
<td>60 cumulative hours of paid or credit supervised career development experience with a professional skills assessment</td>
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<td>At least 2 team-based challenges with adult mentoring</td>
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Through these experiences, a student gains essential employability and technical competencies in their identified sector.

CAREER-FOCUSED INSTRUCTIONAL SEQUENCE

Two years of secondary coursework, or equivalent competencies, that articulate to a postsecondary credential with labor market value. Must include at least 6 hours of early college credit.

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<tbody>
<tr>
<td>Orientation / Introduction</td>
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<tr>
<td>Skill Development</td>
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<tr>
<td>Capstone / Advanced Courses</td>
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</table>

ACADEMIC READINESS

Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college.
Pathway Endorsements Statewide

Since 2017, EdSystems has sought out districts willing to implement Illinois’ innovative College and Career Pathway Endorsements system. EdSystems worked with ISBE to create the district pathway approval process and rulemaking processes.

There are now **220+ school districts** seeking to implement Endorsements.

- Urban, suburban, and rural
- Traditional, CBE, CTE, and pathway districts

**1,072 students** in the Class of 2023 earned Endorsements.

>> Recent blog post highlighting CCPE progress
Section 1: Illinois Board of Higher Education (IBHE)
Dual Credit Definition and Legislation

- 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.

- The Dual Credit Quality Act (110 ILCS 27/1 et seq.) was enacted in 2010 to accomplish the following:
  1. Reduce college costs.
  2. Speed time to degree completion.
  3. Improve the curriculum for high school students and the alignment of the curriculum with college and workplace expectations.
  4. Facilitate the transition between high school and college.
  5. Enhance communication between high schools and colleges.
  6. Offer opportunities for improving degree attainment for underserved student populations.

Source: P.A. 96-194, eff. 1-1-10
Dual Credit Enrollment at Community Colleges in Illinois

- Currently, all 48 community colleges in Illinois offer dual credit courses.
- Community colleges account for the majority of dual credit enrollment in Illinois.
- During fiscal year 2023, a total of 82,602 individual (i.e., “unduplicated”) high school students enrolled in one or more community college dual credit courses.
- One in five students (20.1 percent) taking one or more Illinois community college credit courses was a high school dual credit student.
- Illinois community colleges offered a total of 14,638 dual credit courses in fiscal year 2023, which was an increase of 8.1 percent from the previous year.
- Annual dual credit enrollments increased 9.4 percent compared to the previous year.
- High school students who took dual credit courses have substantially higher community college graduation rates and advancement rates than those students who did not enroll in dual credit coursework.

Source: Illinois Community College Board (ICCB)
Dual Credit Enrollment at 4-Year Institutions in Illinois

Fiscal Year 2023

IBHE-Approved Dual Credit Institutions

- 36 colleges and universities:
  - 19 private institutions
  - 8 out-of-state institutions
  - 9 public institutions

Course Modality

- Most dual credit courses were offered in person.
- 9 institutions reported offering dual credit courses online.

Location

- Top 3 regions of dual credit offerings (based on high school partnerships):
  North Suburban, Chicago, South Metropolitan
Dual Credit Authorization Requirements

- Per 23 Illinois Administrative Code Section 1009.30, operating authority is required in the higher education region in which dual credit coursework will be offered.
- An institution must seek approval from IBHE to operate within a specific region. Operating authority includes dual credit courses offered to high school students in the specified region. It also allows institutions to offer dual credit courses at partnering high schools.
- There are 10 different regions within the state (see IBHE Region Tool Finder).
- Operating authority must be sought for each desired region.
## Dual Credit Authorization Process

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Submission of Dual Credit Application Materials</td>
</tr>
<tr>
<td>Step 2</td>
<td>Initial Review of application</td>
</tr>
<tr>
<td>Step 3</td>
<td>Decision Classification (Two possible outcomes)</td>
</tr>
<tr>
<td>Step 4</td>
<td>Approval</td>
</tr>
<tr>
<td>Step 5</td>
<td>Annual Dual Credit Course Assignment Data Submission</td>
</tr>
<tr>
<td>Step 6</td>
<td>Desk Audit</td>
</tr>
</tbody>
</table>

**Awareness to Action:** Promoting Equity in Education and Careers
For more information about the IBHE Dual Credit Authorization Process, visit [https://www.ibhe.org/dualcredit.html](https://www.ibhe.org/dualcredit.html) or contact us at: dualcredit@ibhe.org.
Section 2: Illinois Tech
To liberate the collective power of difference to advance technology and progress for all.

**Awareness to Action:** Promoting Equity in Education and Careers

- **8,500+** Undergraduates & Graduate Students
- **170+** Student organizations
- **50+** Majors
- **70+** Minors
- **10+** Interdisciplinary Majors
- **1:13** Faculty to Student Ratio
- **90+** Counties represented on campus by Diverse International students
- **17** NCAA Division III teams
  - Illinois Tech Esports
  - Intramural athletics and fitness

**OUR CAMPUS, OUR COMMUNITY, OUR STUDENT LIFE**
Illinois Tech – Economic Mobility Enhancement

U.S. NEWS & WORLD REPORT

#98 in the U.S. (#127 in 2023) ↑29
#29 Best Value (#44 in 2023) ↑15

WALL STREET JOURNAL

#1 in Illinois (#5 in 2022)* ↑4
#23 in the U.S. (#107 in 2022) ↑84
#1 in Illinois for Salary Impact**
#16 in the U.S. for Salary Impact

*no rankings in 2023
**new ranking for 2024

NEW YORK TIMES

#35 in the U.S. for Greatest Economic Diversity

Awareness to Action: Promoting Equity in Education and Careers
Access & Declining Student Preparedness

Students with Math & Calculus STEM Preparation

National

36%

Chicago Public Schools

19%

Amount students learned in the 2019-20 school year, % of historical scores

- Schools with >50% students of color
- All schools average
- Schools with >50% white students

Reading K-5 average
Math K-5 average
Math K
Math 1
Math 2
Math 3
Math 4
Math 5

0 100

1 Percent of an "average" year of learning by students in 2019-20 school year, where 100% is equivalent to historical matched scores over previous 3 years.

Source: Curriculum Associates, Published by McKinsey

Awareness to Action: Promoting Equity in Education and Careers
Dual Enrollment at Illinois Tech

Awareness to Action: Promoting Equity in Education and Careers
Dual Enrollment Program at Illinois Tech

**GOAL**

- Diversity of STEM, Business, and Humanities Offerings
- Establish High-school partnerships and pathways
- Access to College preparedness
- Help build high-quality college and career pathways
- Offer easy access through
  - Virtual or Hybrid Modalities
  - Asynchronous and Synchronous

**AUDIENCE**

- CPS – South & West Side
- CPS & Illinois high Schools
- Illinois Tech Pathway/Feeder Schools
- National high school students
- First Gen & Pell Eligible Students

**BENEFITS**

- Focused pathways to higher education and Increased High School Graduation
- Reducing the cost of a college degree
  - Earn college level credits
  - $300 Per Dual Enrollment Courses Vs. $4,000 per college level course
  - Plus $1,000 Edge Awards/Scholarship per course towards overall tuition
- Reducing the time to graduation
- College readiness, college enrollment, and college retention (NCES, 2017).

Awareness to Action: Promoting Equity in Education and Careers
9 Dual-Enrollment Tracks of rigorous STEM courses starting sophomore year.

Dual-Enrollment Tracks

Biology
Business
Chemistry
Computer Science
Economics
Engineering
Information Technology
Mathematics
Social Sciences

Awareness to Action: Promoting Equity in Education and Careers
## In-Person Only Tracks & Credits

### Track 1: Mathematics
- **Fall & Spring:**
  - Math 147 – College Algebra (4)
  - Math 148 – Pre-Calculus (4)
  - Math 151 – Calculus (4)
  - Math 152 – Calculus II (5)

### Track 2: Information Technology
- **Fall:**
  - ITM 301 – Introduction to Contemporary Operating Systems and Hardware I (3)
  - ITM 313 - Introduction to Open-Source Application Development (3)
  - ITMD 361 – Fundamentals of Web Development (3)
- **Spring:**
  - ITMO 340 – Introduction to Data Networks and the Internet (3)
  - ITMO 356 – Introduction to Open-Source Operating Systems (3)

## Online Only Track & Credits

### Track 3: Biology
- **Fall:**
  - Biol 105 – Introduction to Biology (3)
  - Biol 214 - Genetics (3)

### Track 4: Chemistry
- **Fall:**
  - CHEM 122 – Principles of Chemistry without Laboratory (3)
- **Spring:**
  - CHEM 100 – Introduction to the Profession (3)
  - CHEM 125 – Principles of Chemistry II (4)
  - CHEM 472 – Environmental Chemistry (3)

### Track 5: Computer Science
- **Fall:**
  - CSS 115 – Object-Oriented Programming I (2)
- **Spring:**
  - CSS 116 – Object-Oriented Programming II (3)
  - CSS 331 – Data Structures and Algorithms (3)

### Track 6: Business
- **Fall:**
  - BUS 100 – Intro to Business (3)
  - BUS 211 – Financial Statements (3)
- **Spring:**
  - BUS 102 – Computing for Business (3)
  - BUS 212 – Accounting (3)

### Track 7: Economics
- **Fall:**
  - ECON 151 – Microeconomics (3)
  - ECON 251 – Introduction to Econometrics (3)
- **Spring:**
  - Spring: ECON 152 – Macroeconomics (3)

### Track 8: Engineering
- **Fall:**
  - BME 100 – Biomedical Engineering Introduction to the Profession (3)
  - MMAE 375 – Mechanical, Materials, and Aerospace Engineering for the 21st Century (3)
  - ECE 100 – Electrical and Computer Introduction to the Profession (3)
- **Spring:**
  - Spring: MS 201 – Materials Science (3)
<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
<th>Courses Offered</th>
<th>Tracks</th>
<th>Completion</th>
<th>Grade Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2022</td>
<td>20 students</td>
<td>2 Courses (CS &amp; ITM)</td>
<td>8 tracks</td>
<td>85%</td>
<td>80% B or higher</td>
</tr>
<tr>
<td>Spring 2023</td>
<td>134 students</td>
<td>9 Courses (8 tracks)</td>
<td></td>
<td>90%</td>
<td>83% B or higher</td>
</tr>
<tr>
<td>Fall 2023</td>
<td>210 students</td>
<td>12 Courses (8 tracks)</td>
<td></td>
<td>90%</td>
<td>85% B or higher</td>
</tr>
<tr>
<td>Spring 2024</td>
<td>250+ students</td>
<td>16 Courses (9 tracks)</td>
<td></td>
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</tr>
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</table>

**Awareness to Action: Promoting Equity in Education and Careers**
Dual Enrollment program - Wrap-around Support for Student Success

- **Wrap-around Support**
  - Orientation provided prior to the start of all dual-enrollment courses to support with onboarding
  - Slack Channel grouped by DE course
  - Weekly email reminders regarding course assignments, tutoring, and other resources
  - ECP Team Weekly Audits Blackboard for progress tracking

- **Access to Illinois Tech**
  - Admission counselors and support (college advising)
  - Faculty and industry experts
  - Academic Resource Center (academic support)
  - Supplemental instruction/tutoring by course
  - Library Services – Virtually & In-person
  - Career Services (career exploration)
  - Weekly progress monitoring with wraparound support

**Awareness to Action: Promoting Equity in Education and Careers**
<table>
<thead>
<tr>
<th><strong>Highschool</strong></th>
<th><strong>Students</strong></th>
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<tbody>
<tr>
<td>Illinois Tech partner high school selects students or specific class that aligns with school course(s) to participate in dual enrollment course(s)</td>
<td>Students must be at least a sophomore in high school</td>
</tr>
<tr>
<td>Illinois Tech partner school provides a school partner liaison that corresponds with the Illinois Tech Dual Enrollment Coordinator</td>
<td>Students must complete an Illinois Tech dual-enrollment application online</td>
</tr>
<tr>
<td>Student speaks with a counselor or high school administrator to determine if Illinois Tech partnership is available at your high school</td>
<td>Students must submit a signed parental permission form</td>
</tr>
<tr>
<td>Determine specific DE course(s) that aligns to school course(s) or that is missing from curriculum.</td>
<td>Students must submit a copy of their high school ID card</td>
</tr>
<tr>
<td>○ Example: CTE track of Engineering pairs with Engineering Track</td>
<td>Students must attend virtual or in-person dual-enrollment orientation</td>
</tr>
<tr>
<td>○ Determine the process for selecting students at your school to be apart of DE courses.</td>
<td>○ To receive college credit, students must pass courses with a grade of “C” or better. Depending on the high school, the student will earn high school graduation credit, but not college credit, with a grade of “D”</td>
</tr>
<tr>
<td>○ Option 1: Create a survey based on courses and send to students &amp; parents</td>
<td>○ Option 2: Tie a specific DE course to a course at your school</td>
</tr>
<tr>
<td>○ Option 3: Counselor or Teacher recommends/picks students based on interest</td>
<td>○ Option 3: Counselor or Teacher recommends/picks students based on interest</td>
</tr>
<tr>
<td>Determine who will be the liaison from high school that corresponds with Illinois DE team(Counselor, Post Secondary Career Specialist, or Teacher)</td>
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</tr>
<tr>
<td>Host and application completion even</td>
<td></td>
</tr>
<tr>
<td>Make sure Unofficial transcripts and recommendations are provided to students</td>
<td></td>
</tr>
<tr>
<td>Rank</td>
<td>Description</td>
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</tr>
<tr>
<td>#1</td>
<td>in Illinois, #32 in the nation for lifting students from families in the bottom 20% of income to the top 20% (Opportunity Insights)</td>
</tr>
<tr>
<td>#1</td>
<td>in Illinois and #35 in the nation for high earnings and economic mobility in a college rankings tool created by the New York Times</td>
</tr>
<tr>
<td>#1</td>
<td>in Illinois, #59 in the United States in 40-year net present value (Center on Education and the Workforce at Georgetown University)</td>
</tr>
<tr>
<td>#1</td>
<td>in Illinois, #39 in the nation for private college 20-year net ROI after financial aid (PayScale)</td>
</tr>
</tbody>
</table>
Section 3: The Illinois Mathematics and Science Academy (IMSA)
What is IMSA?

- Statewide STEM public boarding school for 650 students in grades 10-12
- We exist to transform lives by transcending educational boundaries through inquiry and innovation
- We are under the umbrella of IBHE as a state institution with a distinct curriculum, with faculty who all have advanced degrees
- Our 2nd legislative charge is to further excellence in STEM across the state through educator outreach
How are we evolving?

• We want to impact more students by including them in various programming.
• This semester we are piloting a hybrid Object Oriented Programming class for dual credit.
• We are also advertising for a statewide CS outreach specialist to offer experiences for younger students.
• We have summer research experiences for IMSA students, and will make some available for students at other schools in 2025.
A call for collaboration
Evan Glazer (president@imsa.edu)

- We are launching an office in Carbondale to offer educator outreach, middle school programming, and research experiences for high schoolers. We are pursuing a satellite location in Chicago with the same purpose.
- We are prototyping a Center for Artificial Intelligence at the Aurora campus.
- We are in conversations about developing IMSA online courses based on need using an equity lens.
Section 4: Q&A
Optional Online Coursework webinar!

November 14th Event hosted by Education Strategy Group (ESG), a national EdSystems type organization

Highlights: Katie Mobley, Community College of Vermont, and Dr Audrey Moreno, Arizona State University.

The recording of the session is available here, and you can access the slide deck through the provided link.

Additional Resources below in Notes