



OFFICE OF  
COMMUNITY COLLEGE  
RESEARCH AND LEADERSHIP

# Summary of the FY02 ACE grant final reports: A report to the Illinois Community College Board

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# Introduction

- The Accelerated College Enrollment (ACE) grants are made available by the Illinois Community College Board (ICCB) to all interested community colleges in the state.
- This grant program, initiated in FY01, was designed to support the development of dual credit/enrollment programs in the state.
- Colleges receive funding at the rate of \$55 per credit hour and funds are generally used to underwrite all or portions of the tuition and fees of participating high school students. This grant program is utilized by all community colleges in the state.
- Colleges receiving ACE grant funds submit an annual report of their activities to the ICCB. The following information is synthesized from 38 reports of the 39 college districts submitted by Illinois community colleges for FY02.

# Introduction

- Topics covered in this report include: (1) Scope of the Program (2) Program Features (3) Policies (4) Strengths, Weaknesses and Concerns
  
- The following definitions were used in the final report form used by the ICCB to request information from the colleges:
  - Dual Credit (DC) - "a program in which high school students are enrolled in college courses and receive simultaneous credit from both the college and high school."
  - Dual Enrollment (DE) - "high school students enrolled in college courses for college credit only."

# Scope of the Program: General Overview

- On average, community colleges in the state served almost 450 students each with ACE grants in FY02.
- They enrolled on average about 550 students in dual credit and 115 in dual enrollment.
- Colleges reported offering an average of nearly 100 dual credit/enrollment courses in the past year.
- Of 25,551 students served through these programs (19,289 in dual credit and 6,265 in dual enrollment), 17,006 or 67% were assisted through the ACE grants.
- The medians are considerably below the means, indicating a preponderance of smaller scale programs. There is great variation in the level of involvement in dual credit/enrollment by colleges around the state. The number of courses offered at individual colleges ranged from 11 to 1,167. In addition, student enrollment numbers showed great diversity.

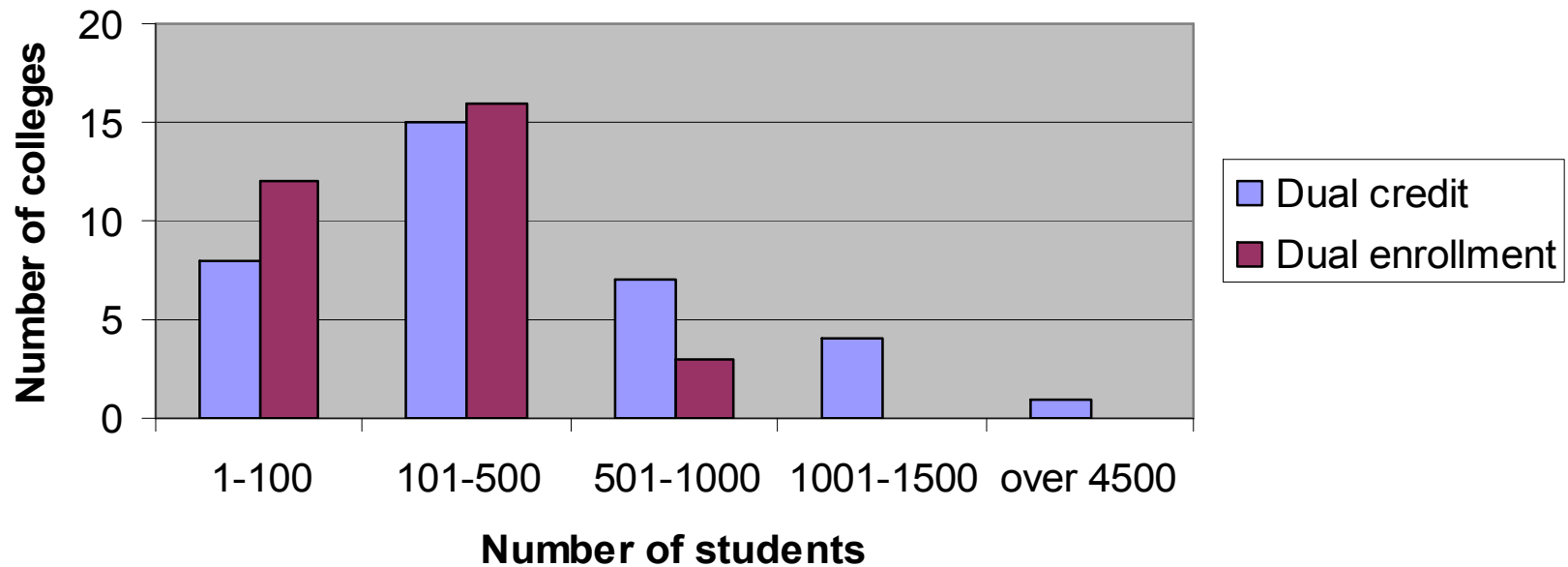
*Table 1 and Figure 1 show details.*

Table 1 – Student Enrollments and Courses Offered: State Total and Per College

<b>Student Enrollments and Courses Offered</b>	<b>Total</b>	<b>College Mean</b>	<b>College Median</b>
Total students served by ACE grants (n=38)	17,006	448	199
Total students enrolled in dual credit at college (n=35)	19,289	551	385
Total students in dual enrollment at college (n=32)	6,265	196	115
Courses offered for dual credit/enrollment (n=34)	6,969	205	99

Note: In the first column, the “n” shows the number of colleges responded.

**Figure 1**  
**Scale of Dual Credit and Dual Enrollment Programs**



# Scope of the Program: Course Delivery Methods and Students Served

- Courses were offered in greatest numbers on college campuses, followed by courses offered at high school locations, through distance learning, and via the Internet.
- By far the greatest number of students involved in dual credit/enrollment (DC/E) took courses at their high schools.
- Some colleges made all of their campus-based courses available to qualified high school students, while others offered a more limited range.

*Table 2 shows details.*

Table 2 – Course Delivery Methods and Locations, State Total and Per College



<b>Course Delivery Methods and Locations</b>	<b>DC/E Courses- State Total</b>	<b>DC/E Courses- College Mean</b>	<b>DC/E Students- State Total</b>	<b>DC/E Students- College Mean</b>
At secondary schools (n=35)	2,263 (27%)	65	18,945 (70%)	541
On college campuses (n=35)	5,435 (65%)	160	7,123 (26%)	204
Via distance Learning (n=35)	276 (3%)	8	687 (3%)	20
Via the Internet (n=34/35)	344 (4%)	10	369 (1%)	11
<b>TOTAL</b>	<b>8,318</b>		<b>27,124</b>	



# Program Features:

## Dual Credit/Enrollment Agreements

- 73% of all Illinois high schools (483 among total 663 secondary schools in Illinois) participated in dual credit agreements with community colleges.
- Dual enrollment agreements were established with 375 high schools or 57% of the total, with additional high schools expected to be included during the current fiscal year.

*Table 3 shows details.*

Table 3 - Dual Credit and Dual Enrollment Agreements, State Total and Per College

	<b>State Total</b>	<b>College Mean</b>
Secondary schools with which college has dual credit agreements (n= 35)	483	14
Secondary schools with which college has dual enrollment agreements (n= 34)	375	11
New secondary school agreements formalized in FY02 (n= 33)	58	2
Planned secondary school agreements for FY03 (n= 32)	69	2

# Program Features: Types of Courses



- Approximately equal numbers of transfer and career-technical education (CTE) courses are offered.
  - Transfer courses for dual credit: 28 colleges offer
  - Transfer courses for dual enrollment: 31 colleges offer
  - CTE courses for dual credit: 30 colleges offer
  - CTE courses for dual enrollment: 28 colleges offer
  
- The Illinois State Board of Education (ISBE, 2001) provides more detailed information about the courses taken by students as shown in Table 4. Only the most popular subject areas (those with 500 or more students enrolled) are shown for 2000-2001. A blend of academic and career-technical education courses is evident.

*Table 4 shows details.*

Table 4 - Most Popular Courses for Dual Credit/Enrollment by Enrollees and Percent of Total

<b>Dual Credit/Enrollment Courses</b>	<b>Enrollees</b>	<b>% of Total</b>
Computer and Information Sciences	4,218	23%
English Language and Literature	2,593	14%
Business Management/ Admin. Services	2,150	12%
Trade and Industrial	1,792	10%
Social Sciences and History	1,153	6%
Math	1,012	6%
Psychology	875	5%
Health	792	4%

Source: Illinois State Board of Education. (2000). *2000-2001 Census of high school students enrolled in community college courses for high school credit*. Springfield, IL: Author

# Program Features: Finances

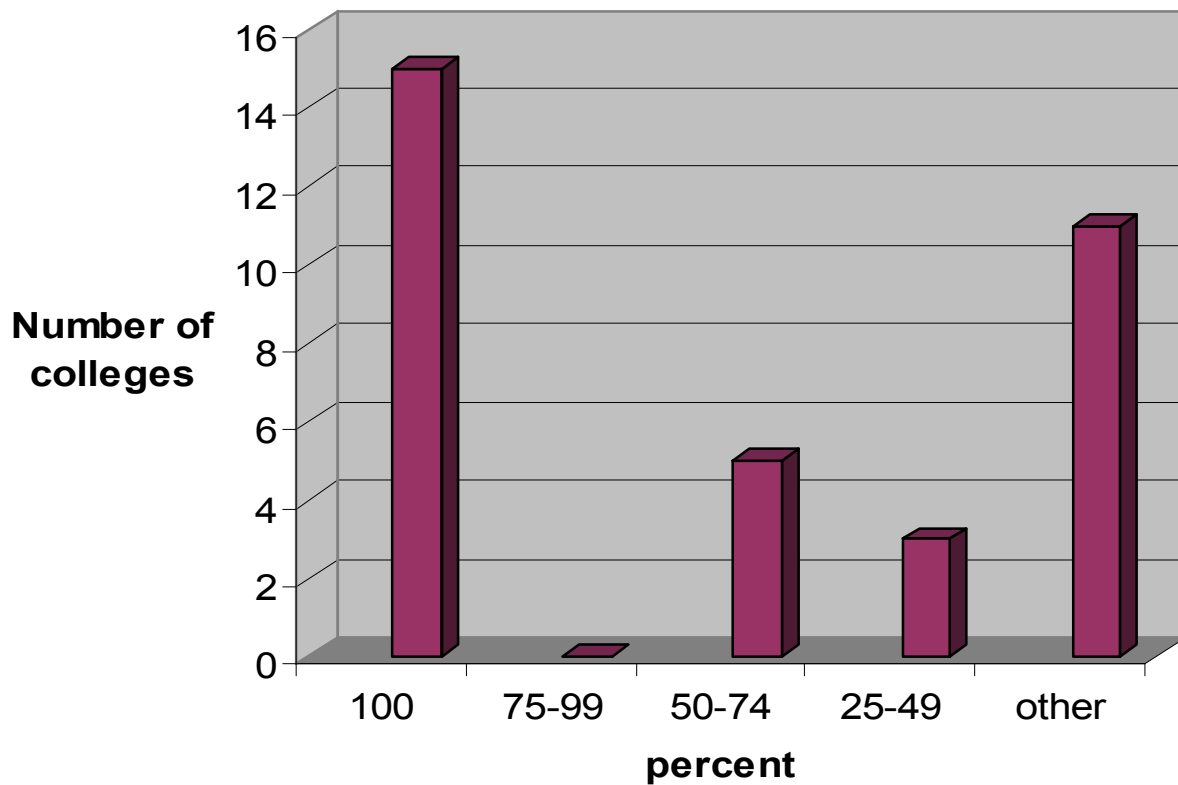
- Of the 34 colleges that responded, all had used the grant funds primarily for tuition and fee reduction, shown in Table 5.
- 15 colleges reported that 100% of tuition and fees were waived using ACE grant funds, shown in Figure 2.
- Colleges were further asked, "Did you have adequate ACE grant funds necessary to serve all DC/E students in FY02?" 28 marked No, while 6 said Yes.
- When asked how many additional students they could have served with more funding, the 22 colleges who responded estimated that they could have served a total of 4,173+ more students.
- Nineteen colleges indicated that students participating in Tech Prep had received ACE grant funds in FY02, while twelve colleges said that they did not.

*Table 5 and Figure 2 show details.*

Table 5 – Number and Percent of Colleges Offering Tuition/Fee Reduction

<b>Tuition/Fee Reduction</b>	<b># of Colleges Offering</b>	<b>% of Colleges Offering</b>
100% reduction	15	44%
75-99%	0	0%
50-74%	5	15%
25-49%	3	9%
Other tuition/fee reductions (includes waiver of a flat amount, formulas based on need, different approaches during different semesters, etc.)	11	32%

**Figure 2**  
**Percent of Tuition Reduced Using ACE Grant Funds**



# Policies: Student Eligibility

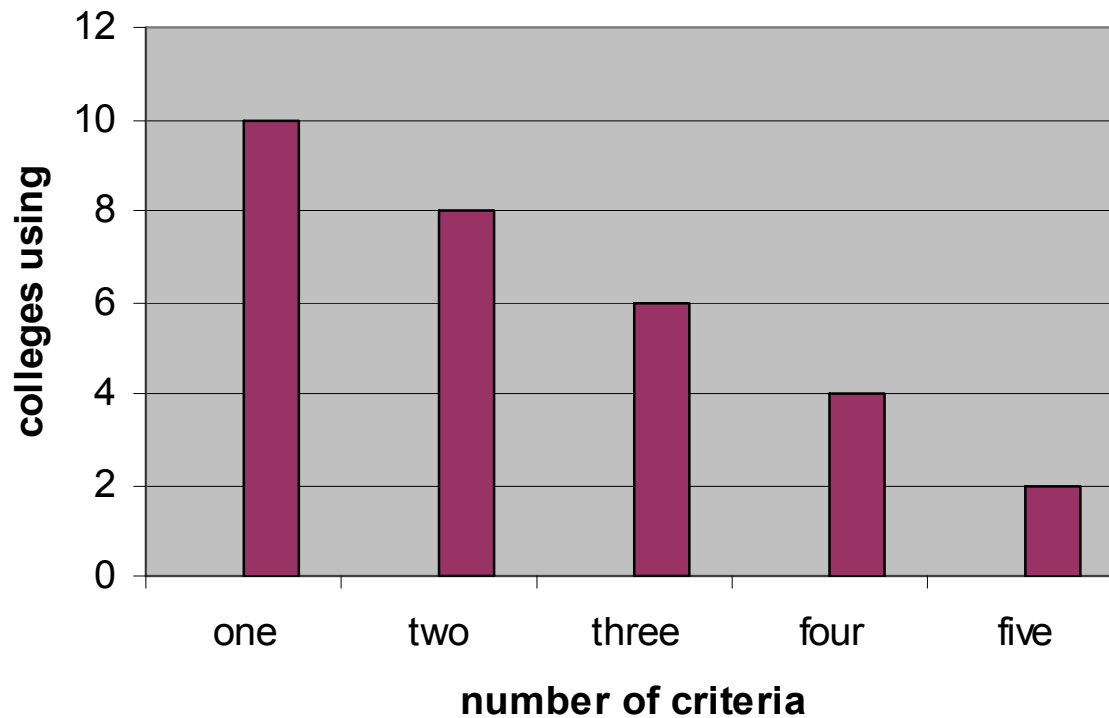
- The colleges generally expected high school students enrolling in their courses to meet the same eligibility criteria as those applied to all other students, as required in the ICCB's Administrative Rules.
- Answers to the question, "How do you select students to be eligible to participate in dual credit/enrollment courses?" are summarized in Table 6.
- Many colleges used multiple criteria. While 10 colleges used just one of the factors in Table 6 in determining student eligibility, 8 used two factors, 6 used three factors, 4 used four factors and two used five factors, as shown in Figure 3.



Table 6 – Number of Colleges Using Selected Student Eligibility Criteria

<b>Selected Criteria</b>	<b>Number of Colleges Using Each Criteria</b>
High school grades, other academic qualifications	12
Junior or senior status, age	11
Meeting college admissions standards or placement scores	23
High school recommendation, guidance	20
Other criteria (included motivation, time management, conduct, attendance, need, coming from high school with articulation agreement, etc.)	8

**Figure 3**  
**Number of Criteria Used in**  
**Determining Student Eligibility**



# Policies: Placement Testing

- In general, colleges expected students to meet the eligibility requirements for the college and/or course of interest.
  - Nine colleges expected students to pass the college placement exam.
  - Eighteen wanted students to pass the placement tests pertinent to the area of study.
  - Two colleges said that students should meet course prerequisites.
  - Courses in English and math were especially likely to require placement test scores above a certain level.

# Policies: Faculty Selection

- Colleges were also likely to select faculty using the same criteria applied in hiring adjunct faculty in general.
- Some seemed to favor high school teachers, emphasizing prior experience with the secondary school population, while others preferred to draw upon experienced college faculty.
- When high school teachers were selected, however, they were expected to have all the necessary credentials for community college teaching.

*Table 7 shows details.*

# Table 7 – Number of Colleges Mentioning Faculty Selection Policies



Faculty Selection Policies	Number of Mentions
Same qualifications as for all college faculty	22
Courses are taught by existing college faculty	6
Usually is a high school teacher who meets qualifications to be an adjunct instructor	4
<p>Other considerations mentioned included:</p> <ul style="list-style-type: none"> <li>■ Understanding and sensitivity to teach younger students</li> <li>■ Availability, credentials, experience, willingness to teach HS population</li> <li>■ Application on file, with Masters degree</li> <li>■ Same qualifications as for college faculty; also must be HS certified in program area; only faculty who desire to teach dual credit are used</li> <li>■ Specialized training is required to teach online.</li> </ul>	1 each

# Strengths, Weaknesses and Concerns

- Finally, colleges were asked to discuss any “strengths, weaknesses and/or concerns” related to their dual credit/enrollment programs.
- Their responses are also compared with open-ended responses to a similar question gathered through a survey of all community college chief academic officers conducted in 2001 under the auspices of the Illinois Community College Presidents’ Council (*see Andrews & Barnett, 2002*).
- Content analysis was performed to develop categories in which to classify responses given.

# Strengths, Weaknesses and Concerns

- The colleges' perceptions of the strengths of the program have remained fairly consistent, with primary emphasis placed on the opportunities that can be offered to students and on strong relationships between colleges and high schools.
- Colleges also appear to value these programs as a public relations/recruitment tool as they are very popular with students and parents, and help high school juniors and seniors to develop a connection with the college.
- Concerns have also remained fairly consistent, although funding was mentioned more frequently in FY02.
- Concerns related to maintaining quality seemed to be somewhat less prominent in FY02 than in FY01

*Table 8 and Table 9 shows details.*

# Table 8 – Number of Colleges Mentioning Specific Strengths



<b>STRENGTHS- FY01</b> <i>From survey done by the Illinois Community College Presidents' Council (n= 45)</i>	<b>STRENGTHS- FY02</b> <i>From ACE grant reports to the Illinois Community College Board (n= 32)</i>
<b>Student opportunities- 17</b> <ul style="list-style-type: none"> <li>▪ Expanded opportunities for students (6)</li> <li>▪ Obtaining college credit while in HS (2)</li> <li>▪ Experiencing college and encouraging further education (3)</li> <li>▪ Students/families save money (4)</li> </ul>	<b>Student opportunities- 15</b> <ul style="list-style-type: none"> <li>▪ Students get a head start on college, acclimates students to college (8)</li> <li>▪ Helps students see themselves as college material (3)</li> <li>▪ Expanded enrollment options for students (2)</li> </ul>
<b>Relationships with high schools- 21</b> <ul style="list-style-type: none"> <li>▪ Good relationship between HS and CC (15)</li> <li>▪ Strengthened faculty to faculty connections(2)</li> <li>▪ Complementary education options (4)</li> </ul>	<b>Relationships with high schools- 6</b> Strong relationship with high schools (6)
<b>Advantages for college- 7</b> <ul style="list-style-type: none"> <li>▪ Recruitment and marketing tool (4)</li> <li>▪ Parents like it (2)</li> </ul>	<b>Advantages for college- 8</b> High participation, increased enrollment (5) Great public relations, highly supported (2)
<b>Program components/factors- 11</b> <ul style="list-style-type: none"> <li>• Quality of program, instructors and/or courses(7)</li> <li>• Serving community (3)</li> </ul>	<b>Program components/factors- 4</b> True college level courses, insistence on quality (2)



Table 9 – Number of Colleges Mentioning Specific Weaknesses or Concerns



<b>FY01 CONCERNS</b> <i>From survey done by the Illinois Community College Presidents' Council (n= 24)</i>	<b>FY02 WEAKNESSES/CONCERNS</b> <i>From ACE grant reports to the Illinois Community College Board (n=32)</i>
<p><b>Funding/ grant- 8</b></p> <ul style="list-style-type: none"> <li>■ Additional funding would provide opportunities for a greater number of students (4)</li> <li>■ Concerns about utilization of grant (3)</li> </ul>	<p><b>Funding/grant- 13</b></p> <ul style="list-style-type: none"> <li>■ Problems with funding, uncertainty of ACE grants, more funds needed to meet demand (13)</li> </ul>
<p><b>Administration- 5</b></p> <ul style="list-style-type: none"> <li>■ Making sure quality of courses is preserved (2)</li> <li>■ Course meet college-level standards (1)</li> <li>■ Meeting the instructor credentials and standards in some high schools is difficult (1)</li> <li>■ Must maintain credibility (1)</li> </ul>	<p><b>Administration- 5</b></p> <ul style="list-style-type: none"> <li>■ Requires a lot of time (2)</li> <li>■ Limited state guidelines- inconsistent administration (1)</li> <li>■ Problems with ADA regulations for Second Semester Senior program at LCCC (1)</li> <li>■ Would like to include seniors during summer after HS graduation (1)</li> </ul>

### **Student preparation- 3**

- Not enough students meeting prerequisites (placement test) (1)
- Students who in some cases, may not be well-suited for college-level courses (1)

### **Student preparation- 3**

- Some students not ready/ do not take class work seriously (2)
- Adequately preparing students to handle online courses (1)

### **Coordination with high schools- 4**

- Potential blurring of distinction between HS and college level work (1)
- Expect its continued growth as line between HS and college becomes blurred (1)
- Building expectations that HS students are somehow entitled to take college courses (1)

### **Coordination with high schools- 3**

- Few courses offered during HS hours (1)
- Need better articulation between high schools and college (1)
- Need high school counselors to share more information with students (1)

### **Acceptance of credit- 4**

- University unwillingness to accept dual credits for transfer (4)

### **Acceptance of credit- 1**

- Some universities not accepting credits (1)

### **Other- 7**

- The inconsistency between colleges at times makes communication difficult; inconsistency from course-to-course at different sites (2)
- Concerns from/about faculty(3)
- Public relations (2)

### **Other- 3**

- Problems separating dual credit from dual enrollment for this report (1)
- Hard to track students after course completion, or high school graduation (1)
- Identifying dual credit students is difficult (1)

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