

**Dual Credit in Illinois:
Results of Expert Panel Deliberations
and a Delphi Study of Definitions and Priorities**

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EXECUTIVE SUMMARY

Recognizing varying levels of implementation of dual credit and dual enrollment in Illinois, the Office of Community College and Research and Leadership (OCCRL), in cooperation with the Illinois State Board of Education (ISBE) and the Illinois Community College Board (ICCB), examined articulation systems in general and dual credit programs in particular to guide practice and policy in optimal directions. An expert panel and Delphi research study was conducted in response to a need to clarify priority issues. To initiate this project, OCCRL staff had two meetings with panel members consisting of secondary and postsecondary personnel and state representatives with expertise and interest in articulation and dual credit or dual enrollment. Through these two meetings, initial ideas were generated regarding definitions and priority issues.

Based on the results of these two meetings, the OCCRL decided to use a Delphi survey to achieve consensus definitions and priority issues from the expert panel. The Delphi method requires the involvement of a panel of experts and several iterations of a questionnaire to collect data. It was originally developed to forecast trends and achieve consensus of opinion within groups, and has been used successfully in many areas of inquiry (Linstone & Turoff, 1975). By employing this approach, it was possible to hear all the panel members' opinions and ideas, avoiding having any one person dominating the discussion. Through two rounds of a Delphi survey, considerable consensus was achieved. Major results include definitions and priority issues.

Definitions: Definitions agreed upon by a majority of panel members were:

- Dual credit: “Students receive both high school and college credit for a college-level class successfully completed.”
- Dual enrollment: “Students are concurrently enrolled (and taking college level classes) in high school and college.”
- Articulated credit: “Articulated credit programs align secondary and postsecondary courses in order to allow students who successfully complete selected high school courses to become eligible to apply for credit in the corresponding college course in the future.”

Priority Issues: Priority issues identified and ranked according to their importance for program improvement were:

1. Secondary and postsecondary collaboration
2. Quality/integrity of program
3. Obtaining student outcome data
4. Qualification of teachers
5. Funding sources
6. Consistent policies
7. Processes for awarding credit
8. Student selection
9. Marketing to students and parents

The following implications for practice and policy emerged from this study:

Practice

- Secondary and postsecondary collaboration and quality and integrity of program were identified as important issues related to articulation and dual credit/enrollment through both rounds of the Delphi process. Secondary and postsecondary collaboration is seen as a critical foundation for the improvement of other priority dimensions. Key components of program quality and integrity include the compatibility and equivalence of curricula, the qualifications and proficiency of faculty, the quality of students, and adequacy of program assessments.
- A concentrated marketing effort is needed to convince school administrators, teachers, and counselors of the value of dual credit/enrollment programs. Securing support from these groups of educators is a critical factor in reaching parents and students. Marketing strategies should be diversified and tailored to the needs, resources, and limitations of these various groups. Strengthening of program quality and integrity is another valuable foundation for marketing efforts.
- Two issues, quality/integrity of program and consistent policies, are broader and more encompassing than other issues, suggesting their importance to implementation.

Policy

- Throughout this study, prominent policy themes included student selection and placement, faculty selection, how to award dual credit, and the need to establish policies on assessment of student learning outcomes. New mechanisms for funding were also mentioned.
- Two major tensions emerged related to dual credit/enrollment programs. The first is between consistent policy and flexible policy. Some panelists favored having consistent statewide policies, stating that consistency facilitates continuity across the state, ensuring the integrity of the overall program and assisting in better understanding of the issues. On the contrary, others argued that policies need to be flexible so dual credit programs can evolve. We found the establishment of consistent definitions of key terms to set an overall framework. At the same time, schools and colleges should be given leeway to structure programs to address local needs, resources and limitations, within reasonable parameters.
- A second tension emerging from the study is between promoting accessibility and maintaining program quality and integrity. Some panelists prioritized the need to keep doors open for as many students as possible, placing a high value on access. Others argue that students selected for dual credit/enrollment should show at least the same entrance standards as regular college students. We believe this issue is fundamental to the quality and integrity of dual credit/enrollment programs. Practitioners and policy makers should continue to work together to establish guidelines for student participation that are disseminated statewide.

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Background

Secondary and postsecondary educational institutions have a long history of working together, and recent developments have created an environment in which close cooperation has become a more pressing concern. Educational reforms and improvements have emerged at the secondary and postsecondary levels to address problems and the disaffection of many secondary students with education. Many new initiatives are leading high schools and community colleges into collaborative efforts to better meet student needs. Further, changes in the economy and workplace have precipitated change in secondary and postsecondary education, emphasizing collaborative strategies to insure the optimal effectiveness of new educational models and approaches designed to meet the needs of all students.

In recent years, articulation agreements and collaboration strategies are taking new forms, particularly as articulation and dual credit/enrollment systems emerge. Because of their many attractive features, there has been a rush to implement them despite the as-yet limited research on their results. Other related issues have to do with the disconnect between high school graduation and college admission standards, ways to promote smooth student transitions between high school and college, creation of streamlined curriculum including career pathways, full utilization of work based learning opportunities, and public financing.

Considering such current challenges, the Office of Community College Research and Leadership (OCCRL), University of Illinois at Urbana-Champaign, initiated the “Secondary/Postsecondary Articulation Project” in cooperation with the Illinois State Board of Education (ISBE) and the Illinois Community College Board (ICCB) in fall 2001. The main goal of this project was to examine articulation systems in general and dual credit programs in particular in order to guide practice and policy.

As a part of secondary/postsecondary articulation project, a Delphi study of definitions and priorities in dual credit/enrollment in Illinois was conducted in spring 2002. The purpose of this study was to move forward the development of statewide definitions about dual credit, dual enrollment, and articulated credit, and to identify priorities. To meet this purpose, the OCCRL staff had two meetings with panel members that consisted of secondary administrators, teachers, and counselors, postsecondary administrators, teachers, and counselors, and experts from the ISBE, ICCB, and Illinois Board of Higher Education (IBHE). Through these two meetings, initial ideas were generated and needs were assessed regarding definitions and priorities. Based on the results from these two meetings, we decided to use a Delphi survey approach to reach consensus on key definitions and priorities.

In cooperation with ISBE staff and Dr. Hans Andrews¹, panel members were nominated based on their expertise and interest in articulated credit and dual credit/enrollment in Illinois. The selection criteria were: (a) area of knowledge (collaboration, articulation agreements, dual credit/enrollment, student transition, Tech Prep); (b) type of job held (administration, teaching, counseling, research, admissions); (c) affiliation (secondary, postsecondary, state agency, business/labor/community, IL articulation initiative); (d) representation (race/ethnicity, gender); and (e) geographic area (south, central, north, Chicago). Careful attention was paid to select panelists balancing these criteria. The list of panelists is shown in Appendix A. Initially, we had 19 panel members. Of these, 13 panelists participated in the first panel meeting and 15 panelists participated in the second panel meeting. A total of 14 panelists completed the Delphi Round 1 survey questionnaire. Of these, except for one panelist who moved to another state, all of the 13 panelists participated in the Delphi Round 2 process.

¹ Dr. Hans Andrews is retired as president of Olney Central College in Southern Illinois and has extensive knowledge and expertise of dual credit programs. His feedback, insights and support have been valuable in planning, designing, and implementing this project. We greatly appreciate his collaboration with us.

First Meeting of the Panel

The first meeting of the panel was held in Feb. 21, 2002 at Allerton Park, Monticello, IL. The purpose of this meeting was to generate issues and ideas related to dual credit/enrollment in Illinois. First, panel members were asked to brainstorm issues that currently face educators and students related to articulation and dual credit/enrollment. Many issues emerged from the large group discussion. Most of them could be categorized in three main areas: (a) definition issues, (b) student issues, and (c) policy and management and structural issues. All the participants divided into three small groups to discuss one area in more depth. After the small group discussion, each group briefly reported its results and other team members asked questions and provided feedback. A summary of results of this meeting follows.

First Small Group - Definitions and Terms

Eight kinds of credit were identified in the discussion: dual credit, concurrent credit, dual enrollment, credit in escrow, articulated credit, Tech Prep credit, retroactive credit, and articulated non-credit. These were discussed at length, with Kerr's (2001) article "Articulation: A Primer on Partnership" used as a point of departure. It was agreed that it would be very helpful to develop definitions that could be used statewide in this process. The discussion results related to these categories of credits follow:

- Articulated non-credit: This concept does not necessarily need to include any discussion of college credit or enrollment. Faculty members at both levels (secondary and postsecondary) are involved and try to align content and reduce curricular duplication (pathway and sequence).
- Credit in escrow, articulated credit, Tech Prep credit, and retroactive credit: These concepts are based on learner's outcomes. Credit is granted by the community college after a student completes specific requirements and matches required outcomes.
- Dual enrollment: This term may or may not imply credit. High school students are actually enrolled at the community college and receive only college credit. However, community college does not have any way to know whether students are dual credit and/or dual enrollment students.
- Dual credit and concurrent credit: Students simultaneously earn credits at both levels (secondary and postsecondary institutions). These concepts are associated with reducing college costs to students, enabling timely degree completion, and delivering a truly cumulative and sequential curriculum. High school students can graduate high school with college credit on an official transcript.

Second Small Group - Student Issues Related to Dual Credit/Enrollment Programs

- Quality of program, integrity of program
- Systematic research and feedback to support the system is required
- College tuition and funding issues
- Incentives for institutions are also needed for them to participate enthusiastically (mainly financial)
- Marketing to students and getting buy-in

- Marketing to parents: two years free college can be a good incentive
- Many high school students do not know about existing sources of financial support
- Assisting students to get access to credit earned
- High school faculty are not necessarily qualified to teach dual credit courses
- Helping students have meaningful senior and junior years of high school
- Outreach (access and affordability)
- Attendance issues - in college, attendance is not considered as important as in high school
- Transportation issues - from high schools to colleges
- Safety issues - students are less supervised at colleges than in high schools; they may not be mature enough for an open campus environment; liability questions

Third Small Group - Structure and Policies that Need to be Addressed

- Coordination between levels and related leadership issues (e.g. who takes responsibility for these programs)
- Good communication between administrators in both secondary and postsecondary institutions
- Aligning high school graduation requirements to college admissions
- University/community college standards, differences in what credit is awarded for - (e.g., welding course credit is accepted by community colleges, but not universities)
- Universal policy related to credit is needed. But at the same time, flexibility is also required
- Available funding sources
- Marketing issues: Parents and students should be informed about options
- Processes for awarding credit
- Eligibility for students participating - grades, attendance, age, other factors
- Home-school and dual credit - can home-school students get the benefits too?
- Qualifications of instructors teaching courses for college credit need to be standardized and/or better communicated
- One of main precepts of community colleges is the open door policy. Access to dual credit programs usually requires passing admissions tests - is there a contradiction?

Following the first meeting, OCCRL staff examined the issues raised. Interestingly, we found several issues dealt with similar areas, and some issues were unique. Through the analysis of these issues, we categorized ideas into 11 major themes. Table 1 shows the crosswalk of major themes and issues.

Table 1
Crosswalk of Major Themes and Issues

Major themes	Issues discussed at the first panel meeting
Secondary and postsecondary collaboration	<ul style="list-style-type: none"> ▪ Coordination between levels and related leadership issues (e.g. who takes responsibility for these programs) ▪ Good communication between administrators in both secondary and postsecondary institutions
Quality and integrity of program	<ul style="list-style-type: none"> ▪ Quality of program, integrity of program ▪ University/community college standards, differences in what credit is awarded for (e.g., welding course credit is accepted by community colleges, but not universities) ▪ Aligning high school graduation requirements to college admissions
Consistent policies	<ul style="list-style-type: none"> ▪ Systematic research and feedback to support the system is required ▪ Universal policy related to credit is needed. But at the same time, flexibility is also required
Funding sources	<ul style="list-style-type: none"> ▪ College tuition and funding issues ▪ Incentives for institutions are also needed for them to participate enthusiastically (mainly financial) ▪ Available funding sources
Marketing to students and parents	<ul style="list-style-type: none"> ▪ Marketing to students and getting buy-in ▪ Marketing to parents: two years free college can be a good incentive ▪ Many high school students do not know about existing sources of financial support ▪ Marketing issues: Parents and students should be informed about options
Processes for awarding credit	<ul style="list-style-type: none"> ▪ Assisting students to get access to credit earned ▪ Processes for awarding credit
Student selection	<ul style="list-style-type: none"> ▪ Eligibility for students participating - grades, attendance, age, other factors ▪ Home-school and dual credit - can home-school students get the benefits too?
Qualification of teachers	<ul style="list-style-type: none"> ▪ High school faculty are not necessarily qualified to teach dual credit courses ▪ Qualifications of instructors teaching courses for college credit need to be standardized and/or better communicated

Major themes	Issues discussed at the first panel meeting
Addressing senioritis	<ul style="list-style-type: none"> ▪ Helping students have meaningful senior and junior years of high school
Outreach (access and affordability)	<ul style="list-style-type: none"> ▪ Outreach (access and affordability) ▪ One of main precepts of community colleges is the open door policy. Access to dual credit programs usually requires passing admissions tests—is there a contradiction?
Attendance, transportation and safety	<ul style="list-style-type: none"> ▪ Attendance issues- in college, attendance is not considered as important as in high school ▪ Transportation issues- from high schools to colleges ▪ Safety issues- students are less supervised at colleges than in high schools; they may not be mature enough for an open campus environment; liability questions

Second Meeting of the Panel

The second meeting of the panel was held in June 10, 2002 at the Crowne Plaza Hotel, Springfield, IL. The purpose of this meeting was to gather more input and attempt to reach consensus about definitions and identify priorities through a large group discussion and the administration of a survey.

Reiterating earlier work of the panel, the need for developing statewide definitions was unanimously recognized as a priority at the first panel meeting. Four alternative definitions for dual credit, dual enrollment, and articulated credit definitions were created based on results of the first panel meeting and extensive literature review from books, journal articles and technical reports by OCCRL staff. The four sets of definitions proposed to the group were:

Option 1

- Dual enrollment: Students are concurrently enrolled (and taking classes) in high school and college.
- Dual credit: Students receive both high school and college credit for a college-level class successfully completed.
- Articulated credit: Students participate in a class for which they currently receive high school credit, and which may be eligible for college credit in the future.

Option 2

- Dual-Credit: Students enrolled in college classes receiving both college and high school credit.
- Dual-Enrollment: Students enrolled in college classes for college credit only.

Option 3

- Dual credit: academic or vocational-technical courses offered at the high school level that provide college credit.
- Concurrent enrollment: enrollment of high school students in a college course where they have the option to receive both high school and college credit.
- Articulated credit: (a) credit for courses taken at the secondary level that counts toward a postsecondary degree or certificate; (b) credit awarded once the student has enrolled at the postsecondary level and demonstrated mastery through assessment, more advanced course-taking, or other demonstration of competence.

Option 4

- Dual/concurrent enrollment: a high school student enrolled in a postsecondary institution while still in high school.

Through group discussion, panel members shared their opinions of these definitions. Additional ideas were gathered about these suggested definitions through a brief survey that was conducted after the large group discussion. The survey questionnaire is shown in Appendix B. Discussion results and survey results revealed that Option 1 was preferred by most panelists.

Time prevented extensive discussion of the 11 priority areas determined at the initial meeting but priorities among these issues were ascertained through the survey. The survey asked panelists to select five significant issues in rank order, starting with number 1 at the top priority of the 11 issues. The secondary/postsecondary collaboration was identified as the most significant issue, ranked as 1 by seven panelists and 2 by four panelists. Quality/integrity of the program was identified as the second most significant issue, ranked 1 by three panelists and 2 by four panelists. On the other hand, addressing seniorities, outreach (access and affordability), and attendance, transportation and safety were identified as least significant issues, only mentioned in the top rank by 1 or 2 panelists, resulting in a low ranking. Table 2 summarizes these results for the survey.

Table 2
Major Issues in Rank Order

Issue	Rank
Secondary/postsecondary collaboration	1
Quality/integrity of program	2
Consistent policies	3
Funding sources	3
Marketing to students and parents	3
Processes for awarding credit	4
Student selection	5
Qualification of teachers	6
Addressing senioritis	7
Outreach (access and affordability)	8
Attendance, transportation and safety	9

Delphi Round 1

To obtain more detailed input and attempt to reach consensus among panel members about the definitions and priority issues of articulation and dual credit/enrollment in Illinois, a Delphi study was conducted. The Delphi method requires the involvement of a panel of experts and multiple iterations of a questionnaire. The approach was originally developed to forecast trends and achieve consensus of opinion within groups, and has been used successfully in many areas of inquiry (Linstone & Turoff, 1975). By employing this approach, it was possible to hear all the panel members' opinions and ideas, avoiding having any one person dominate the discussion. Based on the group discussion and survey results from the second panel meeting, a Delphi survey was developed. (See a copy of the survey instrument in Appendix C.) We conducted the Delphi survey by sending the Delphi questionnaire electronically. Our panel members filled out the survey at their individual locations and submitted it via electronic mail.

Definitions

At the second panel meeting, panel members generally preferred the Option 1 definitions. In Delphi Round 1, panel members were asked their opinions on whether they thought each definition could serve as a statewide definition or not. If they did not agree with the provided definition, they were asked to offer their own version. Table 3 shows the results.

Table 3
Round 1 Results on Definitions

Definitions	Frequency
<p>Dual enrollment</p> <p>“Students are concurrently enrolled (and taking classes) in high school and college.”</p>	<p>12 panelists agreed with the definition.</p> <p>2 panelists disagreed with the definition.</p>
<p>Dual credit</p> <p>“Students receive both high school and college credit for a college-level class successfully completed.”</p>	<p>12 panelists agreed with the definition.</p> <p>2 panelists disagreed with the definition.</p>
<p>Articulated credit</p> <p>“Students participate in a class for which they currently receive high school credit, and which may be eligible for college credit in the future.”</p>	<p>9 panelists agreed with the definition.</p> <p>5 panelists disagreed with the definition.</p>

Dual enrollment. As Table 3 shows, 12 of 14 panelists agreed with the definition of dual enrollment provided. Alternative definitions offered by panelists who disagreed with the provided definition were: (1) “Students are concurrently enrolled (and taking classes) in two or more institutions (e.g., high school and college, or community college and university)” and (2) “Dual enrollment students are concurrently enrolled in separate high school and college courses and credit is generated independently at the secondary and postsecondary levels.” The first alternative definition included dual enrollment not only between high school and college, but between community college and university. We decided not to incorporate this perspective when revising the definition for Round 2 because the focus of our study was on articulation between high school and community college, not between community college and university.

In addition, one panelist who agreed with the provided definition pointed out the need to include the assumption that students were enrolled in college level courses totally different from ones they were taking in high school. Accordingly, we revised the definition of dual enrollment as follows:

“Students are concurrently enrolled (and taking college level courses) in high school and college.”

Dual credit. Two panelists who disagreed with the dual enrollment definition also disagreed with the definition we provided for dual credit. One panelist’s alternative definition of dual credit was: “Students receive both high school and college credit (with credit being awarded on both high school and college transcripts) for a successfully completed college-level class.” The definition offered by the other panelist was “dual credit programs (are the end result of articulated processes that) grant students simultaneous secondary and postsecondary credit for the successful completion of a course (or courses).” In this case, we decided to keep the original dual credit definition because the suggested changes seemed

minor, and our definition was supported by the majority of the panelists. Therefore, the definition of dual credit for Round 2 was:

“Students receive both high school and college credit for a college-level class successfully completed.”

Articulated credit. Five panelists disagreed with the definition we provided for articulated credit for various reasons. One panelist pointed out that, “Dual credit serves as a definition for credit that is eligible for both high school and college credit. Additional verbiage to explain the same thing only complicates the issue.” Another panelist mentioned that, “Articulated credit should be based on competencies learned, demonstrated and validated and students should be guaranteed the credit based on these competencies.” Another person suggested that articulated credit should refer to career and technical courses.

In addition, two new definitions for articulated credit were suggested. One panelist restated the definition as, “Students receive both a letter grade and hour-credit for a course taken in high school, for which they are also eligible for credit hours toward their degree.” Additionally, this panelist noted that the letter grade for the course taken in high school is not part of the college transcript and is not included in the calculation of the GPA. The other suggested definition was, “Articulated credit programs (seek to) align (the learner outcomes of) secondary and postsecondary courses in order to allow students who successfully complete a selected high school course to become eligible to apply for credit in the corresponding college course in the future.” Attempting to reflect the comments and input from these panelists, we revised the definition of articulated credit as follows for Round 2:

“Articulated credit programs align secondary and postsecondary courses in order to allow students who successfully complete selected high school courses to become eligible to apply for credit in the corresponding college course in the future.”

Priority Issues

Based on group discussion and the survey results from the second panel meeting, nine issues were selected as important priorities for the Delphi survey. We deleted three issues that were identified as least significant issues based on the survey results: Addressing senioritis, outreach (access and affordability), and attendance, transportation and safety, and we added one issue—obtaining student outcome data—mentioned by many panel members as a significant issue during the second panel meeting. To identify the most important priorities, panelists were asked to rate each issue on a scale of 1 to 7 with 7 being extremely important and 1 unimportant.

Responses were tabulated to include the following information: a) Mean - a measure of central tendency calculated by dividing the sum of the scores in a set by the number of scores; b) Standard Deviation (SD) - a measure of the extent to which the scores in a distribution deviate from their mean; c) Interquartile Range (IQR) - a measure of spread or dispersion which is the difference between the 75th percentile (often called Q3) and the 25th percentile (Q1) score; and d) Median - a measure of central tendency corresponding to the middle point in a distribution of scores: half the scores are above the median and half are below the median. Table 4 and Figure 1 show the results.

Table 4
Round 1 Results on Priority Issues

Priority issues	Mean	SD	IQR	Median
Secondary/postsecondary collaboration	7.00	0.00	0.00 (7.00-7.00)	7.0
Quality/integrity of program	6.71	0.46	1.00 (6.00-7.00)	7.0
Qualification of teachers	5.85	1.07	2.00 (5.00-7.00)	6.0
Funding sources	5.71	0.91	1.25 (5.00-6.25)	6.0
Obtaining student outcome data	5.69	1.44	2.00 (5.00-7.00)	6.0
Consistent policies	5.50	1.16	1.25 (5.00-6.25)	5.5
Processes for awarding credit	5.00	1.15	1.50 (4.50-6.00)	5.0
Marketing to students and parents	4.93	1.14	2.00 (4.00-6.00)	5.0
Student selection	4.92	1.32	2.00 (4.00-6.00)	4.0

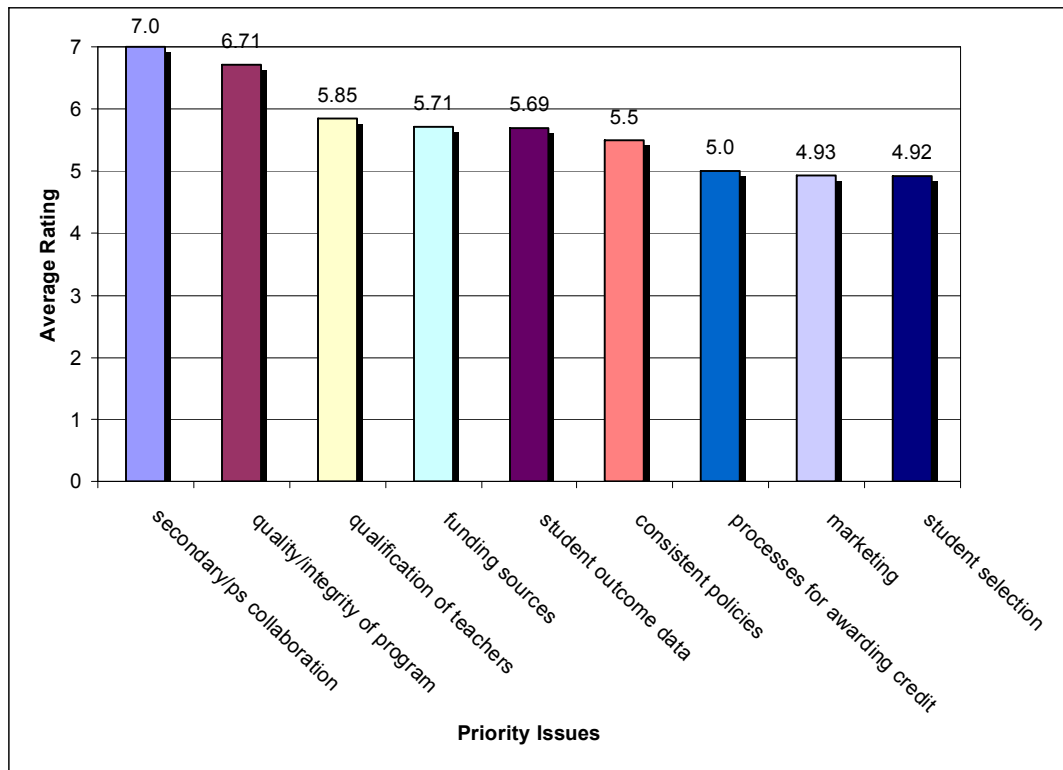


Figure 1. Round 1 Results on Priority Issues

As Table 4 and Figure 1 show, respondents gave secondary and postsecondary collaboration (issue 7) the highest average rating. Quality and integrity of program was the second highest average rating, and qualification of teachers was rated third. The range of mean response was between 4.92 and 7.0 in all 9 issues, and the median was between 4.0 and 7.0, revealing that most of the priority issues were considered important. The IQR is narrow for most of the priority issues. Along with standard deviation, the IQR range shows a low level of variability in the ratings of panelists.

In addition, panelists were asked to briefly elaborate in writing on the two to four most important aspects (sub-issues or concerns) of each of the above nine issues. Some sub-category concerns were contradictory due to panelists' different viewpoints. In addition, some sub-category concerns were overlapping because several of the priority issues were interrelated. Tables 5 through 13 show the results.

Table 5
Respondent Comments on Secondary and Postsecondary Collaboration

Priority issues	Sub-issues
Secondary and postsecondary collaboration	<ul style="list-style-type: none"> ▪ Building trust ▪ Common understanding in concept, in language, in content ▪ Good communication at several key contact points ▪ Coordination to preclude secondary teachers believing that their positions and classes are in jeopardy ▪ Collaboration to prevent duplication of instruction to a student ▪ Agreement on which programs/course are to be dual credit ▪ Agreement on how to award dual credit ▪ Opportunities for joint inservice ▪ Postsecondary should clearly identify and communicate standards and work with high schools to align curriculum. ▪ Role of IBHE and ICCB in fostering and supporting (maybe mandating eventually) the collaboration between secondary and postsecondary identification of the best practices that can be replicated

Panelists emphasized the importance of building trust and good communication among administrators and teachers in both secondary and postsecondary institutions as the basis for effective collaboration. They mentioned the need for collaboration in agreeing on which programs and courses were to be dual credit and the system for awarding credit at the secondary and postsecondary levels. Close collaboration was required to prevent duplication of instruction.

Table 6
Respondent Comments on Quality and Integrity of Program

Priority issues	Sub-issues
Quality and integrity of program	<ul style="list-style-type: none"> ▪ Standardization of programs at secondary and postsecondary levels must be a prerequisite for articulation. ▪ Integrity of the program needs to be intact, so credit will be accepted at the four-year institutions. ▪ Meeting postsecondary standards ▪ The compatibility and equivalency of the curriculum ▪ The qualifications and proficiency of the faculty ▪ The quality of students ▪ Input from the state, the secondary and postsecondary partners, as well as the students/parents ▪ Assessment of quality of student learning ▪ Measurement for program effectiveness ▪ Dual credit, like education in general, is really a creature of its own perception. In other words, how the stakeholders view these programs, and what level of respect they have for their integrity will have a great impact on how they are utilized and how much they are allowed to expand. Therefore buy-in from teachers, administrators, political leaders, students and parents is essential.

We heard from panelists about how to insure and improve the quality/integrity of the program. They mentioned that the programs should use college curriculum, insure high faculty qualifications, and guarantee student readiness. Some of the panelists emphasized the need to meet postsecondary standards. It was also mentioned that assessing the quality of student learning and program effectiveness would enhance the quality of the program. Obtaining buy-in and input from various stakeholders (e.g., teachers, administrators, political leaders, students and parents) and reflecting on their input on improving the quality/integrity of program was recommended as well.

Table 7
Respondent Comments on Consistent Policies

Priority issues	Sub-issues
Consistent policies	<ul style="list-style-type: none"> ▪ Policies must be simple and straight-forward to insure understanding and proper implementation. ▪ It is necessary to have documented written policy along with established, clear procedures for developing and changing procedures. ▪ We need policies for transferring course credit to other community colleges or universities. ▪ We need policies regarding who can enroll and who can teach (e.g., minimum standards/best practices of AP call for “advanced degreed” faculty). ▪ We need policies about incoming assessment/placement to maximize student potential for success. ▪ We need policies about assessment of student learning outcomes. ▪ We need policies about equitable access and funding. ▪ We need policies about high school students who fail in dual credit courses. ▪ We need policies about data reporting and follow-up procedures/studies/research. ▪ Students should be required to complete the high school “college prep” curriculum – either before entering dual credit program, or as a component of the dual credit program, because it is a sign of potential for success. ▪ Consistent policy sets the stage for evaluation and valid analysis of comparison data. ▪ Consistent policy facilitates continuity across the state, insures the integrity of the overall program, and assists in better understanding of the issues. ▪ It is worthy to explore the feasibility and desirability of having a broad guidelines but then encouraging innovation and adaptation to fit the specific program. ▪ Consistency is important, but so is giving locals the ability to structure programs according to their own unique needs, limitations and resources. Providing good, vetted definitions will help move this process forward, but setting over-ambitious state regulations could actually stall the movement. ▪ Policies need to be more feasible than consistent. Policies should change as the nature of dual credit changes. A major problem in/with education is that policies remain unchanged as educational environments rapidly change.

We categorized the comments of panelists with respect to policy on two main themes. The first theme was related to the kinds of policies needed including policies on transferring course credit to other community colleges or universities, and policies on teacher qualifications, student selection, equitable access, and funding. Several panelists reflected on the need for data reporting and follow-up research.

The second theme was the degree to which policies should be fixed or flexible. Some panelists emphasized the need for consistent policy, suggesting such policies would facilitate continuity across the

state and ensuring the integrity of the overall program. Others stressed the need for local decision makers to have flexibility in structuring programs according to their own contexts and conditions.

Table 8
Respondent Comments on Funding Sources

Priority issues	Sub-issues
Funding sources	<ul style="list-style-type: none"> ▪ Consistent and increasing funding at the local, state, and national level to grow and strengthen dual credit program and offer dual credit to all who wish to participate. Especially, it enables to create greater opportunity for lower income students. ▪ Regions serving large populations of students need more money ▪ Current funding mechanism is inadequate, allowing for potential inequities and lack of consistency. The current method – redistribution of funds from colleges that have not used all their money to colleges that have overspent their grant dollars – is not the best approach. ▪ New mechanism for better funding distribution is in need (i.e., ensuring that colleges with flourishing programs have flourishing funds). ▪ It should be clear whether funding is student focused or institution focused. ▪ Equal access to program could be insured through central funding. ▪ It is a problem that both systems are funded for enrollment. ▪ It should be clear how teachers are paid.

Several panelists pointed out the problems of the current funding mechanisms within the state. One panelist mentioned that redistribution of funds from community colleges that have not used all their ACE funds to colleges that have overspent their grant dollars is not adequate. Another panelist insisted that it should be clear whether funding is student focused or institution focused. In addition, there was a comment indicating a problem with both systems being funded for enrollment. Need was expressed for a new mechanism for a better funding distribution such as regions serving large populations of students should receive more money. Interestingly, the issue of access emerged here in relationship to program funding, although did not emerge in our initial meeting of the panel. One panelist pointed out the importance of consistency and increasing funding at the local, state, and national levels to create greater opportunity for lower income students. Another comment was that equal access could be insured through funding by the state.

Table 9
Respondent Comments on Marketing to Students and Parents

Priority issues	Sub-issues
Marketing to students and parents	<ul style="list-style-type: none"> ▪ To address issues of access, diversity, and affordability, which are becoming more important due to the demographics and economics of society, it is required to improve awareness of this benefit to students and parents. ▪ It is necessary to convince school administrators, teachers, and counselors of the value of the programs. Securing the support of the secondary administration and faculty will also be a very big factor in getting the word out to the parents and students without a concentrated marketing effort. ▪ Word of mouth will be one of the best marketing tools. If the program is successful, it will practically sell itself. Exploration of best practices would be helpful. ▪ A brochure may be needed to explain what dual credit/enrollment is. ▪ This aspect goes hand-in-hand with the quality/integrity of the program. There needs to be a quality program first, then focus on marketing. Improving the program's viability and necessity will work to market the benefits both internally and externally. ▪ Marketing strategies must be diversified and tailored to the needs of the various communities. ▪ Students and parents need to know consequences of failure – a permanent postsecondary transcript is created.

Our panelists mentioned the need to improve awareness of the values and benefits of dual credit to administrators, teachers, counselors, students, and parents. Several of them pointed out the need to improve program quality first, then make concentrated efforts at marketing because a successful program would “practically sell itself.”

Table 10
Respondent Comments on Processes for Awarding Credit

Priority issues	Sub-issues
Processes for awarding credit	<ul style="list-style-type: none"> ▪ The credibility of the program can be hampered by cumbersome procedures. The process for awarding credit should be part of the consistent policies and will insure the integrity of the course. ▪ Processes need to be based on a common understanding. ▪ This should be consistent across the state. We do not want it to be perceived that one community college is much easier than another community college. The process for awarding credit should be the same from one institution to the next for purposes of equity and consistency. ▪ The process needs to be flexible. No two schools will want to articulate in the same way. Refined regional processes, however, lend themselves to good data collection & statistics.

Priority issues	Sub-issues
	<ul style="list-style-type: none"> ▪ It should be very simple: if you pass, it counts in both places. And course should be on high school graduation requirements. ▪ A focus on processes would facilitate greater implementation and greater access of students to dual/articulated credit. ▪ The overall process is directly tied to the integrity of the credit. It should be insured that dual credit is seen as just as valid as traditional college credit. ▪ Exploration of best practices would be helpful.

Like the consistent policy issue, tension was found regarding policies for awarding credit. Some panelists insisted on the importance of establishing consistent policies across the state but others mentioned the importance of flexibility and autonomy for local high schools and community colleges.

Table 11
Respondent Comments on Student Selection

Priority issues	Sub-issues
Student selection	<ul style="list-style-type: none"> ▪ Keep the doors open for as many students who want to participate it as much. Do not exclude. ▪ As many students should be given the opportunity to take college courses as possible. Thus, selection based mainly on GPA can deny the opportunity of students who could benefit the most. ▪ Students selected for dual credit/enrollment should meet the same entrance standards as regular college students enrolled in the class. ▪ Selecting students who are adequately prepared and motivated is very important because this will impact the perception of dual credit at the local level (i.e., if we are not careful, this could be seen as something less-than-college credit). ▪ Testing with minimum qualifications (i.e., college placement exams) must be a part of all mandated requirements prior to dual credit enrollment. Minimum student standards will guarantee program integrity. ▪ Criteria should be established, however, minimal barriers for student participation. ▪ Minority students should also benefit from dual credit/enrollment. ▪ Selection should be student driven, not institution driven and result from well thought out career plans desired from quality career development experienced throughout a student's academic career. ▪ There should be some consideration for a safety net for high school students so they don't begin their college experience with a failing or substandard grade. ▪ Only high school juniors and seniors should be enrolled. ▪ Students should be tracked to monitor their success/failure. Currently no data exist.

Comments from our panelists about the student selection issue emphasized the importance of access. A main theme of panelist comments related to potential trade-offs between increasing access and increasing quality/integrity of the program. Some panelists mentioned the need to keep the doors open for as many students who want to participate in dual credit as possible. On the contrary, there were comments about the need to select students who are adequately prepared and motivated.

Table 12
Respondent Comments on Qualification of Teachers

Priority issues	Sub-issues
Qualification of teachers	<ul style="list-style-type: none"> ▪ School districts should only recruit and retain the highest quality teachers. ▪ Selecting teachers who can connect and communicate well with students is even more important than their qualifications. ▪ There will be turf issues on both the secondary and postsecondary side. Models of how this has worked will assist moving this forward. ▪ Teachers must be qualified to teach at both the community college and high school level. Secondary students must be able to meet or exceed the Illinois Learning Standards, regardless of where instruction is provided. ▪ A master's degree in the field being taught should be absolute minimum standard. ▪ Teachers should be on the cutting edge of the industry for which they are providing instruction. This helps to meet the program objectives and make the program more marketable and establishes the quality and integrity of the program. ▪ They must be selected, employed and evaluated by the community college. ▪ State guidelines and communication between secondary and postsecondary levels can address this issue.

Panelists made suggestions to insure that teachers are highly qualified such as meeting postsecondary faculty standards and having a master's degree in the field being taught as a minimum standard. One panelist pointed out that teachers should be on the cutting edge of the industry for which they are providing instruction.

Table 13
Respondent Comments on Obtaining Student Outcome Data

Priority issues	Sub-issues
Obtaining student outcome data	<ul style="list-style-type: none"> ▪ Need to have valid data in order to make informed decision and to provide continuous improvement of the processes involved. ▪ It is applicable to issues of accountability. ▪ Measurement of student learning outcomes will be required of all postsecondary public institutions in 2004. ▪ Need to give proof that dual credit program assists students in making the transition to postsecondary education and hopefully they perform better. ▪ Student outcomes based on validated competencies from industry standards are an excellent marketing strategy whether seeking students or funding.

Several panelists mentioned the importance of obtaining student outcome data because valid data helps to make informed decisions and provides for continuous program improvement. Obtaining student outcome data was emphasized along with the importance of accountability to insure that dual credit programs assist students in making a smooth transition to postsecondary education.

Delphi Round 2

The Delphi Round 2 survey contained Delphi Round 1 results, along with questions to gather additional information useful in developing statewide definitions and priorities. The Delphi Round 2 survey instrument is shown in Appendix D. In this second and final survey, panelists were asked to review their Round 1 responses and compare them to responses provided by other panel members using summary results. The Delphi Round 2 survey was sent to the panelists in electronic format. We created color graphs for each definition and issue to help panelists understand results of the Delphi Round 1, at a glance. Using electronic technology facilitated visualization of Round 1 results.

Definitions

To finalize a common set of definitions of dual enrollment, dual credit, and articulated credit, we asked panelists for their opinions of modified definitions based on the Round 1 results. Table 14 shows the results.

Table 14
Round 2 Overall Results on Definitions

Definitions	Frequency
<p>Dual enrollment</p> <p>Delphi Round 1 definition was: “Students are concurrently enrolled (and taking classes) in high school and college.”</p> <p><u>Alternative Definition</u> based on the comments from the panelists in the Delphi Round 1 was: “Students are concurrently enrolled (and taking <u>college level</u> classes) in high school and college.”</p>	<p>3 panelists preferred previous definition.</p> <p>8 panelists preferred alternative definition.</p> <p>2 panelists suggested other definitions.</p>

Definitions	Frequency
<p>Dual credit</p> <p>Delphi Round 1 definition was: “Students receive both high school and college credit for a college-level class successfully completed.”</p> <p>No alternative definition was emerged from the Delphi Round 1.</p>	<p>12 panelists agreed with the definition.</p> <p>1 panelist disagreed with the definition.</p>
<p>Articulated credit</p> <p>Delphi Round 1 definition was: “Students participate in a class for which they currently receive high school credit, and which may be eligible for college credit in the future.”</p> <p><u>Alternative Definition</u> based on the comments from the panelists in Delphi Round 1 was: “Articulated credit programs align secondary and postsecondary courses in order to allow students who successfully complete selected high school courses to become eligible to apply for credit in the corresponding college course in the future.”</p>	<p>1 panelist agreed with the previous definition.</p> <p>8 panelists agreed with the alternative definition.</p> <p>4 panelists suggested other definitions.</p>

As Table 14 shows, 8 panelists agreed with an alternative definition regarding dual enrollment, and three panelists preferred the previous definition. Two panelists disagreed with both the previous and alternative definitions of dual enrollment: new definitions suggested by these panelists offering only minor changes which were: a) “Secondary students are concurrently enrolled (and taking classes) in high school and college” and b) “Dual enrollment students are concurrently enrolled, and earning independent credit, at two or more institutions.” Panelists who disagreed with the provided definition for dual credit suggested a new definition: “Dual credit students receive credit on separate high school and college transcripts of the successful completion of a college course.”

Four panelists disagreed with both the previous and alternative definitions of articulated credit, and three suggested new definitions for articulated credit. They were: a) “Students participate in a class for which they currently receive high school credit and which may apply toward college program requirements in the future,” b) “Student participate in a class for which they currently receive high school credit, and which is eligible for college credit in the future,” and c) “A process for aligning corresponding secondary and postsecondary course content that will allow students who successfully complete the high school class to become eligible to apply for credit in the corresponding postsecondary course.” The other panelist stressed that the definition of articulated credit should not be used in the context of dual credit because it creates confusion.

Priority Issues

After reviewing their own responses and comparing them with other panelists' responses, panelists could keep their initial ratings or change them by giving them a new rating. Panelists were asked to explain their decision if they changed a rating.

Table 15
Round 2 Overall Results on Priority Issues

Priority issues	Mean	SD	IQR	Median
Secondary and postsecondary collaboration	6.92	0.28	0.0 (7.0-7.0)	7
Quality and integrity of program	6.77	0.44	0.5 (6.5-7.0)	7
Obtaining student outcome data	6.31	0.63	1.0 (6.0-7.0)	6
Qualification of teachers	6.15	0.90	1.0 (6.0-7.0)	6
Funding sources	5.69	0.95	1.5 (5.0-6.5)	6
Consistent policies	5.38	1.19	1.5 (5.0-6.5)	5
Processes for awarding credit	5.33	0.78	1.0 (5.0-6.0)	5
Student selection	5.08	1.19	2.0 (4.0-6.0)	5
Marketing to students and parents	4.77	1.17	2.0 (4.0-6.0)	5

As Table 15 shows, secondary and postsecondary collaboration obtained the highest average rating. The quality and integrity of program obtained the second highest average rating. The issue of student outcomes data and qualification of teachers followed. The range of means was from 4.77 and 6.92 compared to the range of 4.93 to 7.0 in Round 1. The range for the median was from 5.0 and 7.0 compared to 4.0 to 7.0 in Round 1. The range of standard deviation was from 0.28 to 1.19 compared to 0 to 1.44 in Round 1. The range of IQR was from 0 to 2 which was unchanged from Round 1. In general, variability was lessened in Round 2 compared with Round 1 suggesting more consensus in Round 2 than Round 1.

Conclusions

Definitions

The majority of panelists agreed with the definitions we provided in Round 2. The Delphi results approached consensus regarding the dual credit definition (12 of 13 panelists agreed with the suggested definition) although two panelists disagreed with the definition of dual enrollment and four panelists disagreed with articulated credit. We decided not to make additional attempts to modify these alternative definitions however, because we did not believe that further modifications would change respondent perspectives. Suggested changes between Round 1 and Round 2 were relatively minor and our definitions were supported by the majority of the panelists.

In sum, the definitions suggested by Delphi survey results are:

1. Dual credit: “Students receive both high school and college credit for a college-level class successfully completed.”
2. Dual enrollment: “Students are concurrently enrolled (and taking college level classes) in high school and college.”
3. Articulated credit: “Articulated credit programs align secondary and postsecondary courses in order to allow students who successfully complete selected high school courses to become eligible to apply for credit in the corresponding college course in the future.”

Priority Issues

Through the panel meetings and the use of Delphi survey, priority issues were identified and ranked according to their importance. Figure 2 compares results of the Delphi survey on Round 1 and Round 2 results.

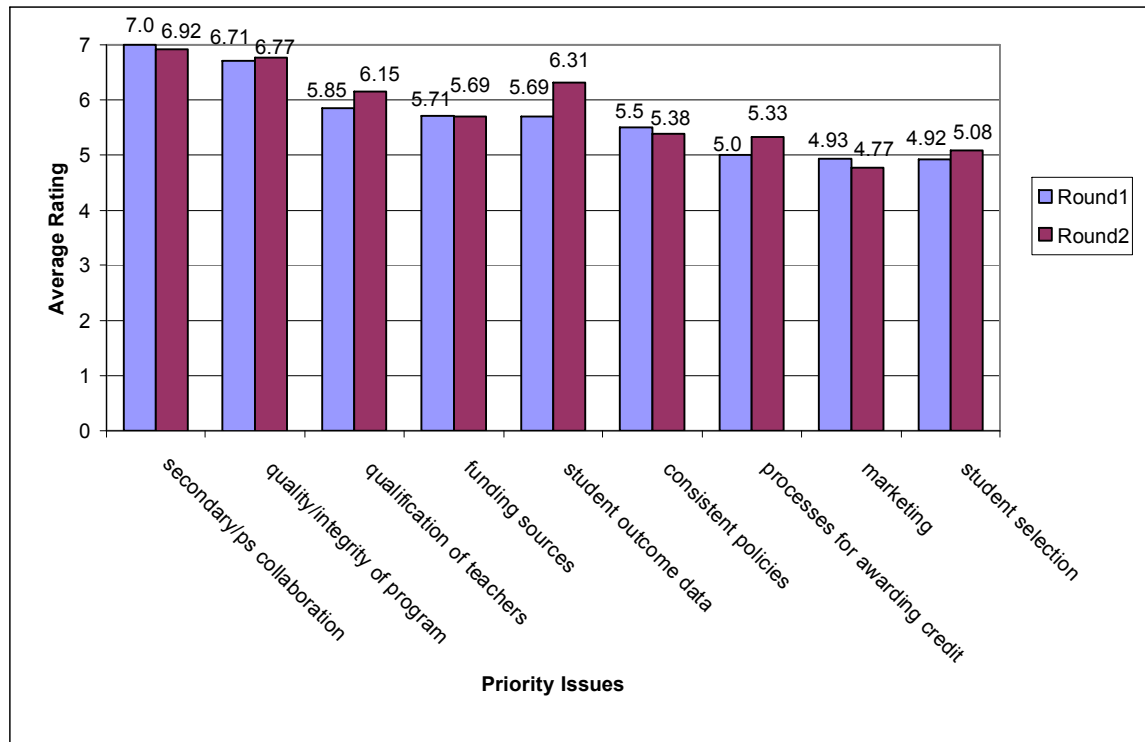


Figure 2. Round 1 and 2 Results on Priority Issues

As Figure 2 shows, we found less variability in responses in Round 2 than Round 1 implying more consensus in Round 2. There were few differences between Round 1 and Round 2 regarding the importance of each issue, with only two noticeable changes. The first change was an increase in the average rating of obtaining student outcome data. Several panelists mentioned the importance of obtaining student outcome data because valid data help to make informed decisions and provide for continuous improvement. Obtaining student outcome data was emphasized along with accountability in dual credit programs because student outcome data could demonstrate that dual credit programs assist students in making a smooth transition to college. Such arguments apparently swayed other panelists to change their ratings. In Round 2, one panelist changed a rating from 4 to 6, another panelist from 5 to 6, and a third who had not responded in Round 1 gave this item a 7 rating in Round 2.

The second change was the switch of the rank order between marketing and student selection. One panelist lowered a rating on marketing from 6 to 4, and another who had not responded to the student selection item in Round 1 rated it 5 in Round 2. Such rating changes by two panelists resulted in a switch in the order of these two issues, although the change of the average rating was minor. We conclude the ordering of the Delphi process produced changes in the opinions of some panelists which, in turn, influenced others.

Implications for Practice

As Figure 2 shows, secondary and postsecondary collaboration and quality and integrity of program were rated the most important issues related to articulation and dual credit/enrollment in Illinois. Most of all, secondary and postsecondary collaboration seemed to be a concept that served to improve and implement other priority issues. Trust among administrators and teachers at both the secondary and postsecondary levels needs to be established because it is the foundation for enhancing secondary and postsecondary collaboration. Good communication is also a prerequisite. Based on trust and good communication, agreement on which programs and courses are to be dual credit and how to award credits should be made by secondary and postsecondary institutions. Close collaboration needs to be used to prevent duplication of instruction. Trust and good communication also helps administrators to involve secondary teachers in the process, thus avoiding perceptions that jobs are in jeopardy. Providing opportunities for joint inservices is a good way to improve collaboration. The ICCB, ISBE, and IBHE should play a role in fostering and supporting collaboration between the secondary and postsecondary levels.

The quality and integrity is another important issue related to dual credit/enrollment programs. To improve the quality and integrity of programs, the compatibility and equivalence of curricula, the qualifications and proficiency of faculty, and the quality of students need to be addressed. Program quality can be enhanced by assessing the quality of student learning and measuring program effectiveness. In addition, obtaining input from teachers, administrators, policy makers, students, and parents can help to improve the quality and integrity of programs. Most of all, buy-in from stakeholders is needed. The level of respect various stakeholders have for the programs is bound to influence how they use them and support their expansion.

A concentrated marketing effort is needed to convince school administrators, teachers, and counselors of the value of dual credit/enrollment programs. Securing support from these groups is a big factor in getting the word out to parents and students. Marketing strategies should be diversified and tailored to the needs, resources, and limitations of various constituents. It is also important to obtain input from various stakeholders - the state, secondary and postsecondary partners as well as students and parents - and reflect their perspectives in improving and implementing programs.

An analysis was done of sub-issues that emerged under more than one priority area, revealing that, related to student selection, we found comments like, “We need to have minimum student standards to guarantee program integrity and quality,” implying the close relationship between student selection and quality and integrity of programs. Another comment, “Selecting students who are adequately prepared and motivated is important because this will impact the perception of dual credit at the local level,” shows a close connection between student selection and marketing.

This analysis also showed that the scope of two issues, quality and integrity of program and consistent policies, was broader than any other issues. That is, in discussing sub-issues related to quality and integrity of program, we found issues such as qualification of the faculty, student selection, consistent policy, marketing, assessment of quality of student learning, and measurement of program effectiveness. In discussing consistent policies, significant sub-themes included funding, awarding credit, teacher qualifications, student selection, student placement and assessment, and data reporting and follow-up research.

Many panelists called for more information on best practices in dual credit/enrollment programs. Specifically, mention was made of “identification of the best practices that can be replicated about secondary/postsecondary collaboration,” “exploration of best practices of marketing,” “best practices related to processes for awarding credit,” and “models of how the turf issues on both the secondary and

postsecondary side in selecting, employing and evaluating teachers have worked.” Considering this, an upcoming case study being conducted by OCCRL to identify best practices in Illinois will be timely and important. The Delphi study discussed here will be useful in selecting sites and in formulating additional research questions.

Implications for Policy

Throughout this study, prominent policy themes included student selection and placement, faculty selection, and how to award dual credit. We heard about the need to establish policies on assessment of student learning outcomes. We also heard about the need for new mechanisms for funding, for example we learned about concerns that regions serving large populations of students should receive more funds than regions serving fewer students. We also learned of the need for policies concerning transferring course credit to other community colleges or universities.

Results of this study show two major tensions related to dual credit/enrollment programs. The first tension is between consistent policy and flexible policy. Some panelists favored having consistent statewide policies, stating that such policies facilitate continuity across the state, insure the integrity of the overall program, and assists in better understanding of the issues. On the contrary, others argued that policies need to be flexible so they can change as dual credit programs evolve. Such tensions were evident in discussing processes for awarding credit. Some panelists insisted that this process should be the same from one institution to the next for purposes of equity and consistency across the state. Others argued that processes need to be flexible because schools want to develop procedures that best suit their situations. Policy makers need to balance both perspectives, finding the right blend between consistency and flexibility. We side on the need to establish consistent policies in the area of definitions of key terms, and in setting an overall framework for local initiatives. At the same time, we recognize that high schools and community colleges need leeway to structure programs according to their own unique needs, resources and limitations, within provided statewide guidelines. Definitions reached using the Delphi survey process can provide a good foundation for the state.

A second tension is between increasing accessibility and increasing program quality and integrity in relation to selecting students. On the one hand, some panelists insist on the need to keep the doors open for as many students as possible who want to participate in dual credit/enrollment programs. This group prioritizes access at least as much as quality. On the other hand, some panelists argued that students selected for dual credit/enrollment should show adequate academic competency and meet the same entrance standards as regular college students to insure program integrity and quality. This group favors quality over open access. Each argument is persuasive, suggesting the importance of state leaders and policy makers to communicate with practitioners to establish criteria that are sensitive to various contexts.

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Appendix A

List of Panel Members

<p>*Stu Trask (Community college administrator) Lewis and Clark Community College</p>	<p>Romayne Baker (System coordinator) *Margaret Collins Moraine Area Career System</p>
<p>*Linda Uzureau (Community college administrator) Prairie State College</p>	<p>*Donna Dare (Community college administrator/ Tech Prep) Richland community college</p>
<p>*Hans Andrews (Community college president - retired) Illinois Eastern Community College</p>	<p>*Dennis Ptak (School administrator) *Faith Galvez Jose Velazquez Mitchell Braun Chicago Public Schools</p>
<p>Harlan “Butch” Cotter (Superintendent) Pontiac school district</p>	<p>**Melvin Butts (Community college administrator) Chicago City Colleges</p>
<p>Mark Cross (Secondary principal) Roanoke-Benson High School</p>	<p>*Neala Schleuning (IBHE representative) IBHE/ IAI</p>
<p>Sue Schaidle (Secondary CTE teacher) Metamora High School</p>	<p>*Brenda Watkins (Community college administrator) Triton Community College</p>
<p>Larry Pulver (Secondary counselor) Centralia High School</p>	<p>*Barbara Risse (ICCB- IAI representative) Illinois Community College Board</p>
<p>Karen Schmidt (Secondary CTE department head) Leyden High Schools</p>	<p>*Dora Welker (Organizing committee/ ISBE representative) Illinois State Board of Education</p>
<p>*Lynn Johnston (Organizing committee/ ISBE representative) Illinois State Board of Education</p>	<p>Karen Hunter Anderson (Organizing committee/ ICCB representative) Illinois Community College Board</p>
<p>*Rob Kerr (Organizing committee/ ICCB representative) Illinois Community College Board</p>	

Note: *Panelists who participated in Delphi Round 1 and Round 2.

**Participated in Delphi Round 1, but not in Round 2.

Appendix B

Survey of Articulation Project

This survey is to gather your ideas and opinions and to ascertain your priorities regarding articulation/dual credit issues. Your answers and comments will be reflected in further planning and developing the articulation project. Your honest answers will be greatly appreciated.

1. There were several major issues identified at the Allerton meeting in February. Please select the issues that you consider to be the **five** most significant issues in rank order, starting with number **1**.

- Coordination between secondary and postsecondary levels ____
- Consistent policies ____
- Funding sources ____
- Processes for awarding credit ____
- Marketing to students and parents ____
- Qualification of teachers ____
- Student selection ____
- Quality/integrity of program ____
- Outreach (access and affordability) ____
- Addressing “senioritis” ____
- Attendance, transportation, safety ____

2. Statewide definitions and terms are needed. What do you think about the definitions that we identified? Do you have any comments and/or other opinions regarding them?

3. Are there any other issues that we did not include (but you believe as critical) in Q1? If yes, what is(are) it(they)?

4. Are there any comments and/or suggestions regarding this project overall?

Thanks a lot! We really appreciate your comments and opinions!

Appendix C

Delphi Round 1 Cover Letter and Survey Questionnaire

Dear Articulation project team members:

We greatly appreciated your participation and input on dual credit/enrollment issues at the Allerton and Springfield meetings and are using these ideas as we develop the next phases of the Articulation Project. However, we were very conscious of how quickly the time went in these meetings and wanted to find a way to hear more detailed opinions and ideas from the group. Toward this end, we have decided to use the Delphi method of information gathering.

The Delphi procedure requires the involvement of a panel of experts (such as our Project Team) and several iterations of a questionnaire to collect data. It was developed to forecast trends and achieve consensus of opinion within groups, and has been used successfully in many areas of inquiry in addition to education.

In this case, we plan to obtain two rounds of input. Attached is *Delphi Round 1*. Approximately 20-30 minutes will be needed to complete this questionnaire. After all the group members have submitted their responses, the results will be shared. In *Delphi Round 2* you will be asked to reconsider your responses in light of the input from others in the group. Final results will be provided to the full group. Of course, participation is completely voluntary, and all responses and results will be kept confidential (i.e., reported without reference to the person who responded).

Please submit your completed questionnaire by 8/05/02. We will confirm by e-mail that your response has been received. If you have any questions, do not hesitate contact JoHyun Kim (Jo) via e-mail (jkim24@uiuc.edu), phone (217-244-9390) or fax (217-244-0851).

We greatly appreciate your participation.

Sincerely,

Debra D. Bragg, Ph D.
Professor

JoHyun Kim (Jo)
Research Assistant

DELPHI ROUND 1

The objective of this round is to gather input in regard to dual credit/enrollment definitions and to prioritize selected issues related to dual credit/enrollment in Illinois.

PART A. DEFINITIONS

At our Springfield meeting, we gathered your ideas on various definitions of dual credit/enrollment through discussion and survey. However, because of time constraints, we were not able to finalize a common set of definitions. We would like to take another step toward this goal by polling our group once more, and then integrating the responses into a final product. Please assist with this process by answering the following questions.

Instructions: To complete this survey, three definitions are provided. Please read each definition carefully, and then answer the following questions.

1. Dual enrollment: *Students are concurrently enrolled (and taking classes) in high school and college.*

In your opinion, can this serve as a common definition of **dual enrollment** in Illinois? (*Circle one*)

1. Yes
2. No

If 'No', how would you restate the definition?

2. Dual credit: *Students receive both high school and college credit for a college-level class successfully completed.*

In your opinion, can this serve as a common definition of **dual credit** in Illinois? (*Circle one*)

1. Yes
2. No

If 'No', how would you restate the definition?

3. Articulated credit: *Students participate in a class for which they currently receive high school credit, and which may be eligible for college credit in the future.*

In your opinion, can this serve as a common definition of **articulated credit** in Illinois? (*Circle one*)

1. Yes
2. No

If 'No', how would you restate the definition?

4. If you have additional suggestions and comments related to the above definitions or any other definition, please indicate them below.

PART B. PRIORITIES

Through the survey from the Springfield meeting in June, we identified priority issues in regard to dual credit/enrollment. In rank order, the top priorities were:

Issue	Rank
<i>Secondary/ postsecondary collaboration</i>	1
<i>Quality/integrity of program</i>	2
<i>Consistent policies</i>	3
<i>Funding sources</i>	3
<i>Marketing to students and parents</i>	3
<i>Processes for awarding credit</i>	4
<i>Student selection</i>	5
<i>Qualification of teachers</i>	6
<i>Addressing senioritis</i>	7
<i>Outreach (access and affordability)</i>	8
<i>Attendance, transportation and safety</i>	9

Based on these results, we need your help to further understand the underlying issues of greatest concern.

Instructions: On a scale of 1 to 7 (with 7 being the extremely important and 1 the unimportant), please indicate how important you believe each issue to be. Circle the number that best represents your opinion.

1. How important is *secondary/postsecondary collaboration* for the further improvement of dual credit/enrollment in Illinois?

Extremely important 7 6 5 4 3 2 1 Unimportant

Briefly discuss the 2-4 most important aspects (sub-issues or concerns) of this issue.

2. How important is *quality/integrity of program* for the further improvement of dual credit/enrollment in IL?

Extremely important 7 6 5 4 3 2 1 Unimportant

Briefly discuss the 2-4 most important aspects (sub-issues or concerns) of this issue.

3. How important is *consistent policies* for the further improvement of dual credit/enrollment in IL?

Extremely important 7 6 5 4 3 2 1 Unimportant

Briefly discuss the 2-4 most important aspects (sub-issues or concerns) of this issue.

4. How important is *funding sources* for the further improvement of dual credit/enrollment in IL?

Extremely important 7 6 5 4 3 2 1 Unimportant

Briefly discuss the 2-4 most important aspects (sub-issues or concerns) of this issue.

5. How important is *marketing to students and parents* for the further improvement of dual credit/enrollment in IL?

Extremely important 7 6 5 4 3 2 1 Unimportant

Briefly discuss the 2-4 most important aspects (sub-issues or concerns) of this issue.

6. How important is *processes for awarding credit* for the further improvement of dual credit/enrollment in IL?

Extremely important 7 6 5 4 3 2 1 Unimportant

Briefly discuss the 2-4 most important aspects (sub-issues or concerns) of this issue.

7. How important is *student selection* for the further improvement of dual credit/enrollment in IL?

Extremely important 7 6 5 4 3 2 1 Unimportant

Briefly discuss the 2-4 most important aspects (sub-issues or concerns) of this issue.

8. How important is *qualification of teachers* for the further improvement of dual credit/enrollment in IL?

Extremely important 7 6 5 4 3 2 1 Unimportant

Briefly discuss the 2-4 most important aspects (sub-issues or concerns) of this issue.

9. How important is *obtaining student outcome data* for the further improvement of dual credit/enrollment in IL?

Extremely important 7 6 5 4 3 2 1 Unimportant

Briefly discuss the 2-4 most important aspects (sub-issues or concerns) of this issue.

If you have additional suggestions and comments related to the priority issues, please feel free to make suggestions below.

We thank you for participating in this study.
Please return this questionnaire promptly via e-mail or fax to JoHyun Kim (Jo)
E-mail: jkim24@uiuc.edu Fax: 217-244-0851

Appendix D

Delphi Round 2 Cover Letter and Survey Questionnaire

Dear :

We greatly appreciate your participation and thoughtful comments on dual credit/enrollment issues through the Delphi Round 1. The Delphi panel now consists of 14 members.

Please remember that the overall purpose of Delphi survey is to achieve consensus. Through Delphi Round 1, we obtained great input from our panel members and considerable agreement. Delphi Round 2 will be the last round. Through Delphi Round 2, we hope to achieve greater degree of consensus regarding definitions and priority issues in dual/credit enrollment in Illinois.

The attached second round questionnaire looks very long. **BUT PLEASE DO NOT BE OVERWHELMED!!!** This document is long because it includes detailed Delphi Round 1 results including all the comments from the panel members. The actual responses needed are pretty short, so **it will take about 20 minutes to answer**. For your convenience, **we printed questions that you are supposed to answer in blue** to distinguish summaries of results from the real questions. In addition, **we highlighted your answers from Delphi Round 1 in yellow for your convenience**. Please carefully read your responses to Round 1 and the comments from the other panel members. Then, fill out the Delphi Round 2 questionnaires.

Final results will be provided to the full group. Of course, participation is completely voluntary, and all responses and results will be kept confidential (i.e., reported without reference to the person who responded).

We will confirm by e-mail that your response has been received. If you have any questions, do not hesitate to contact JoHyun Kim (Jo) via e-mail (jkim24@uiuc.edu), phone (217-244-9390) or fax (217-244-0851).

We greatly appreciate your participation.

Sincerely,

Debra D. Bragg, Ph D.
Professor

JoHyun Kim (Jo)
Research Assistant

DELPHI ROUND 2

The objective of this round is to provide the results of the Delphi Round 1 survey and obtain a greater degree of consensus from panel members regarding dual credit /enrollment definitions and priority issues related to dual credit/enrollment in Illinois.

The Delphi Round 2 survey consists of two main parts: **PART A – DEFINITIONS & PART B – PRIORITIES.**

Part A will provide the results of the Delphi Round 1 and comments from the panelists about 'dual credit', 'dual enrollment', and 'articulated credit' along with a question.

Part B consists of 9 priority issues. The results of the Delphi Round 1 and comments from the panelists will be provided according to each issue along with a question.

In addition, we created color graphs regarding each definition and issue to help you understand the results of the Delphi Round 1 at a glance.

The general instructions for both Part A & Part B are:

Instructions: After reading your previous response (Your answer to each question has been highlighted in yellow.) and answers and comments from other panelists on the Delphi Round 1, please think about whether you will keep your answer the same as in Round 1 or change. **Then, please answer each question shown in blue regarding any changes from your original responses.**

PART A. DEFINITIONS

In Delphi Round 1, we provided potential definitions regarding 'dual enrollment', 'dual credit', and 'articulated credit', and asked "In your opinion, can this serve as a common definition of dual enrollment in Illinois? (Circle one) Yes / No. If 'No', how would you restate the definition?"

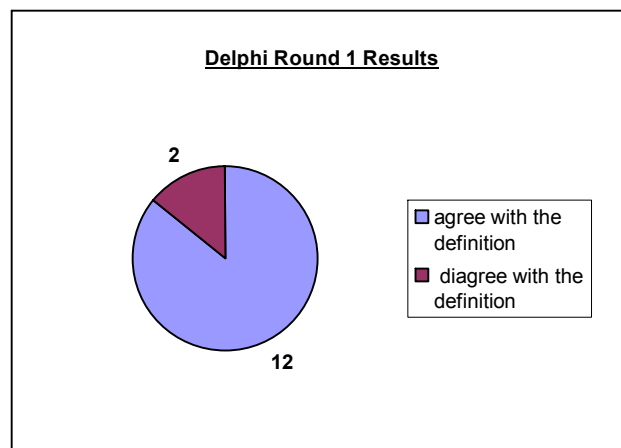
1. DUAL ENROLLMENT

Previous Definition of the Delphi Round 1 was:

"Students are concurrently enrolled (and taking classes) in high school and college."

Alternative Definition based on the comments from the panelists is:

"Students are concurrently enrolled (and taking college level classes) in high school and college."



Panelist	Panelists Answers and Comments
P1	Yes
P2	Yes
P3	Yes
P4	Yes
P5	Yes
P6	Yes
P7	Yes - In question #1 for dual enrollment I am assuming that students are enrolled in college courses that are totally different from the courses they are taking in high school.
P8	Yes
P9	No - It seems to me a better definition might be: Students are concurrently enrolled (and taking classes) in two or more institutions (e.g., high school and college, or community college and university).
P10	Yes
P11	Yes - I agree with the definition of dual enrollment if it reflects only high school students and not postsecondary students.
P12	Yes
P13	No – Dual enrollment students are concurrently enrolled in separate high school and college courses and credit is generated independently at the secondary and postsecondary levels.
P14	Yes

12 people answered 'Yes'. 2 people answered 'No'.

In Delphi Round 1 you answered as highlighted above. Which definition do you prefer?

Previous Definition ____
 Alternative Definition ____
 Other ____

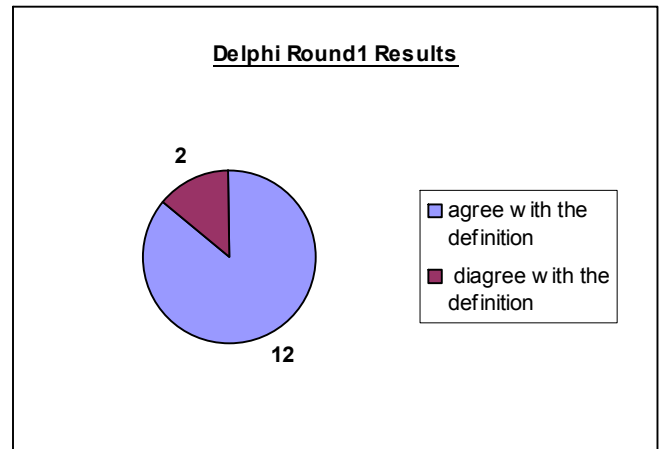
If you choose 'Other', please revise one of the above definitions or present an alternative.

2. DUAL CREDIT

Previous Definition of Delphi Round 1 was:

“Students receive both high school and college credit for a college-level class successfully completed.”

No alternative definition was emerged from the Delphi Round 1.



<u>Panelist</u>	<u>Comments</u>
P1	Yes
P2	Yes
P3	Yes
P4	Yes
P5	Yes
P6	Yes
P7	Yes
P8	Yes
P9	No - I might amend it as follows: Students receive both high school and college credit (with credit being awarded on both high school and college transcripts) for a successfully completed college-level class.
P10	Yes, but with one caveat - We have a program that permits qualified high school seniors to enroll in college courses tuition free. They must have a specified GPA, qualifying score on the COMPASS assessment and their counselor's approval. If the course is successfully completed, the student is awarded college credit. However, in this case, it is entirely the prerogative of the high school whether or not they are willing to grant dual credit for a particular course. Some high schools give credit for all such courses; other high schools pick and choose which courses they will give credit for. Thus, students in this program are clearly dual enrollment students and may or may not fit the definition of dual credit.
P11	Yes
P12	Yes
P13	No – Dual credit programs (are the end result of articulated processes that) grant students simultaneous secondary and postsecondary credit for the successful completion of a course (or courses).
P14	Yes

12 people answered 'Yes'. 2 people answered 'No'.

In Delphi Round 1 you answered as highlighted above.

Do you still agree or disagree the definition?

agree with the definition
 disagree with the definition:

If you disagree with the definition, please revise the above definition or present an alternative.

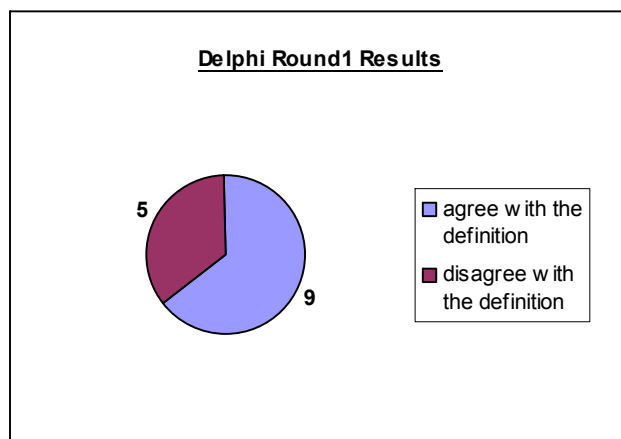
3. ARTICULATED CREDIT

Previous Definition of Delphi Round 1 was:

“Students participate in a class for which they currently receive high school credit, and which may be eligible for college credit in the future.”

Alternative Definition based on the comments from the panelists is:

“Articulated credit programs align secondary and postsecondary courses in order to allow students who successfully complete selected high school courses to become eligible to apply for credit in the corresponding college course in the future.”



Panelist	Comments
P1	Yes
P2	Yes
P3	Yes
P4	Yes
P5	Yes
P6	Yes
P7	Yes
P8	No - Do not use this definition. It is not commonly used, and will create confusion
P9	No - Students receive both a letter grade and hour-credit for a course taken in high school, for which they are also eligible to credit hours toward their degree. Note: The letter grade for the course taken in high school is not part of the college transcript and is not included in the calculation of GPA.
P10	Yes, but again with one caveat - We use the terminology “articulated credit” to refer to the career and technical courses for which we have <u>guaranteed</u> students they will get credit at OOO College. What we cannot guarantee is if that course will be granted credit if they enroll at another college or university. Articulated credit in my way of thinking is only articulated between a specific high school and college, unless the course is an IAI approved course.
P11	No - Articulated credit should be based on competencies learned, demonstrated and validated and students should be guaranteed the credit based on these competencies.
P12	No - Dual credit serves as a definition for credit that is eligible for both high school and college credit. Additional verbiage to explain the same thing only complicates the issue.
P13	No – Articulated credit programs (seek to) align (the learner outcomes of) secondary and postsecondary courses in order to allow students who successfully complete a selected high school course to become eligible to apply for credit in the corresponding college course in the future.
P14	Yes

9 people answered ‘Yes’. 5 people answered ‘No’.

In Delphi Round 1 you answered as highlighted above. Which definition do you prefer?

Previous Definition _____
 Alternative Definition _____
 Other _____

If you choose ‘Other’, please revise one of the above definitions or present an alternative.

4. If you have additional suggestions and comments related to the above definitions or any other definition, please indicate them below.

About this question one respondent said, *“I am not sure if my revisions make sense. I guess I just think it is important to try to include a bit on the “process” in these definitions, since that is what many people will use to help connect what they offer to these definitions.”*

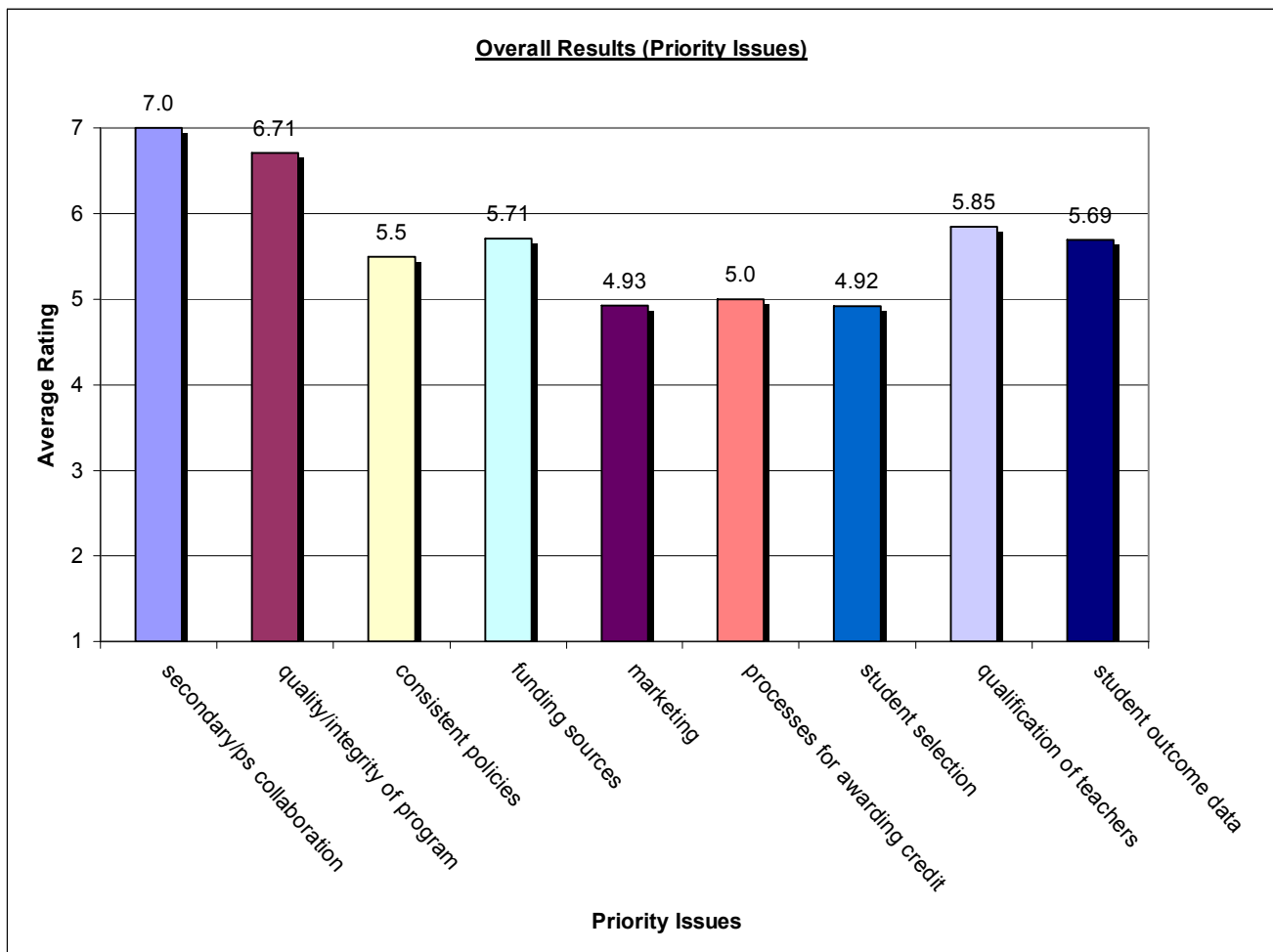
If you have additional suggestions and comments related to the above definitions or any other definition, please indicate them below.

PART B. PRIORITIES

In Delphi Round 1, we asked about nine major issues in related to dual credit/enrollment in Illinois and you circled the number that best represents your opinion from **7 (extremely important)** to **1 (unimportant)** regarding each major issue. From your responses, we made the following graph.

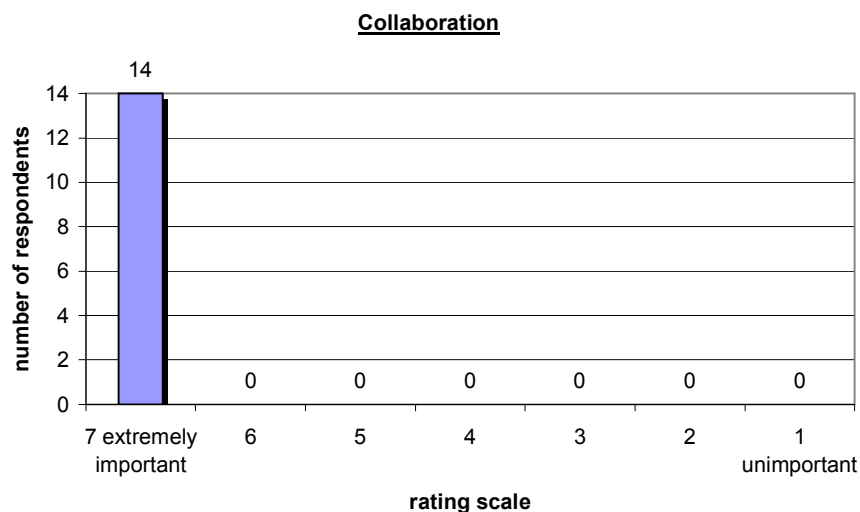
The number above each bar is the average rating score regarding each issue. We obtained this number by summing up the rating scores (between 1 – 7) from all the respondents regarding each issue and dividing the total number by the number of respondents.

As you see through this graph, all the respondents rated 7 on “secondary/postsecondary collaboration” issue, so this issue obtained the highest average rating scale. The “quality/integrity of program” obtained the second highest average rating score and “qualification of teachers” followed it.



From the next page, each page will provide the results and comments regarding each issue along with a question in blue.

1. How important is *secondary/postsecondary collaboration* for the further improvement of dual credit/enrollment in Illinois? The responses to this Round 1 question are shown below:



Panelists	Panelist Comments	Rating
P1	Building trust; Common understanding in concept, in language, in content; Quality assurance	7
P2	Good communication at several key contact points is absolutely necessary. The most crucial relationships are: HS teacher – college faculty; HS admin – college faculty; Regional office – college admissions/ registrations; Regional office – college admin	7
P3	Careful agreement on which programs/course are to be dual credit; Must work (coordinate) to preclude secondary teachers believing that their positions and classes are in jeopardy; Most carefully collaborate to prevent duplication of instruction to a student	7
P4	Horizontal collaboration at each of the two levels is needed to facilitate and maximize horizontal collaboration.	7
P5	NA	7
P6	There has to be collaboration for this to be successful.	7
P7	Secondary & postsecondary course content needs to match; Assessment of students needs to be coordinated. If secondary instructors know the academic short fall that students have on entrance exams, they can help remediate skills; Opportunities for joint inservice – secondary have to meet and assess learning standards – post secondary want college level courses, not watered down courses.	7
P8	Post-second should clearly identify and communicate standards and work with high schools to align curriculum	7
P9	In order for articulation and dual credit agreements to be real and substantive and not superficial paper shuffles, we must have extensive secondary/postsecondary collaboration and the resources and authority for that collaboration to take place.	7
P10	Role of IBHE and ICCB in fostering and supporting (maybe mandating eventually) that collaboration; What are the best practices that can be replicated by others?	7
P11	Both secondary and postsecondary institutions have to agree on how to award dual credit and therefore, collaboration is crucial.	7
P12	It is extremely important for both parties to develop a strong partnership of trust and respect through communication and collaboration in order to build a strong and meaningful alliance. Bridging the secondary/postsecondary gap of cooperation begins with the development of trust and admiration that comes with the development of meaningful partnerships.	7
P13	Dual credit will never really affect great change at the local (district) level unless and until real connections are made between corresponding faculty at the secondary and postsecondary levels	7
P14	Critical for the development of an effective program. A clearer understanding of the issues from the secondary and postsecondary levels drives the implementation process	7

All the 14 panelists rated 7. So mean of the rating scale is 7.

In Delphi Round 1 you answered as highlighted above. Do you want to:

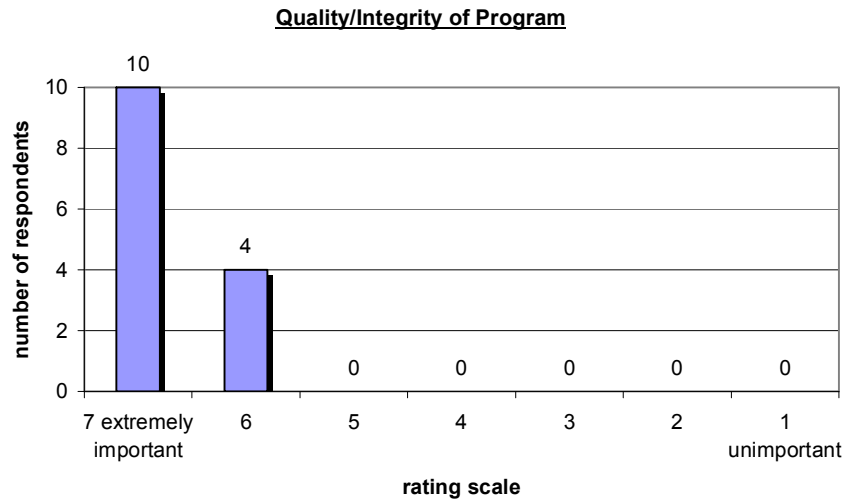
keep the same rating

change your response to (circle one):

Extremely important 7 6 5 4 3 2 1 Unimportant

If you changed your rating, please briefly describe the reason

2. “How important is **quality/integrity of program** for the further improvement of dual credit/enrollment in IL?” The responses to this Round 1 question are shown below:



Panelist	Comments	Rating
P1	Quality must be assured Or the credibility will be lost. Concern: that course content may not be similar in depth and breadth	6
P2	Quality programs raise the bar, lend more credibility, provide more substance thus a more marketable product	7
P3	Poor quality will ultimately lead to the demise of the program because secondary staff and faculty will not support the program and students and parents will begin thinking they are a waste of time	6
P4	In our large system, standardization of programs at secondary and postsecondary levels must be a prerequisite for articulation.	7
P5	NA	7
P6	This goes back to consistency across the state.	7
P7	Integrity of the program needs to be intact, so credit will be accepted at the four year institutions. Rigor of the program must be present. It must be a college level course.	7
P8	Quality and quality assurance is central; Meeting postsecondary standards is central necessity; Assessment of quality of student learning is central; Quality of students, Quality of teachers, Quality of curriculum, level at which it is taught	7
P9	The integrity of college-level programming is vital. The ramifications of compromising college-level course work are huge, and we cannot risk a compromise regarding the integrity of our courses.	7
P10	The two key issues here are the compatibility and equivalency of the curriculum and the qualifications and proficiency of the faculty.	7
P11	Both programs must be of good quality that will provide students with instruction that is current, relevant and of appropriate depth and substance to make it viable for the student. A dual credit program that does not have credible teachers and cannot demonstrate student successes will hurt dual enrollment within that institution and across the state.	6
P12	Quality and integrity insures respect and cooperative admiration. It also takes care of accountability issues associated with dual credit offerings.	7
P13	Dual enrollment, like education in general, is really a creature of its own perception. In other words, how our stakeholders view these programs, and what level of respect they have for their integrity, will have a great impact on how they are utilized and how much they are allowed to expand. We need buy-in from teachers, administrators, political leaders, students and parents	7
P14	Quality or integrity of the program requires input from the state, the secondary and postsecondary partners, as well as the students/parents. Measures for program effectiveness are essential.	6

10 people rated 7, 4 people rated 6. So mean of the rating scale is 6.71

In Delphi Round 1 you answered as highlighted above. Do you want to:

keep the same rating

change your response to (circle one):

Extremely important 7 6 5 4 3 2 1 Unimportant

If you changed your rating, please briefly describe the reason

3. “How important is **consistent policies** for the further improvement of dual credit/enrollment in IL?” The responses to this Round 1 question are shown below:



Panelist	Comments	Rating
P1	Policies must be simple and straight-forward to insure understanding and proper implementation	5
P2	Not as important but still important. Policies need to be more feasible than consistent. Policies should change as the nature of Tech Prep changes. A major problem in/with education is that policies remain unchanged as educational environments rapidly change.	5
P3	It is important to have documented written policy along with established, clear procedures for developing and altering (changing) procedures.	6
P4	NA	5
P5	NA	5
P6	This makes sure that certain community colleges are not seen as being easy or hard for granting credit.	7
P7	Policies must be consistent to transfer course credit to other community colleges or universities.; It would create less confusion for the students and parents particularly when a secondary system is in more than one community college district.	4
P8	Need policy to define, require, regulate; Quality of student – who can enroll?; Require incoming assessment/placement to maximize student potential for success; Require assessment of student learning outcomes; Equitable access and funding; Who can teach? (e.g., minimum standards/best practices of AP call for “advanced degreeed” faculty); Need “consumer protection” policies (e.g., what if student fails?); Need to disallow “mixed” classes; Students should be required to complete the high school “college prep” curriculum—either before entering dual credit program, or as a component of the dual credit program. (We know it is a sign of potential for success.); Data reporting and follow-up procedures/studies/research	7
P9	Consistent policies are necessary in order to limit the potential for colleges to compete for students and parents who do not understand inconsistencies.	6
P10	I’m not as concerned about consistency as other issues. I think we should explore the feasibility and desirability of having a broad guidelines but then encouraging innovation and adaptation to fit the specific program.	5
P11	There should be a standard policy that can be used by any institution to eliminate “recreating the wheel” each time an agreement is made with a program and/or school. This would keep things fair and equitable for all.	6
P12	It is extremely important for everyone to use the same policies and interpretations when processing a dual credit course. This will then insure the integrity of the overall program.	7
P13	Consistency is important, but so is giving locals the ability to structure programs according to their own unique needs, limitations and resources. I think that is why providing good, vetted definitions will help move this process forward, but setting over-ambitious state regulations could actually stall the movement	3
P14	Policies are the foundation from which procedures are developed and assist in guiding institutions in the same direction.; Facilitates continuity across the state and perhaps assists in better understanding of the issues.; Sets the stage for evaluation & valid analysis of comparison data.	6

3 people rated 7, 4 people rated 6, 5 people rated 5, 1 person rated 4, and 1 person rated 3. So mean of the rating scale is 5.5.

In Delphi Round 1 you answered as highlighted above. Do you want to:

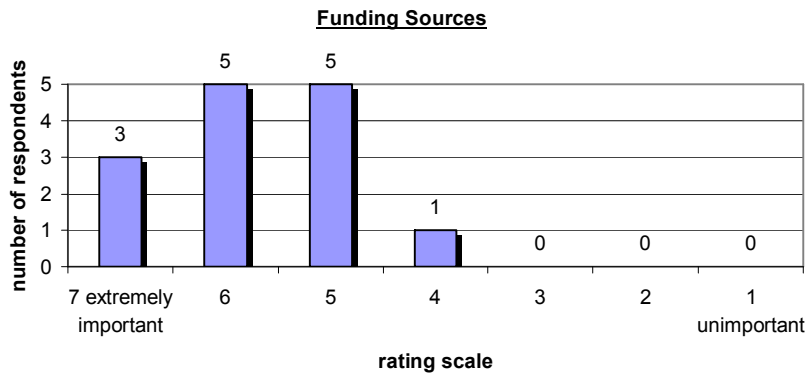
keep the same rating

change your response to (circle one):

Extremely important 7 6 5 4 3 2 1 Unimportant

If you changed your rating, please briefly describe the reason

4. “How important **is funding sources** for the further improvement of dual credit/enrollment in IL?” The responses to this Round 1 question are shown below:



Panelist	Panelists Comments	Rating
P1	NA	5
P2	Funding is always an issue. Those regions serving large populations of students need more money. \$150,000 for 18,000 high school students won't cut it.	5
P3	Funding sources are extremely important because there can be no dual credit without funding. Funding potentially can be a divisive issue particularly if certain elements lose money to others, or perceive such a loss of funding	6
P4	NA	5
P5	NA	6
P6	I think we need to get away from funding this for students because funds may not be available in the future for this initiative. We have to make sure what we put in place is sustainable.	7
P7	Funding sources are necessary to overcome or work through barriers to dual credit/enrollment, at least in the beginning. Funding sources can assist students in taking advantage of dual credit opportunities. Some students may be eliminated because of financial barriers.	5
P8	Current funding mechanism is inadequate, allowing for potential inequities, lack of consistency; Should funded be student, or institution, focused?; Equal access to program could be insured through central funding; Problem that both systems are funded for enrollment; How are teachers paid?	6
P9	Funding sources are important in guaranteeing equal access and in promoting dual credit.	5
P10	In our case, 000 College could not sustain our dual credit initiative without the support of ACE funding. That funding was cut—like everything else—this year. I think we need to advocate for consistent and increasing funding if we want to “grow” dual credit. I also feel we need to explore a mechanism for better distribution of that funding, to insure that colleges with flourishing programs have flourishing funds. I don't think the current method—redistribution of funds from colleges that have not used all their money to colleges that have overspent their grant dollars—is the best approach.	7
P11	Funding sources are the heart and soul of dual credit. Many students across the state cannot afford to pay for college. Therefore, funding at the local, state or national level is necessary to offer dual credit to all who wish to participate.	7
P12	Additional resources associated with funding will only strengthen the dual credit program. We do not charge tuition and fees for dual credit courses that are taught in the high schools. However, on-line courses and our Second Semester Senior program are funded through the ACE grant and would not be as viable as they are currently without this supplemental funding.	6
P13	Funding is very important, but we have that pretty well established through 1) the current system that allows both the high school and college to receive state funding, and 2) the ICCB ACE grant. While (of course) the availability of more funds would be helpful, we at least have a base for now	4
P14	Funding encourages student participation, creates greater opportunity for lower incomes students, and demonstrates state commitment to the initiative.	6

3 people rated 7, 5 people rated 6, 5 people rated 5, and 1 person rated 4. So mean of the rating scale is 5.71.

In Delphi Round 1 you answered as highlighted above. Do you want to:

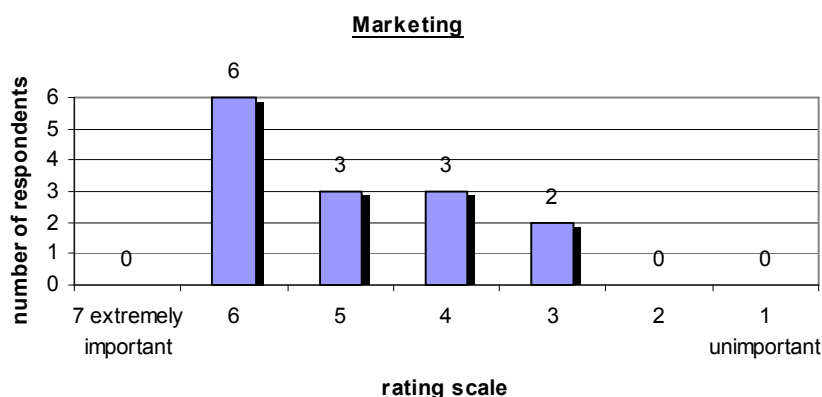
keep the same rating

change your response to (circle one):

Extremely important 7 6 5 4 3 2 1 Unimportant

If you changed your rating, please briefly describe the reason

5. "How important is **marketing to students and parents** for the further improvement of dual credit/enrollment in IL?" The responses to this Round 1 question are shown below:



Panelist	Panelists Comments	Rating
P1	In order to address issues of access, diversity, and affordability, (which are becoming more important due to the demographics and economics of society) we must improve awareness of this benefit to students and parents	6
P2	There needs to be a quality program first, then focus on marketing. Promoting mediocrity will most likely backfire.	4
P3	It is perhaps also important to convince teachers and counselors of the value of the programs	5
P4	The program is not a hard sell.	3
P5	NA	6
P6	Many students and parents do not know about this advantage. If students and parents see the advantages, they are more likely to participate.	6
P7	Word of mouth will be one of the best marketing tools. If the program is successful, it will practically sell itself. A brochure may be needed to explain what dual credit/enrollment is.	3
P8	If you build it, they will come; Consumer protection issues; Students and parents need to know consequences of failure - a permanent postsecondary transcript is created; If taught in the high schools, where is college support system?	4
P9	Dual credit is market-worthy.	6
P10	Marketing is central to the program's success, but again I see only the need to explore best practices.	4
P11	Marketing is important to the success of dual credit/enrollment. If students and parents are not aware of such programs, then there are no students to participate. This aspect goes hand-in-hand with the quality/integrity of the program. You must have a great program to market!	6
P12	This is a very important area of dual credit. However, in the list of concerns it is not a number one priority item. As the state program continues to grow, marketing and informational materials that will go to the parents will become a very high priority item and will need special attention. Currently, improving the program's viability and necessity will work to market the benefits both internally and externally. Securing the support of the secondary administration and faculty will also be a very big factor in getting the word out to the parents and students without a concentrated marketing effort.	6
P13	Very important, see question #2	5
P14	Marketing strategies must be diversified and tailored to the needs of the various communities.	5

6 people rated 6, 3 people rated 5, 3 people rated 4, and 2 person rated 3. So mean of the rating scale is 4.93.

In Delphi Round 1 you answered as highlighted above. Do you want to:

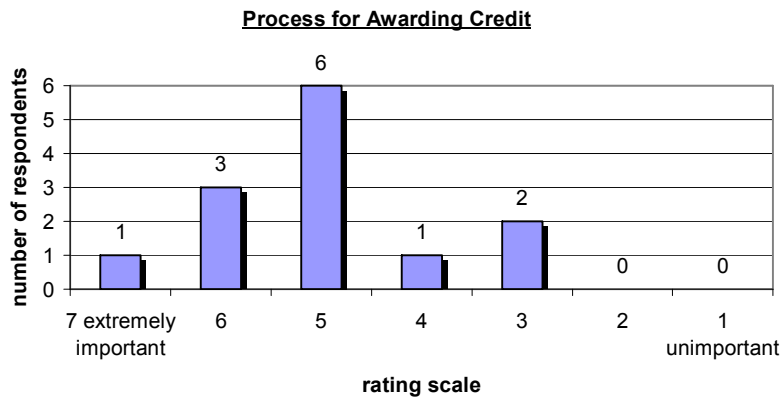
keep the same rating

change your response to (circle one):

Extremely important 7 6 5 4 3 2 1 Unimportant

If you changed your rating, please briefly describe the reason

6. “How important is **processes for awarding credit** for the further improvement of dual credit/enrollment in IL?” The responses to this Round 1 question are shown below:



Panelist	Panelists Comments	Rating
P1	Processes need to be based on a common understanding	5
P2	The process also needs to be flexible. No two schools will want to articulate in the same way. Refined regional processes, however, lend themselves to good data collection & statistics	4
P3	This is usually not a problem, but it has to be considered to keep it from becoming a problem.	3
P4	NA	5
P5	NA	5
P6	This should be consistent across the state. We do not want it to be perceived that one community college is much easier than another community college.	6
P7	The process for awarding credit should not be complex. It should prevent situations where credit for courses fall through the cracks, because the system is to cumbersome.	5
P8	Not sure what this one meant. If it refers to awarding the credit for taking the course, it should be very simple: if you pass, it counts in both places. Course should also be on high school graduation requirements.	NA
P9	A focus on <u>processes</u> would facilitate greater implementation and greater access of students to dual/articulated credit.	6
P10	This seems to me an issue for each institution to develop – again, perhaps the exploration of best practices would be helpful.	3
P11	The process for awarding credit for dual enrollment should be part of the consistent policies. The process for awarding credit should be the same from one institution to the next for purposes of equity and consistency.	6
P12	All dual credit coursework must be recorded on the Community College Transcript that is providing the dual course. Again, this will insure the integrity of the course.	7
P13	The overall process is directly tied to the integrity of the credit (in other words, we have to work to insure that dual credit is seen as just as valid as traditional college credit).	5
P14	Students and institutions must be clear about this process. The credibility of the program can be hampered by cumbersome procedures.	5

1 people rated 7, **3** people rated 6, **6** people rated 5, **1** person rated 4, and **2** person rated 3. So mean of the rating scale is 5.

In Delphi Round 1 you answered as highlighted above. Do you want to:

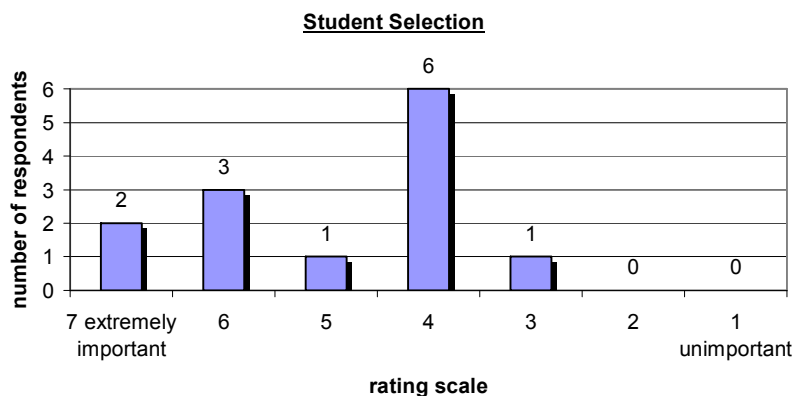
keep the same rating

change your response to (circle one):

Extremely important 7 6 5 4 3 2 1 Unimportant

If you changed your rating, please briefly describe the reason

7. "How important is **student selection** for the further improvement of dual credit/enrollment in IL?" The responses to this Round 1 question are shown below:



Panelist	Panelists Comments	Rating
P1	Are minority students benefiting from this?	6
P2	Selection should be student driven, not institution driven and result from well thought out career plans desired from quality career development experienced throughout a student's academic career	4
P3	I believe that as many students should be given the opportunity to take college courses as possible. Thus, selection based mainly on GPA can deny the opportunity of students who could benefit the most	3
P4	College placement exams, a prerequisite for dual credit, pretty much select the students.	4
P5	NA	6
P6	We need to keep the doors open for as many students who want to participate as much as we can. We do not want to exclude.	6
P7	Students selected for dual credit/enrollment should meet the same entrance standards as regular college students enrolled in the class.; There should be some consideration for a safety net for high school students so they don't begin their college experience with a failing or substandard grade.	4
P8	Avoid possibility of failure as much as possible; Only highly motivated, highly capable students should be enrolled; Only high school juniors and seniors; Students should be tracked to monitor their success/failure; Currently we have no data	7
P9	NA	4
P10	See above, I think this is a sub-issue of #2.	?
P11	Initially student selection is important to insure success of the program. Once the program is established and recognized as a quality program, students will seek out the program and selection will be part of the natural process of students selecting the course rather than the administration selecting the students.	4
P12	Testing with minimum qualifications must be a part of all mandated requirements prior to dual credit enrollment. Again, minimum student standards will guarantee program integrity.	7
P13	Selecting students who are adequately prepared, motivated, etc. is very important because this will impact the perception of dual credit at the local level (i.e., if we are not careful, this could be seen as something "less-than-college credit")	5
P14	Criteria should be established, however, minimal barriers for student participation.	4

2 people rated 7, 3 people rated 6, 1 people rated 5, 6 person rated 4, and 1 person rated 3. So mean of the rating scale is 4.92.

In Delphi Round 1 you answered as highlighted above. Do you want to:

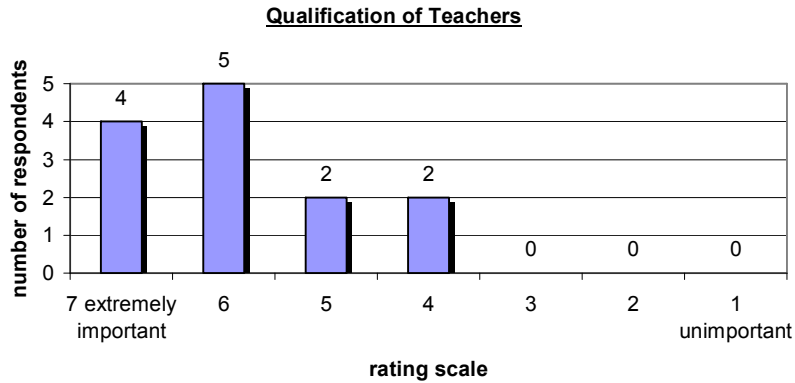
keep the same rating

change your response to (circle one):

Extremely important 7 6 5 4 3 2 1 Unimportant

If you changed your rating, please briefly describe the reason

8. How important is **qualification of teachers** for the further improvement of dual credit/enrollment in IL? The responses to this Round 1 question are shown below:



Panelist	Comments	Rating
P1	Teachers must be qualified or the integrity of the effort will be harmed	6
P2	School districts should only recruit & retain the highest quality teachers	4
P3	Qualifications are somewhat important. But selecting teachers who can connect and communicate well with students is even more important	4
P4	NA	6
P5	NA	7
P6	There will be turf issues on both the secondary and postsecondary side. Models of how this has worked will assist moving this forward.	6
P7	Teachers must be qualified to teach at both the community college and high school level. Secondary students must be able to meet or exceed the Illinois Learning Standards, regardless of where instruction is provided.	5
P8	A master's degree in the field being taught should be absolute minimum standard Extremely critical: good teachers = successful students	7
P9	Again, to maintain integrity and quality of courses, teacher qualifications must be addressed consistently.	7
P10	See above – I think this fits into #2.	?
P11	Teachers should be on the cutting edge of the industry for which they are providing instruction. This helps to meet the program objectives and make the program more marketable and establishes the quality and integrity of the program.	6
P12	Again, the integrity of the program dictates the necessity to staff the program with qualified and dedicated instructors.	7
P13	They must be selected, employed and evaluated by the community college	5
P14	The qualification of teachers impacts the quality of the program. State guidelines and communication between secondary & postsecondary levels can address this issue.	6

4 people rated 7, 5 people rated 6, 2 people rated 5, 2 people rated 4. So mean of the rating scale is 5.85.

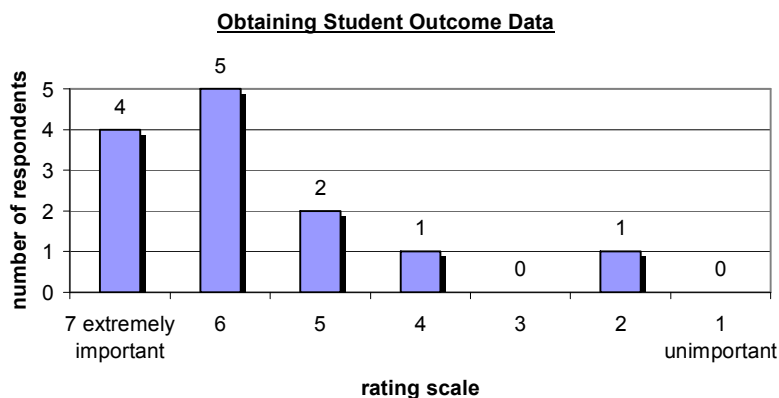
In Delphi Round 1 you answered as highlighted above. Do you want to:

- keep the same rating
- change your response to (circle one):

Extremely important 7 6 5 4 3 2 1 Unimportant

If you changed your rating, please briefly describe the reason

9. "How important is **obtaining student outcome data** for the further improvement of dual credit/enrollment in IL?" The responses to this Round 1 question are shown below:



Panelist	Panelists Comments	Rating
P1	Tracking systems can be costly in terms of labor and technology	5
P2	Knowing the fruits of our labor is critical to assess strengths, weaknesses and where to go next	5
P3	Of course this is important. But the lack of it should not prevent the program from going forward	2
P4	This expensive effort—dual credit—needs data to justify it.	7
P5	NA	6
P6	This will give proof that we are assisting students in making the transition to postsecondary education and hopefully they perform better.	6
P7	Outcome data must be available to determine if dual credit/enrollment is successful. Outcome data is needed to target improvement in specific programs.	6
P8	Measurement of student learning outcomes will be required of all postsecondary public institutions in 2004	7
P9	We must have valid data in order to make informed decision and to provide continuous improvement of the processes involved.	7
P10	Once again, I think this is a sub-category of #2. We have to have outcome data to establish the credibility of the program.	?
P11	Student outcomes based on validated competencies from industry standards are an excellent marketing strategy whether you are seeking students or funding. Everyone likes hard data to verify the effectiveness of a program.	6
P12	As the program grows, obtaining student outcome data will be a very big issue in the overall sustainability process of the program.	6
P13	Good, true outcome data will help use market this "philosophy" to local/state leaders who may be in the position to either help expand the program or actively dissuade its growth	4
P14	Another critical issue in determining program quality and giving direction for future improvement. Applicable to issues of accountability.	7

4 people rated 7, 5 people rated 6, 2 people rated 5, 1 person rated 4, and 1 person rated 2. So mean of the rating scale is 5.69.

In Delphi Round 1 you answered as highlighted above. Do you want to:

keep the same rating

change your response to (circle one):

Extremely important 7 6 5 4 3 2 1 Unimportant

If you changed your rating, please briefly describe the reason

If you have additional suggestions and comments related to the priority issues, please feel free to make suggestions below.

We thank you for participating in this study.
Please return this questionnaire promptly via e-mail or fax to JoHyun Kim (Jo)
E-mail: jkim24@uiuc.edu Fax: 217-244-0851