

**Illinois P-20 Teacher and Leader Effectiveness Committee
Co Chairs Audrey Soglin and Erika Hunt
February 2nd, 2015- Webinar Meeting**

Registered Webinar Participants: Pam Reilly (P-20 TLEC), Erika Hunt (CSEP), Jon Furr (NIU), Meredith Byers (IEA), Cathy Mannen(IFT), Jan Fitzsimmons (ACI), Brad White (SIU), Dan Cullen (IBHE), Barbara Gellman-Danley(HLC), Karen Solinski (HLC), Zach Waymer (HLC), Jane Russell (IFT), Bruce Stoffel (ISU), Jim O'Connor (Advance Illinois), Jody Hunt (IBHE), Renee Zdych (Governor's State), Stephanie Bernoteit (IBHE), Amanda Winters (IBHE), Jenny Smith (District 25), Malinda Aiello (IBHE), Jason Helfer (ISBE), Kelton Davis (ROE 45), Matt Berry (ICCB), Jodi Scott (ROE 33), Carol Webb (WIU), Ross Truemper (Dupage ROE), Brain Schwartz (IPA), Karen Anderson (ICCB), Becky Nelson (North Park), Niketa Brar (ICCB), Glenn Wood (Plainfield), Kent Scheffel (LC), Amy Jo Clemens (NIU), Ashley Becker (ICCB), Brian Durham (ICCB), Mark McKernin (NEIU), Jenny Seitz (CEC), Ava Harston (IFT), Amanda Corso (ICCB), Andrea Brown (ISBE), Benjamin Churchill (Dist. 300), Kate Liston (DePaul)

Welcome and Introductions

Erika Hunt started the meetings welcoming everyone and thanking him or her for attending the meeting. Erika gave an overview of the presentations that will be given about what is happening around dual credit and specifically credentialing teachers who teach dual credit. The P-20 TLE Committee has been charged with developing surveys for teachers, principals, superintendents and school boards on their perceptions around dual credit and topics to dive deep into recommendations on how we want to get teachers in Illinois certified to teach dual credit courses.

IBHE wanted to give us a sense of the dual credit landscape and what is happening in Illinois with the ICCB, IBHE and the dual credit task force.

Pam Reilly developed a crosswalk on dual credit that we can refer to if needed during the webinar. (This crosswalk is attached to the minutes).

**IBHE Presentation by Dr. Daniel Cullen
Dual Credit: Accreditation and State Approval- Partners with P-12 for
Ensuring Student Success**

Dan began by thanking everyone for joining the webinar today. He introduced all of the presenters that will be sharing their knowledge on dual credit with our membership. He thanked HLC for their willingness to present to the P-20 TLE Membership.

Presenters:

Dr. Daniel Cullen, Deputy Director for Academic Affairs, Illinois Board of Higher Education (IBHE)

Dr. Barbara Gellman-Danley, President, Higher Learning Commission

Dr. Eric Martin, Vice-President and Chief of Staff, Higher Learning Commission

Karen Peterson Solinski, Executive Vice President for Legal & Governmental Affairs, Higher Learning Commission

Zach Waymer, Manager for Legal & Governmental Affairs – State Relations & Institutional Complaints, Higher Learning Commission

Dan reviewed the definition, goals and purpose of dual credit.

Higher Learning Commission

“Dual credit refers to courses taught to high school students for which the students receive both high school credit and college credit.”

Illinois Dual Credit Quality Act

(110 ILCS 27/5) Sec. 5.

"Dual credit course" means a college course taken by a high school student for credit at both the college and high school level.

In Illinois, we are governed by the dual credit quality act, which lays out the details and expectations around dual credit and charges ICCB and IBHE to develop administrative rules to enforce that act to work with the colleges in the state.

Dual Credit Quality Act (PA 96-0194 or 110 ILCS 27/)

ICCB

- 48 Community Colleges
- Transfer and CTE coursework

IBHE

- 12 Public Universities
- Private (not-for-profit and proprietary) Institutions
- Out-of-State Institutions
- Online Dual Credit courses

He gave an overview of the Illinois Board of Higher Education and dual credit in Illinois with an overview of IBHE statutory responsibilities and the connections to institutional accreditation by the Higher Learning Commission.

Quality Assurance for Student Success

- Typical overarching goals of dual credit:
 - Provide HS student authentic college course experience
 - Provide HS student access to transferable college credit
 - Shorten eventual time to degree

- Reduce total college cost
- Bodies with aligned requirements or standards for compliance; shared goal is ensuring quality and, thus, student success:
 - National Alliance of Concurrent Enrollment Programs (NACEP),
 - Higher Learning Commission (HLC),
 - Illinois Community College Board (ICCB),
 - Illinois Board of Higher Education (IBHE)

The policy for teacher requirements to be credentialed to teach dual credit courses isn't new in Illinois. The HLC brings heightened attention that HLC will be monitoring the credentialing of these teachers and programs.

Please see attached power point developed by Dr. Daniel Cullen.

The Higher Learning Commission

Dr. Barbara Gellman-Danley thanked Daniel for his presentation.

Dr. Gellman-Danley began by discussing the role of the HLC and dual credit accreditation.

Accreditation is all about quality assurance- there are seven commissions like HLC in the country. We are by far the largest – covering 19 states. Accreditation is a self-regulatory peer review process in our institutions with rigorous standards. The institutions are judged on self evaluation and then we either send teams in to review or we review them here. Peer reviewers are from like institutions.

The HLC oversees any institution within the 19 states that fall under their umbrella. They are triad – state, USDOE and the accreditors. Each of the regions needs to be recognized by the USDOE and Council of Higher Education accreditation. We have received positive feedback that the quality assurance review is the lever that helps them improve their programs.

Please visit our website at <https://www.hlcommission.org> – every thing we've ever done is on that website along with all of the rules and regulations.

Guidelines were updated in October of 2016. We understand the challenges that rural districts are faced with finding quality faculty but it is our obligation to ensure quality instruction and courses for the sake of the students.

After the assumed practice policy came out – we put out our first survey and received a soft 20 responses.

The second survey received 560 respondents from higher educations. They were in overwhelming agreement that those teaching dual credit courses should have the

same credentials as those who are teaching the course at the higher education institution.

Concerns were expressed about access in rural areas.

88% reviewed the qualifications of their faculty since our June meeting.

62% of high school teachers have revised their programs

Everybody will need to meet the requirements within 5 years

35% stated they might consider redesigning their programs after this requirement

92% said that quality faculty should teach dual credit courses.

We've received questions about receiving extended time for implementation? We wanted it in place by the beginning of the school year 2017. Institutions can make a case with us on their reasons behind wanting an extension through an application process. The extension can be as long as 5 years maximum, which would give them until the beginning of the school year 2022.

Dr. Dan Cullen from IBHE Wrapped Up the Presentation

I wanted to bring your attention to the HLC's study of the landscape of dual credit across the states and some of the findings of the potential benefits and risks. It gives us an idea of those benefits and risks.

HLC Research: Findings from Dual Credit Study

Benefits

- Enhancing and diversifying high school curricula
- Increasing access to higher education
- Improving high school and college relationships
- Shortening time to degree and lowering the cost of college

Drawbacks

- not preparing students for the academic rigor of college
- Inadequate instructor qualifications
- Not providing an authentic college experience
- Uncertainty of course transferability

Next Steps

- The P-20 TLE will disseminate the surveys on dual credit to the teachers, principals, superintendents and school board members. The surveys are going through approval through the IRB and will be sent out as soon as that approval is granted.
- We will analyze the survey results and share them with our partnering organizations and our P-20 TLE membership.
- The HLC will review the crosswalk and give feedback for additions or edits.

Resources provided by IBHE

- ECS Ed Policy Analysis “Dual Enrollment Course Content and Instructor Quality” by Jennifer Dounay Zinth
 - <http://www.ecs.org/clearinghouse/01/17/16/11716.pdf>
- HLC Dual Credit Programs and Courses, Guidelines for Institutions and Peer Reviewers
 - <https://www.hlcommission.org/Accreditation-Processes/dual-credit-programs-and-courses.html>
- HLC’s Dual Credit in U.S. Higher Education: A Study of State Policy and Quality Assurance Practices; February 25, 2013
 - <http://edwebs2.education.illinois.edu/sites/default/files/news/documents/4-Dual%20Credit%20H-Final/index.pdf>
- NACEP Standards
 - <http://nacep.org/docs/standards/NACEP-Standards-2011.pdf>
- New Directions for Community Colleges
“Special Issue: Dual Enrollment Policies, Pathways, and Perspectives”
Spring 2015
Volume 2015, Issue 169
Issue edited by: Jason L. Taylor, Joshua Pretlow

