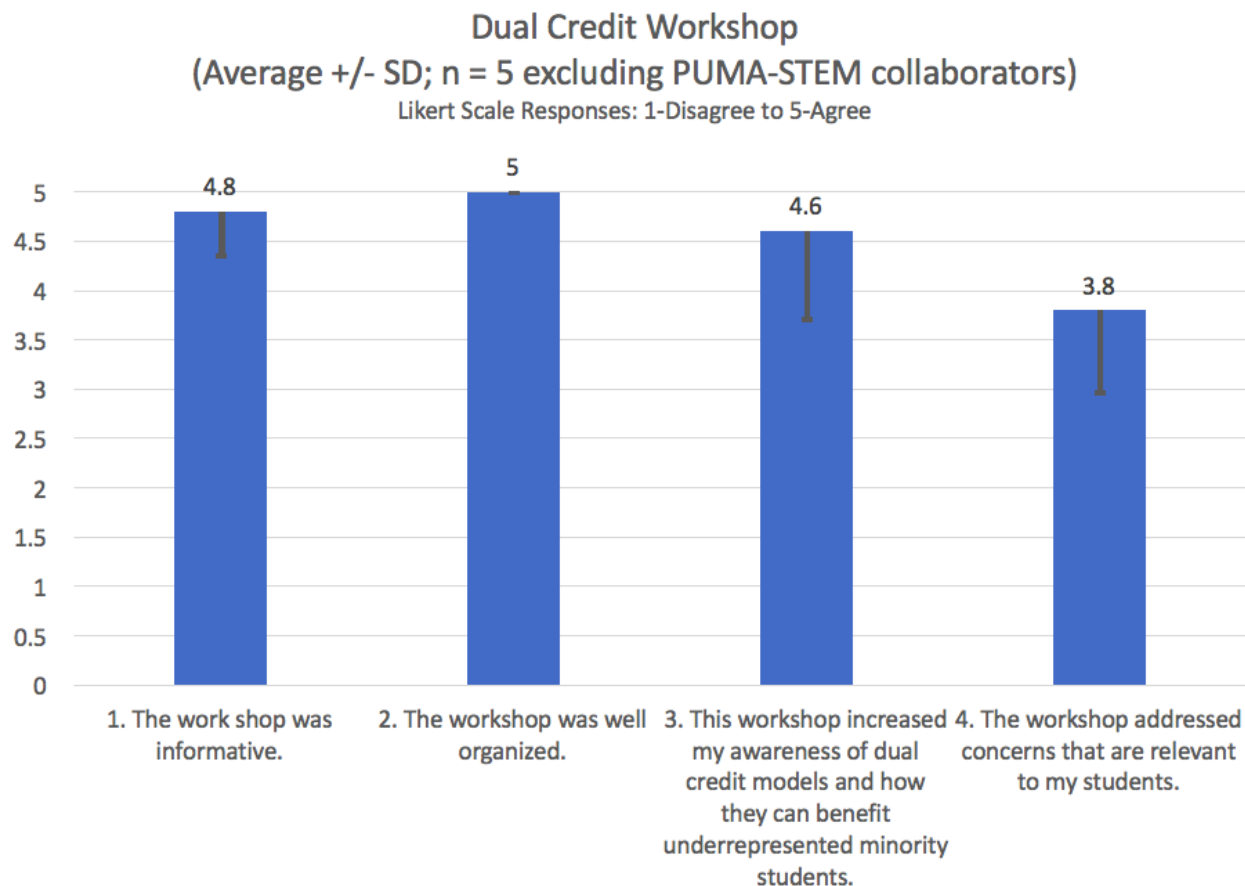


PUMA-STEM Dual Credit Workshop Survey Feedback Results from April 20, 2017



PI Reigstad's notes from Dual Credit workshop:

(Note: the following merely reflect opinions and/or statements of participants; hard copies of hand-written participant notes available upon request):

- It is important for AP students and instructors/faculty to know and understand the "cut scores" required for college credit to be applied for AP exam scores; these are not universal requirements across all universities and colleges.
- Dual Credit quality standards were established, in part, in 2009 (see info from co-PI Zona)
- One of the high school science teachers indicated that 18 hours of graduate credits are usually required of high school teachers in order to teach courses for dual credit in IL high schools
- Several participants indicated that dual credit offerings may promote more alignment between colleges and high schools, compared to AP credit, and that this increased alignment can have significant benefits for students.
- It was indicated by a college Math professor participant that colleges in Illinois must expect a three or above on AP exams.
- There seemed to be some consensus that AP coursework is rigorous but lacks some of the "bridge effect" that Dual Credit coursework provides.

-Some local high schools (Proviso East) are being re-organized with respect to AP and dual credit
Proviso East undergoing a pilot study involving AP training and or dual credit credentialing for their teachers

OPRFHS is setting up a CNA program involving professional educators license and Illinois Department of health requirements. For the instructor, at least 1 year of work in a nursing home is required. Students are exposed to at least 64 hours working in a nursing home. Look into NAS 100 and and NAS 101 at Triton.

Q1:

Caveat: how often is AP credit used as "terminal"-- Often benefit majority students

High school equals opening doors

College equals choosing paths

Caveat: limited access to college professors and office hours

POSSIBLE GAME CHANGER for URMs: increase allowance for what would be considered to be remedial course work at the college level to be delivered as dual credit at high schools for credit at community colleges and other post-secondary schools.

Math prof concern:

Terminal math AP finite math --> STOP (no more math for student)

this was suggested as a problem regarding persistence in STEM

Benefits:

saves money

Can lead to certification possibilities

Associated with increased success in college

Increased earning potential

Exposure to college-level academics

familiarity with rigor

Q2:

Education commission of the states: Page 2 numbers one through six

Get you RM students to see themselves as college students

Case at OPRF--hypothesis more broadly:

-High school AP courses have a disproportionate number of "majority" students

-Dual credit courses may be characterized by more normal demographics

OPRF HS programs:

CTE - careers in technology and engineering

PLTW – project lead the way

AP course work more involved with fact-based information and multiple-choice exams

International baccalaureate IB

Internal graded assessment with final paper on a given topic

OPRFHS made AP bio, chem, and physics course into dual credit courses. The need is to maintain Academic rigor while promoting demographic inclusion in these STEM courses. There is also a new geoscience class offered for dual credit course at OPRFHS with triton community college.

One workshop participant emphasized the need to be strategic about what courses are offered for dual credit. A benefit was perceived by some in offering dual credit course work outside ones speciality, for example, offering HS English course for dual credit to individuals who were planning to pursue a college degree in STEM.

Q3:

According to one professor, public colleges in Illinois are required to accept scores of 3 or above on College Board AP exams; private institutions differ with respect to the scores that they accept for AP credit both in the declared major and for general credit. It would be interesting to explore the literature on this and produce a document summarizing information relevant to the state of IL.