



Dual Credit Improves College-Level Learning Skills: The Story Continues

By: Brent Todd, Director of Dual Credit

Dual credit is promoted as a means to preparing students for college. Nationally, statistics have shown that dual credit students tend to be more prepared than their non-dual credit peers and, once in college, also outperform those peers. But how do we know that dual credit benefits students in the LLC Dual Credit Program (DCP)?

As part of its institutional assessment, the DCP's target outcome is for students to demonstrate improved learning skills as a result of participation in dual credit courses. In 2012, the DCP reported that more than 75% of dual credit instructors, principals, and guidance counselors observed improved college-level learning skills in students at their schools enrolled in dual credit. Although valuable, this information was just a first step in revealing the role that dual credit plays in improving students' college-level learning skills.

To continue the inquiry, during the 2012-13 assessment cycle, the DCP surveyed former LLC dual credit students who had graduated from high school in 2009. These students were chosen because, assuming they enrolled in a post-secondary institution after high school, they were most likely recent college graduates or, in the case of career and technical students, finished with their program of study and serving as productive members of the workforce. Students were asked about their experiences

with the DCP and how it prepared them for college in terms of their academic preparation, college expectations, ability to succeed in college, study habits, writing skills, and speaking skills.

Of the students completing the survey, 100% had enrolled at a post-secondary institution; 65% had earned an associate degree or higher. For the assessment of perceived college-level learning skills, the DCP's target was for 75% positive responses in all six target areas. Actual results ranged from 65 to 88%. The DCP met its target in four of the six survey areas (academic preparation, student expectations, ability to succeed, and study habits) and missed its target in two areas (strengthening writing and speaking skills). Below are the detailed results.

- As a result of enrollment in the DCP:
- a) 88% of students were better prepared academically for college,
 - b) 77% of students developed more realistic expectations about the academic challenges of college,
 - c) 88% of students were more confident about their abilities to succeed in college,
 - d) 82% of students strengthened their study habits,
 - e) 65% of students strengthened their writing skills, and
 - f) 71% of students strengthened their speaking skills.

(cont. on back)

Weave Due Dates

<https://app.weaveonline.com/llc/login.aspx>

February 15 or before

Fall Course Assessment
Results/Findings

May 15

Program Assessment
Results/Findings
& ICCB Program Review

September 15

Institutional Assessment
Results/Findings

September 30 or before

Spring Course Assessment
Results/Findings



Despite missing its target outcome for two of the six outcomes—strengthening writing skills and strengthening speaking skills—this preliminary data is still encouraging. The DCP appears to be improving students’ college-level learning skills. It is important to note, however, that the sample size of this assessment was quite low. As a result, the DCP will continue collecting data in future assessment cycles to better determine

the effect dual credit has on college preparation for its participants.

Through this assessment activity, we continue to learn more about the role that dual credit plays in students’ college preparation. But as we have also learned, the dual credit story is... *to be continued.*

February Assessment Month

By: Lisa Madlem, Professional Development & Assessment Facilitator

Did you know the Lake Land College Board of Trustees approved a resolution on December 12, 2011 to deem the month of February of each year as Assessment Month? Since that time, several promotions have taken place to “get the word out” about assessment.

New this year for students was, “Stump Your Professor.” Students asked their instructors what specifically was being assessed in their courses, provided the course and instructor name, and entered this information into the HUB for daily prizes (\$20 gas card.) A grand prize, Kindle Fire HDS, went to one lucky student!



Deb Hutti, Associate Vice President of Educational Services, Connor Biehler, Student Ambassador, and Lisa Madlem, Professional Development & Assessment Facilitator work the Assessment Booth during Assessment Week in Laker Point. Students were provided assessment educational information and given the chance to win some fun prizes!

Student \$20 gas card winners:

Student Name	Course	Instructor
James Hatcher	CHM-151	Greg Capitosti
Sean Swaney	SPE-111	Eva Ritchey
Bre Lawless	SPE-111	Lisa Madlem
Brittany Cain	BIO-226	David Turnbull
Valerie Will	MSC-070	Lisa Bluhm

GRAND PRIZE WINNER

Cannon Lambert	JDA-095	Russ Neu
----------------	---------	----------

In addition to the HUB activity, students, staff and the community were encouraged to visit Facebook each day for a chance to win a winter car kit.

Winter car kit winners:

Jason Duhamell
Will DeWeese
Kaitlyn Garrison
Kallie Koester
Congratulations to all of our winners!

Special thanks to the following LLC Student Ambassadors for their help this year: Connor Biehler, Tyson Schulte, Amanda Tucker, Ashley Probst, Kubra Iqbal, Tori Daniels, Kallie Koester, Chris Walk and Kelsie Hinds!

Activities

- April 10-15, 2014 – Higher Learning Commission Annual Conference, Chicago
- March 2015 – Higher Learning Commission site visit

What is assessment?

Assessment is a term used to describe the process of measuring student learning, and using the results to improve Lake Land’s institutional non-academic areas, academic programs, courses and the general education curriculum.

Assessment assists instructors to evaluate whether students are achieving identified outcomes/objectives and provides information to improve a course, program or department.

Contact:

Lisa Madlem

Professional Development & Assessment Facilitator, Communication Instructor

Phone: 234-5088

Email:

lmadlem@lakeland.cc.il.us

Office: Webb Hall - 020

http://www.lakeland.cc.il.us/quick_links/assessment/index.cfm