

TESTIMONY

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**Texas State Senate Committee on Education and
Texas State Senate Committee on Higher Education**

Hearing: Dual Credit

My name is Cary A. Israel, and I am President of Collin County Community College District (Collin College).

First and foremost, I would like to thank Senator Shapiro and Senator Zaffirini as well as the members of both the Senate Committee on Education and the Senate Committee on Higher Education for hosting this hearing. I am honored to share thoughts about dual credit on behalf of Collin College Board of Trustees. The students, faculty and staff of our college very much appreciate your dedication to higher education in Texas.

We have worked diligently with our local ISDs to customize a quality dual credit program. We believe academic quality for dual credit begins with commonalities in outcomes, curricula and services paralleling those of our general student population in long semesters and summer.

Quantity and Quality

In fall, Collin College served more than 2,100 dual credit students with 112 sections for 28 high schools and homeschool programs throughout our service area. 100% of these courses are taught by our professors—either full-time or associate faculty—who are credentialed according to standards set by the Southern Association of Colleges and Schools. We do not hire high school teachers to teach our courses, and all of our faculty are evaluated by their students as well as by the chair or dean of the academic department in order to maintain quality standards.

Our slate of curricula features 33 unique courses ranging from American Government I to Statistics and also expanding into new *technical* dual credit courses such as Engineering Graphics and CCNA 2 Cisco Exploration 2 - Routing Protocols and Concepts.

All courses to be offered 2010-2011:

Core Curriculum

ENGL 1301 Composition/Rhetoric I
ENGL 1302 Composition/Rhetoric II
GOVT 2301 American Government I
GOVT 2302 American Government II
ECON 2302 Principles of Microeconomics
ECON 2301 Principles of Macroeconomics
HIST 1301 U.S. History I
HIST 1302 U.S. History II
SPCH 1311 Fundamentals of Speech Communication
MATH 1314 College Algebra
MATH 1342 Statistics
MATH 2312 Pre-Calculus
MATH 2413 Calculus I
PHYS1403 Stars and Galaxies
GEOL 1401 Earth Science

Technical Dual Credit

ENGR 1304 Engineering Graphics
ENGR 1201 Introduction to Engineering
DFTG 1309 Basic Computer-Aided Drafting (CAD)
DFTG 2319 Intermediate Computer-Aided Drafting (CAD)
INDS 1371 Introduction to Green Design
SMFT 1471 Fundamentals of Solar Cell Engineering
HART 2472 Alternative Energy Perspectives, Energy Sources, Energy Storage,
and Energy Distribution
ITCC 1301 CCNA 1 – Exploring Network Fundamentals (CISCO)
ITCC 1304 CCNA 2 Cisco Exploration 2 - Routing Protocols and Concepts
ITCC2308 CCNA 3 Cisco Exploration 3 –LAN Switching and Wireless
ITCC2310 CCNA 4 Cisco Exploration 4 – Accessing the WAN
EECT 1407 Convergent Technologies – Convergence+
CPMT 2302 Digital Home Technology Integration (DHTI)
CETT 1403 DC Circuits

RBTC 1305 Robotic Fundamentals
 SMFT 1471 Fundamentals of Solar Cell Engineering
 ENGT 1407 (CETT 1425) Digital Fundamentals

Special Subjects

MRKG 2381 Advertising and Sales Promotion

Enrollment in our dual credit program has grown significantly since 1999 when we had 310 students. Our total fall headcount was **2,138** and that reflected a **37.8%** increase over the previous fall. We believe this growth comes in part because families know they can expect quality academics from our program while they shorten the time to an undergraduate degree.

Dual Credit	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Sections	--	--	--	--	--	52	55	70	84	87	112
Total Headcount, including homeschool	310	406	529	733	726	782	963	1158	1437	1551	2138
Percent change		31%	30%	39%	-1%	8%	23 %	20%	24%	8%	37.8%

Average course retention (defined as grade of A, B, C, or D) for fall 2009 in dual credit-only subjects (ECON, ENGL, GOVT, HIST) was **98.8%**.

Again, we believe it is important to offer ISDs quality in customization but still maintain rigorous, standardized curriculum. For example, Collin College’s admission standards for dual credit are tighter than those outlined in the education code. All high school students admitted to our dual credit program must read and write at college level prior to course registration. For students not meeting exemptions to the Texas Success Initiative (TSI), there is a mandatory assessment as part of the admissions process. Additionally, once a student has entered the program, they must maintain a C or higher grade in each course, each term in order to remain eligible in the program. Students must also register in person and have written permission from their high school.

The dual credit courses we offer at each ISD are selected based upon the resources and requests unique to each district.

- For example, Plano ISD hosts dual credit sections on their high school campuses. However, due to the rapid population growth and demand of physical resources, Frisco ISD permits their students to enroll in designated dual credit sections that are physically located at our Preston Ridge Campus in Frisco.
- I mentioned that we are beginning technical dual credit this fall. Because technical dual credit courses can require expensive equipment, Allen ISD prefers to bus their students to the Frisco and Plano campuses for access to our specialized equipment.

Success in a college course also depends on good support systems outside of the classroom. We offer our dual credit students the same support services as our traditional on-campus student population such as free tutoring and access to math labs, writing centers and our libraries. (Further details are listed in my written testimony.) Collin College has also committed five (5) full-time employees to the dual credit program to ensure student success and assist in customizing programming for the ISDs.

Library: physical collection including: 178,212 print volumes; 888 print journal subscriptions; and 32,095 media items. The online collection is composed of 116 databases containing over 31,000 full-text magazine and journal titles and 42,927 electronic books.

Writing Centers: one-on-one consulting to review papers prior to submission, writing workshops, and both in-person and online services.

Math Labs: Free tutoring for Math, Chemistry, and Physics in the labs.

Free tutoring most subjects

Support staff: 5 FTE are committed to the success of the students and the dual credit program. Dual credit staff members are located at the 3 comprehensive campuses and have designated ISDs providing a first point of contact for the students and high school staff.

According to the Instructional Technology Council's Annual Distance Education Survey of Community Colleges published March 2010, the average course completion rate reported for online classes was 72%, compared to 76% reported for traditional face to face like ours. When asked about offering online courses, many of our ISDs were not interested in this delivery modality for their students. Dual credit students pay the same nominal tuition and fees as our traditional, on-campus students. We do however make exceptions and waive 100% of tuition and fees for high school students who qualify for the Free/Reduced lunch program, so students who cannot afford the cost are not denied access.

So in summary, for about \$100 per class, high school students in our program receive access to quality college-level coursework in a face-to-face environment where they can query an experienced professor supported by a full bundle of specialized equipment and support services as well as a cadre of full-time employees dedicated to student success. We believe flexibility and customization are critical to academic success since student learning styles vary and the needs of each district are truly unique.

As Texans persevere through historic challenges, community colleges like Collin College look forward to being a part of the solution. Thank you for the opportunity to testify today.