



## **Dual Credit Program Evaluation**

**Department of Assessment and Evaluation  
Clear Creek Independent School District**

## CCISD Dual Credit Program Evaluation

**Dual Credit Program Evaluation**  
***Presented to Board of Trustees on August 8, 2022***

<b>2022-2023 Board of Trustees</b>	<b>Program Evaluation Team</b>
Jay Cunningham, <i>President</i> Arturo Sanchez, <i>Vice President</i> Jonathan Cottrell, <i>Secretary</i> Scott Bowen, <i>Trustee</i> Jessica Cejka, <i>Trustee</i> Michelle Davis, <i>Trustee</i> Jeff Larson, <i>Trustee</i> Karen Engle, Ed.D., <i>Interim Superintendent</i>	Robert Bayard, Ed.D., <i>Deputy Superintendent, Curriculum &amp; Instruction</i> Susan Silva, Ed.D., <i>Assistant Superintendent of Teaching and Learning, Curriculum &amp; Instruction</i> Stanley Zavala, <i>Director, Advanced Academics</i> Dava West, <i>Director, Counseling and Student Services</i> Sheridan Henley Ed.D., <i>Executive Director, Assessment and Evaluation</i> Laura Gaffey, <i>Data Analyst, Assessment and Evaluation</i> Coney DeHart, <i>Data Analyst, Assessment and Evaluation</i>

## CCISD Dual Credit Program Evaluation

## CCISD Dual Credit Program Evaluation

### Contents

Dual Credit Program Evaluation .....	6
CCISD Dual Credit Program Evaluation Questions.....	7
Superintendent Recommendations from Spring 2011.....	7
Background Information: Dual Credit in Clear Creek ISD .....	8
Financial Information.....	10
Question #1: To what extent do the Dual Credit course enrollment trends demonstrate an increase for students in grades 11 and 12? .....	20
Question #2: To what extent do the different program models impact students' retention and Academic Success? .....	26
Question #3: To what extent do Dual Credit courses prepare students for post-secondary readiness/opportunities?.....	31
Summary of Findings .....	36
Superintendent Recommendations .....	37
Resources.....	38
Glossary of Terms .....	39
Appendix A: CCISD Dual Credit Crosswalk .....	40
Appendix B: Statewide Dual Credit Goals (HB 1638).....	43
Appendix C: Texas Administrative Code §4.85 .....	45
Appendix D: Texas Education Code 130.008 and Sec. 28.009.....	49
Appendix E: CCISD Dual Credit Guidelines .....	55
Appendix F: CCISD Course Categories .....	57
Appendix G: High School Partnership (COM MOU).....	60
Appendix H: High School Partnership (SJC MOU).....	67
Appendix I: Previous Advanced Academics/GT Program Evaluation Demographic Data .....	81

## Dual Credit Program Evaluation

The purpose of program evaluations, gauges, and summaries in the Clear Creek Independent School District (CCISD) is multi-faceted and shall result in findings, conclusions, and recommendations that:

- Ensure program alignment with District goals and vision;
- Assess strengths and weaknesses of the program;
- Measure the success of the program in meeting its expressed goals; and/or
- Result in improvements in, revisions to, or discontinuation of the program.

A full program evaluation is a comprehensive, in-depth study of a program using measurable objectives on the fidelity, effectiveness, and impact of a program designed to support students. A program evaluation will include the findings, conclusions, and recommendations about the program.

### *Alignment to Community-based Accountability Pillars*

The following program evaluation aligns with the following pillars of the Community-based Accountability System:

- Student Readiness: We will provide support to meet the needs and aspirations of each student. The program aims to provide college level course experiences to high school students within the school day at a reduced cost.

### *Alignment to the CCISD Strategic Plan 2020-2025*

- Inspire Student Achievement, Agency, and Growth

1. Expanded learning opportunities to foster growth for each learner – the program aims to provide college level courses that fit students' interests and/or fulfill course requirements which may transfer to Texas colleges and universities.
3. Learning opportunities to ensure each student achieves high levels of learning – the program aims to provide college level courses within the school day while students simultaneously attend high school level courses.
4. Educational tools and learning spaces to improve the student learning experience – the program aims to allow students to experience college life for those who physically attend a college campus as well as those who participate in hybrid/virtual course options.

## CCISD Dual Credit Program Evaluation Questions

1. To what extent do the Dual Credit course enrollment trends demonstrate an increase for students in grades 11 and 12? *(Based on previous Advanced Academics DC Superintendent Recommendations)*
2. To what extent do the different program models impact students' retention and Academic Success?
3. To what extent do Dual Credit courses prepare students for post-secondary readiness/opportunities?

### Superintendent Recommendations from Spring 2011

(most recently presented to the BoT in Summer 2016 during the program evaluation update presentation)

A program evaluation on Dual Credit was presented to the Board of Trustees in 2011, and the following superintendent recommendations are listed below along with status updates.

**1. By May 2013, share the results of the program evaluation with our two impacted community colleges.**

*Complete. Meetings were conducted during the 2011-2012 school year with the two impacted community colleges to share the results of the survey.*

**2. By May 2013, develop an action plan to close the participation gap between student groups.**

*Complete. A plan was developed to target all students in grades 10 and 11 during course registration.*

**3. By May 2013, review and consider a reduction or elimination of student transportation for a savings of \$60,000.**

*Complete. A committee was formed to review this recommendation. The committee determined it was not beneficial to students to eliminate transportation provided by CCISD.*

**4. By May 2013, develop a plan to increase participation of dual credit programs to reduce the cost of CCISD teaching staff.**

*Complete. The availability of Dual Credit courses is publicized on the CCISD website to increase awareness of different credit options. Campuses publicize the opportunities students have to participate in Dual Credit courses.*

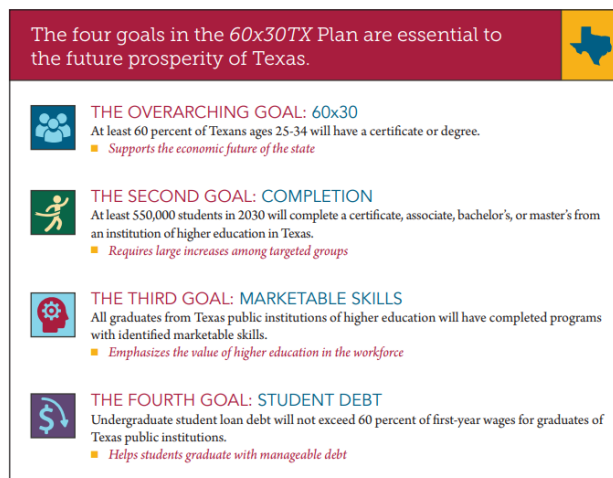
**5. By May 2015, develop a plan to partner with the University of Houston Clear Lake (UHCL) and their downward expansion for dual credit opportunities.**

*Complete. In the fall of 2012 leaders from both institutions met to discuss the development of a plan for Dual Credit opportunities. Due to UHCL's commitment to developing their downward expansion it was decided to not offer Dual Credit until sometime after the downward expansion.*

## Background Information: Dual Credit in Clear Creek ISD

Dual Credit, as defined by the Texas Education Agency, “allows an eligible high school student to enroll in a college course that is paired to a high school course required for graduation, so that upon successful completion the student receives credit for the course on both the college and high school transcripts.” (Dual Credit Frequently Asked Questions) (<https://tea.texas.gov/sites/default/files/Dual%20Credit%20FAQ%20TEA%204.28.2020.pdf>)

At the state level, the Texas Higher Education Coordinating Board (THECB) reports that higher education benefits not just the individual, but the state, the workforce, and society in general (p. 10). The Texas higher education plan, [Texas 60x30](#), following precedent under [Closing the Gaps](#), calls for 60 percent of the 25- to 34-year old Texas population to hold a postsecondary certificate or degree by 2030 (THECB, 2015). According to the 60x30TX plan, “Research shows that someone with bachelor’s degree can earn nearly double the lifetime wages of a high school graduate. And as wages go up, so does the state’s revenue through tax increases. Higher education also helps the state meet its changing workforce needs and spurs new businesses.” (<http://www.60x30tx.com/>) The four goals in the 60x30 TX Plan are shown below in the graphic:



### [THECB 60x30TX Strategic Plan \(texas.gov\)](#)

Benefits of participation in Dual Credit courses are listed below:

- ☆ Gain first-hand experience with college work while attending high school
- ☆ Transition more smoothly between high school and college
- ☆ Transfer credits earned in high school to Texas public colleges and universities
- ☆ Complete a postsecondary degree faster
- ☆ Save money on college tuition

([Dual Credit | Texas Education Agency](#))

Legislative provisions for dual credit enrollment in Texas public high schools exist in the [Texas Administrative Code](#) (Title 19; Part 1; Chapter 4; Subchapter D; Rules §4.85), provided in Appendix C. Operational provisions for dual credit exist in Texas Education Code [130.008](#) and [28.009](#), provided in Appendix D. District practices for dual credit are provided through District policies provided in Appendix E.

Student interest in dual credit is on the rise. In a study published by The Rand Corporation, enrollment growth in dual credit courses in the state of Texas increased from 64,910 in 2007 to 151,669 in 2017 (Miller et al., 2017). According to figures published by the THECB, more than 133,000 Texas high school students took dual credit in 2015 compared to 42,000 in 2005—an increase of 316 percent in the past decade (Task Force Report, 2018, p. 12).



## CCISD Dual Credit Program Evaluation

CCISD has dual credit enrollment agreements, or Memorandums of Understanding (MOU), with College of the Mainland and San Jacinto College to serve high school students in grades 9 through 12. CCISD offers dual credit course enrollment to 11<sup>th</sup> and 12<sup>th</sup> grade students who meet the enrollment criteria of the applicable college. Ninth and 10<sup>th</sup> grade students who demonstrate outstanding performance and the capability to succeed in college-level coursework may also enroll in dual credit courses. Additionally, since 2007, CCISD students have been able to attend Clear Horizons Early College High School (CHECHS) to earn dual diplomas and graduate with an Associate Degree from San Jacinto College.

The 84<sup>th</sup> session of the Texas legislature enacted several statutory changes to dual credit programs at the secondary and postsecondary level. Additionally, state legislation in 2017 required the Texas Education Agency (TEA) and the THECB to create statewide goals for dual credit programs that “bolstered academic supports, defined the respective roles of the school districts and institutions of higher education, and provided sources of funding for the coursework” (*Create a more transparent dual-credit system*, 2019).

The statewide dual credit goals are detailed below:

**Goal 1:** *Independent school districts and institutions of higher education will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies.*

☆ *Measures of Implementation:*

*Documentation summarizing collaboration and outreach efforts of IHEs and secondary school partners will be readily available and posted.*

*Examples of items to include in documentation:*

- *Collaboration between ISDs and IHE partner(s) to host informational sessions for students and parents on dual credit opportunities, benefits and cost to ISD and IHE dual credit webpages reflect the most current dual credit program information including enrollment and fee policies*
- *Hosting dual credit 101 sessions for high school counselors*
- *Collaboration between ISDs and IHE partner(s) on a marketing campaign*

**Goal 2:** *Dual credit programs will assist high school students in the successful transition to and acceleration through postsecondary education.*

☆ *Metric:*

*Analysis of measures in enrollment in and persistence through postsecondary education, disaggregated by student sub-population.*

*Examples of items included in analysis:*

- *Student enrollment in postsecondary after high school*
- *Time to degree completion*
- *Semester credit hours to degree*

**Goal 3:** *All dual credit students will receive academic and college readiness advising with access to student support services to bridge them successfully into college course completion.*

☆ *Metric:*

*Analysis of measures in enrollment and degree completion, disaggregated by student sub-population.*

*Examples of items included in analysis:*

- *Student enrollment in postsecondary after high school*
- *Time to degree completion*
- *Decrease in excess number of semester hours beyond required hours to degree completion*

**Goal 4:** *The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.*

☆ *Metric:*

- *Analysis of performance in subsequent course work.*

## CCISD Dual Credit Program Evaluation

### Financial Information

The tuition and fees vary by college, and the specific breakdown is listed below.

#### Tuition: College of the Mainland

- ☆ Out of District Dual Credit tuition: \$250 for 1 or 2 classes per semester (this includes a \$45 nonrefundable registration fee)  
(CCISD and Friendswood ISD)
  - ☆ In-District Dual Credit tuition \$200/semester for 1 or 2 classes (TCISD, DISD, SFISD, and Hitchcock ISD)\*
- \*all of these ISDs are in our taxing district so they pay property taxes to COM*

#### Additional Fees:

- \$75 for 3<sup>rd</sup> class
- Online class fee: \$35 per class
- Hybrid class fee: \$25 per class

#### Tuition: San Jacinto College

Semester Credit Hours	Rate	In-District	Rate	Out-of-District	Rate	Non-resident
3	\$78	\$234.00	\$135	\$405.00	\$210	\$630.00
6		\$468.00		\$810.00		1,260.00

*SJC waives fees (lab, service, technology, course, or incidentals).*

#### Discounted Tuition for CCISD Students

	Semester Credit Hours	Dual Credit Discount (75%)	Student Pays (25%)
In-District	3	\$175.50	<b>\$58.50</b>
	6	\$351.00	<b>\$117.00</b>
Out-of-District	3	\$303.75	<b>\$101.25</b>
	6	\$607.50	<b>\$202.50</b>
Non-resident	3	\$472.50	<b>\$157.50</b>
	6	\$945.00	<b>\$315.00</b>

### Research of Other Local Community College Dual Credit Tuition and Fees

**Alvin Community College** charges \$25 per credit hour for students who attend Alvin ISD, in addition to a \$30 registration fee. Pearland ISD and Dickinson ISD students are charged \$47 per credit hour, in addition to a \$30 registration fee.

District	Tuition Per Credit Hour	Registration Fee
AISD	\$25.00 per credit hour	\$30
PISD	\$47.00 per credit hour	\$30
DISD	\$47.00 per credit hour	\$30
In-District Home School	\$25.00 per credit hour	All Fees
Out-of-District Home School	\$47.00 per credit hour	All Fees
@ ACC/UHCLP	\$47.00 per credit hour	All Fees

Source: [Dual Enrollment Admission | Alvin Community College \(alvincollege.edu\)](https://alvincollege.edu)

#### Houston Community College

Houston Community College (HCC) waives tuition and fees for dual credit students who live in district. Out of district students do not pay tuition, but they do pay out of district fees. HCC is the Institution of Higher Education (IHE) partner of choice for offering dual credit to Houston Independent School District (ISD); Spring Branch ISD, Stafford Municipal School District, Katy ISD, Alief ISD, Fort Bend ISD, private schools, charter schools, and home school parents.

Source: [Dual Credit Parent/Student Handbook | Houston Community College - HCC \(hccs.edu\)](https://hccs.edu)

## CCISD Dual Credit Program Evaluation

### Lone Star College

Lone Star College charges dual credit students a reduced tuition rate allowing students to only pay for tuition and textbooks—no fees.

Credit Hours	LSC Dual Credit (Tuition)	LSC College Credit (Tuition)	Savings
1	\$26	\$90	<b>\$64</b>
2	\$52	\$180	<b>\$128</b>
3	\$78	\$270	<b>\$182</b>
4	\$104	\$360	<b>\$256</b>
5	\$130	\$450	<b>\$320</b>
6	\$156	\$540	<b>\$384</b>

Source: [Tuition \(lonestar.edu\)](https://lonestar.edu/tuition)

### Tuition Summary

Students in CCISD who enroll in Dual Credit courses receive discounted tuition at San Jacinto College (75%), which equates to \$58.50 per credit hour, which is higher than the rates at Alvin Community College, Houston Community College (waived tuition for in district students and fee-only payments for out of district students), and Lone Star College (\$26/credit hour), but lower than COM's tuition for out of district students (CCISD and FISD) who pay \$250/per semester for 1 or 2 courses.

## CCISD Dual Credit Program Evaluation

### Estimated Savings

The tables that follow show an ***estimated savings for CCISD*** (by campus and overall district) based on Full Time Equivalent (FTEs) that would be needed at each comprehensive high school campus if these students were *not* participating in Dual Credit courses at the community colleges. These findings are based on Dual Credit total enrollment for three of the areas with the highest enrollment (English, Social Studies, and Psychology), number of students, estimated sections, and estimated FTEs. Estimated salaries were calculated using a teacher salary of \$58,000, 27 students per class, and the number of sections that would be needed (based on student numbers).

\*One FTE at the high school level is based on a six-section course load.

1 section=0.16  
 2 sections=0.34  
 3 sections=0.50  
 4 sections=0.66  
 5 sections=0.80  
 6 sections=0.96

Please note that English includes English III and English IV; Social Studies includes US Government and US History; Psychology is the elective with the highest enrollment.

Clear Creek Independent School District						
Year	N	Estimated sections needed	Estimated FTEs needed	Total number of District FTEs during the 2021-22 SY	% of Estimated FTEs needed compared to total FTEs	Estimated Salaries (Savings)
2020-21	<b>1,586</b>	<b>58.7</b>	<b>9.79</b>	<b>2,915</b>	<b>0.34%</b>	<b>\$545,114.07</b>
2019-20	<b>1,528</b>	<b>56.6</b>	<b>9.43</b>	<b>2,886</b>	<b>0.33%</b>	<b>\$525,179.26</b>
2018-19	<b>1,375</b>	<b>50.9</b>	<b>8.49</b>	<b>2,858</b>	<b>0.30%</b>	<b>\$472,592.59</b>
2017-18	<b>1,229</b>	<b>45.5</b>	<b>7.59</b>	<b>2,810</b>	<b>0.27%</b>	<b>\$422,411.85</b>
2016-17	<b>1,191</b>	<b>44.1</b>	<b>7.35</b>	<b>2,776</b>	<b>0.26%</b>	<b>\$409,351.11</b>

*Data source for the tables: CCISD SDS files, HR section/FTE calculations*

*Based on sections*

*1 FTE=6 sections*

*Estimated FTEs calculated using 27 students per class*

*Estimated salaries calculated using \$58,000 per FTE*

*Includes total enrollment-not unique students*

Estimated savings range from \$409,351.11 in 2016-2017 to \$545,115.07 in 2020-2021. There has been an increase in enrollment over the five-year period in these specific courses: English III and IV, US Government, US History, and Psychology.

### CCISD Dual Credit Program Evaluation

Clear Creek High School					
Year	Dual Credit Courses	N	Estimated sections	Estimated FTEs	Estimated Salaries
2020-21	Social Studies	131	4.9	0.78	\$45,025.19
	English	95	3.5	0.56	\$32,651.85
	Psychology	34	1.3	0.20	\$11,685.93
	<b>Total</b>	<b>260</b>	<b>10</b>	<b>1.54</b>	<b>\$89,362.96</b>
2019-20	Social Studies	101	3.7	0.60	\$34,714.07
	English	106	3.9	0.63	\$36,432.59
	Psychology	21	0.8	0.12	\$7,217.78
	<b>Total</b>	<b>228</b>	<b>8</b>	<b>1.35</b>	<b>\$78,364.44</b>
2018-19	Social Studies	109	4.0	0.65	\$37,463.70
	English	34	1.3	0.20	\$11,685.93
	Psychology	25	0.9	0.15	\$8,592.59
	<b>Total</b>	<b>168</b>	<b>6</b>	<b>1.00</b>	<b>\$57,742.22</b>
2017-18	Social Studies	73	2.7	0.43	\$25,090.37
	English	35	1.3	0.21	\$12,029.63
	Psychology	19	0.7	0.11	\$6,530.37
	<b>Total</b>	<b>127</b>	<b>5</b>	<b>0.75</b>	<b>\$43,650.37</b>
2016-17	Social Studies	118	4.4	0.70	\$40,557.04
	English	41	1.5	0.24	\$14,091.85
	Psychology	15	0.6	0.09	\$5,155.56
	<b>Total</b>	<b>174</b>	<b>6</b>	<b>1.03</b>	<b>\$59,804.44</b>
<b>CCHS Total</b>		<b>957</b>	<b>35.4</b>	<b>5.67</b>	<b>\$328,924.44</b>

Clear Lake High School					
Year	Dual Credit Courses	N	Estimated sections	Estimated FTEs	Estimated Salaries
2020-21	Social Studies	170	6.3	1.01	\$58,429.63
	English	117	4.3	0.69	\$40,213.33
	Psychology	35	1.3	0.21	\$12,029.63
	<b>Total</b>	<b>322</b>	<b>11.9</b>	<b>1.91</b>	<b>\$110,672.59</b>
2019-20	Social Studies	182	6.7	1.08	\$62,554.07
	English	131	4.9	0.78	\$45,025.19
	Psychology	36	1.3	0.21	\$12,373.33
	<b>Total</b>	<b>349</b>	<b>12.9</b>	<b>2.07</b>	<b>\$119,952.59</b>
2018-19	Social Studies	192	7.1	1.14	\$65,991.11
	English	131	4.9	0.78	\$45,025.19
	Psychology	45	1.7	0.27	\$15,466.67
	<b>Total</b>	<b>368</b>	<b>13.6</b>	<b>2.18</b>	<b>\$126,482.96</b>
2017-18	Social Studies	133	4.9	0.79	\$45,712.59
	English	116	4.3	0.69	\$39,869.63
	Psychology	34	1.3	0.2	\$11,685.93
	<b>Total</b>	<b>283</b>	<b>10.5</b>	<b>1.68</b>	<b>\$97,268.15</b>
2016-17	Social Studies	121	4.5	0.72	\$41,588.15
	English	146	5.4	0.87	\$50,180.74
	Psychology	33	1.2	0.2	\$11,342.22
	<b>Total</b>	<b>300</b>	<b>11.1</b>	<b>1.78</b>	<b>\$103,111.11</b>
<b>CLHS Total</b>		<b>1,622</b>	<b>60.1</b>	<b>9.6</b>	<b>\$557,487.41</b>

### CCISD Dual Credit Program Evaluation

Clear Brook High School					
Year	Dual Credit Courses	N	Estimated sections	Estimated FTEs	Estimated Salaries
2020-21	Social Studies	258	9.6	1.53	\$88,675.56
	English	110	4.1	0.65	\$37,807.41
	Psychology	42	1.6	0.25	\$14,435.56
	<b>Total</b>	<b>410</b>	<b>15.2</b>	<b>2.43</b>	<b>\$140,918.52</b>
2019-20	Social Studies	165	6.1	0.98	\$56,711.11
	English	76	2.8	0.45	\$26,121.48
	Psychology	36	1.3	0.21	\$12,373.33
	<b>Total</b>	<b>277</b>	<b>10.3</b>	<b>1.64</b>	<b>\$95,205.93</b>
2018-19	Social Studies	162	6	0.96	\$55,680.00
	English	88	3.3	0.52	\$30,245.93
	Psychology	33	1.2	0.2	\$11,342.22
	<b>Total</b>	<b>283</b>	<b>10.5</b>	<b>1.68</b>	<b>\$97,268.15</b>
2017-18	Social Studies	145	5.4	0.86	\$49,837.04
	English	55	2	0.33	\$18,903.70
	Psychology	71	2.6	0.42	\$24,402.96
	<b>Total</b>	<b>271</b>	<b>10</b>	<b>1.61</b>	<b>\$93,143.70</b>
2016-17	Social Studies	147	5.4	0.87	\$50,524.44
	English	69	2.6	0.41	\$23,715.56
	Psychology	51	1.9	0.3	\$17,528.89
	<b>Total</b>	<b>267</b>	<b>9.9</b>	<b>1.58</b>	<b>\$91,768.89</b>
<b>Clear Brook High School</b>		<b>1,508</b>	<b>55.9</b>	<b>8.9</b>	<b>\$518,305.19</b>

Clear Springs High School					
Year	Dual Credit Courses	N	Estimated sections	Estimated FTEs	Estimated Salaries
2020-21	Social Studies	173	6.4	1.03	\$59,460.74
	English	91	3.4	0.54	\$31,277.04
	Psychology	78	2.9	0.46	\$26,808.89
	<b>Total</b>	<b>342</b>	<b>12.7</b>	<b>2.03</b>	<b>\$117,546.67</b>
2019-20	Social Studies	184	6.8	1.09	\$63,241.48
	English	137	5.1	0.81	\$47,087.41
	Psychology	59	2.2	0.35	\$20,278.52
	<b>Total</b>	<b>380</b>	<b>14.1</b>	<b>2.25</b>	<b>\$130,607.41</b>
2018-19	Social Studies	135	5	0.8	\$46,400.00
	English	104	3.9	0.62	\$35,745.19
	Psychology	43	1.6	0.25	\$14,779.26
	<b>Total</b>	<b>282</b>	<b>10.4</b>	<b>1.67</b>	<b>\$96,924.44</b>
2017-18	Social Studies	141	5.2	0.84	\$48,462.22
	English	95	3.5	0.56	\$32,651.85
	Psychology	48	1.8	0.28	\$16,497.78
	<b>Total</b>	<b>284</b>	<b>10.5</b>	<b>1.68</b>	<b>\$97,611.85</b>
2016-17	Social Studies	115	4.3	0.68	\$39,525.93
	English	76	2.8	0.45	\$26,121.48
	Psychology	28	1	0.17	\$9,623.70
	<b>Total</b>	<b>219</b>	<b>8.1</b>	<b>1.3</b>	<b>\$75,271.11</b>
<b>Clear Springs High School</b>		<b>1,507</b>	<b>55.8</b>	<b>8.9</b>	<b>\$517,961.48</b>

### CCISD Dual Credit Program Evaluation

Clear Falls High School					
Year	Dual Credit Courses	N	Estimated sections	Estimated FTEs	Estimated Salaries
2020-21	Social Studies	130	4.8	0.77	\$44,681.48
	English	82	3	0.49	\$28,183.70
	Psychology	40	1.5	0.24	\$13,748.15
	<b>Total</b>	<b>252</b>	<b>9.3</b>	<b>1.49</b>	<b>\$86,613.33</b>
2019-20	Social Studies	155	5.7	0.92	\$53,274.07
	English	89	3.3	0.53	\$30,589.63
	Psychology	50	1.9	0.3	\$17,185.19
	<b>Total</b>	<b>294</b>	<b>10.9</b>	<b>1.74</b>	<b>\$101,048.89</b>
2018-19	Social Studies	161	6	0.95	\$55,336.30
	English	78	2.9	0.46	\$26,808.89
	Psychology	35	1.3	0.21	\$12,029.63
	<b>Total</b>	<b>274</b>	<b>10.1</b>	<b>1.62</b>	<b>\$94,174.82</b>
2017-18	Social Studies	154	5.7	0.91	\$52,930.37
	English	77	2.9	0.46	\$26,465.19
	Psychology	33	1.2	0.2	\$11,342.22
	<b>Total</b>	<b>264</b>	<b>9.8</b>	<b>1.56</b>	<b>\$90,737.78</b>
2016-17	Social Studies	147	5.4	0.87	\$50,524.44
	English	54	2	0.32	\$18,560.00
	Psychology	30	1.1	0.18	\$10,311.11
	<b>Total</b>	<b>231</b>	<b>8.6</b>	<b>1.37</b>	<b>\$79,395.55</b>
<b>Clear Falls High School</b>		<b>1,315</b>	<b>48.7</b>	<b>7.8</b>	<b>\$451,970.37</b>

## CCISD Dual Credit Program Evaluation

### Mileage Costs for Dual Credit Transportation

Locations	2020-2021		2019-2020		2018-2019		2017-2018		2016-2017		Totals	
	Total Mileage	Total Cost	Total Mileage	Total Cost	Total Mileage	Total Cost	Total Mileage	Total Cost	Total Mileage	Total Cost	Mileage	Cost
CCHS to COM	0	\$ -	925	\$2,590.00	1,073	\$2,972.21	490	\$1,376.90	1,272	\$3,447.12	3,760	\$10,386.23
CSHS to COM	382	\$1,069.60	836	\$2,340.80	650	\$1,800.50	441	\$1,239.21	1,893	\$5,130.03	4,202	\$10,510.54
CLHS to Parson*	0	\$ -	0	\$ -	0	\$ -	2,077	\$5,836.37	2,180	\$5,907.80	4,257	\$11,744.17
CBHS to SJC: South	0	\$ -	2,696	\$7,548.80	609	\$1,686.93	1,850	\$5,198.50	1,752	\$4,747.92	6,907	\$19,182.15
CFHS to COM	1,195	\$3,346.00	764	\$2,139.20	0	\$ -	2,425	\$6,814.25	0	\$ -	4,384	\$8,953.45
<b>Totals</b>	<b>1,577</b>	<b>\$4,415.60</b>	<b>5,221</b>	<b>\$14,618.80</b>	<b>2,332</b>	<b>\$6,459.64</b>	<b>7,283</b>	<b>\$20,465.23</b>	<b>7,097</b>	<b>\$19,232.87</b>	<b>23,510</b>	<b>\$65,192.14</b>

Data source: CCISD Transportation Department

\*The Parson building is an office building located at 16055 Space Center Blvd., Suite 725, Houston, TX. 77062. Clear Lake High School students used this building for Dual Credit courses during the 2016-17 and 2017-18 school years. Since the 2018-19 school year, CLHS students walk across the street to the LSC, so transportation is not needed.

A decrease in the mileage costs is seen during the 2018-19 school year, which is when the hybrid model options began at the College of the Mainland and students who attended CLHS began attending SJC courses at the LSC as opposed to the Parsons building.

Overall yearly mileage costs for dual credit ranges from a low of \$4,415.60 in the 2020-21 school year to a high of \$20,465.23 in the 2017-2018 school year for a total five-year mileage cost of \$65,194.14.

#### How are Dual Credit opportunities shared with students and families?

Information regarding dual credit opportunities is available on the CCISD website under College and Career Planning. Dual credit guidelines and crosswalk information (see appendix) is also available within the site.

Dual credit is also referenced in policy, including EHDD Exhibit A, in addition to Texas Education Codes 130.008 and 28.009. The CCISD Educational Planning Guide (EPG) offers information regarding dual credit opportunities for high school juniors and seniors.

CCISD has determined the courses for which dual credit is awarded through College of the Mainland and San Jacinto College, which vary by campus and semester. "These courses provide advanced academic instruction beyond or in greater depth than the Texas Essential Knowledge and Skills (TEKS). In order to receive the high school credit portion of Dual Credit, the course grade must be at least a 70 on the college grading scale. Although a grade of 60 is considered "passing" on the college level, high school Dual Credit is not awarded. If a student earns a college grade of 69 or below, he/she must recover the high school credit if the course or credit is required for high school graduation." (2021-2022 EPG, page 56).

Once students complete a dual credit course in CCISD, the course, final numerical grade, and high school credit earned are posted in the high school transcript. Dual credit courses in CCISD do not earn points and are not calculated in the grade point average, with the exception of Clear Horizons Early College High School courses. CCISD dual credit courses have letter grades as well as a grade point posted on the college transcript.

Juniors and seniors have opportunities within the school day to take dual credit courses at the beginning or end of the school day for a maximum of two class periods. College level courses do not have courses on Fridays, so students meet virtually or in person on Mondays and Wednesdays or Tuesdays and Thursdays. Juniors must enroll in six hours, or two classes per semester, and seniors are encouraged to enroll in six hours of college courses. Ninth and tenth grade students



## CCISD Dual Credit Program Evaluation

who demonstrate outstanding performance and the capability to succeed in college-level coursework may also enroll in dual credit courses.

“Dual Credit courses taken as a graduation requirement will not count toward academic UIL “No Pass/No Play” and maintain the same eligibility calendar provided by CCISD. Students must also take any corresponding STAAR EOCs and meet State assessment graduation requirements” (CCISD EPG, page 56).

### What types of programs are available for students in CCISD to participate in Dual Credit courses?

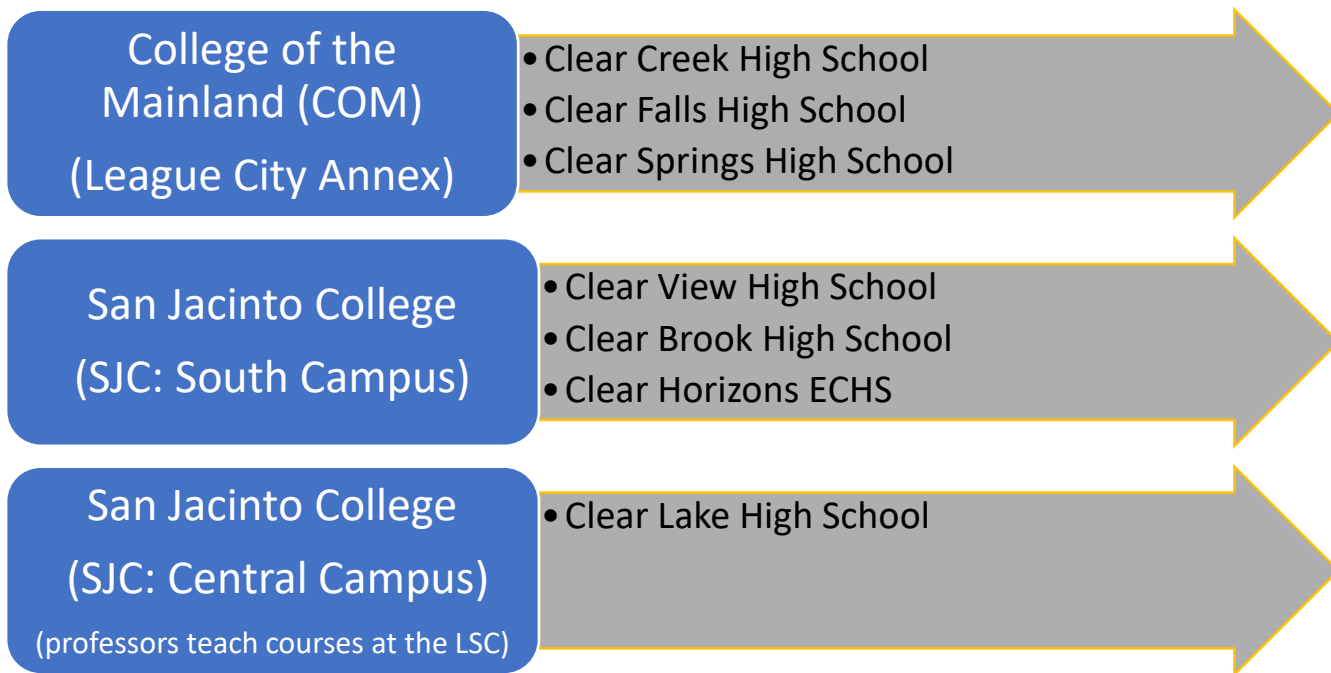
In CCISD, there are several Dual Credit models which are shown below and based on proximity to the community colleges.

College of the Mainland provides Dual Credit courses to students who attend the three campuses shown below; San Jacinto College South Campus provides Dual Credit courses to students who attend the three campuses shown below; and San Jacinto College Central Campus provides Dual Credit courses to students who attend Clear Lake High School. (The professors from San Jacinto Central Campus teach courses at the Learner Support Center (LSC), which is located directly across the street from Clear Lake High School).

Transportation is provided for students who attend Clear Creek High School, Clear Springs High School, Clear Falls High School, and Clear Brook High School. Clear View students provide their own means of transportation; However, Clear View is currently working with San Jacinto South Campus to provide dual credit courses on the Clear View campus if enough student interest exists. Students at Clear Lake High School simply walk across the street to the LSC, so transportation is not needed. Clear Horizons is located on the San Jacinto College: South Campus, so transportation is not needed.

*Other surrounding high school students also attend College of the Mainland for Dual Credit including Dickinson HS, Friendswood HS, Hitchcock HS, Santa Fe HS, and Texas City HS.*

### Program Models



## CCISD Dual Credit Program Evaluation

### College of the Mainland Collegiate High School (CHS)

Additionally, CCISD offers a Collegiate High School program option for a select number of students to attend. Based on an MOU with College of the Mainland, Clear Creek ISD has a cap of seven openings for participation in Collegiate High School. This agreement has been in existence since 2010-2011.

This program is also open to students in the surrounding districts, including Dickinson ISD, Friendswood ISD, Hitchcock ISD, Santa Fe ISD, Texas City ISD, Odyssey Academy, and students who attend private school or are home-schooled. There are limited spots available, and pending acceptance, students are expected to conduct themselves as college students since this program takes place on a college campus; however, these students remain enrolled in CCISD and are not withdrawn from the district. Students must meet eligibility criteria provided by College of the Mainland and complete the application process, including an interview. College of the Mainland waives forty percent of tuition and fees for students who attend Collegiate High School.

The table below shows the number of students who have enrolled in CHS over the past five years, including the most recent school year.

School Year	# of Students Enrolled	Tuition per Student Covered by CCISD	Total Tuition Costs Covered by CCISD for COM CHS students
2021-2022	7	\$2,700.00	\$18,900
2020-2021	7	\$2,700.00	\$18,900
2019-2020	5	\$2,700.00	\$13,500
2018-2019	6	\$2,700.00	\$16,200
2017-2018	5	\$2,700.00	\$13,500

### Clear Horizons Early College High School

Clear Horizons Early College High School was established in 2007 and is located at San Jacinto College South Campus. According to the Texas Education Agency, Early College High Schools allow students least likely to attend college to simultaneously receive a high school diploma and either an associate degree or a minimum of 60 credit hours towards a baccalaureate degree. Additionally, students participate in two years of internships and donate 80 hours of volunteer work.

Eighth grade students in CCISD may apply for the lottery selection system each spring semester to be a part of the freshman class, which is limited to 125 spots. All courses are taught at the advanced academic level and are either Honors, Advanced Placement, or Dual Credit college courses.

Early College High Schools:

- Enroll historically underserved students, targeting at-risk and economically disadvantaged students
- Provide dual credit at no cost to students
- Offer rigorous instruction and accelerated courses
- Provide academic and social support services to help students succeed
- Provide students with highly personalized attention
- Increase college readiness
- Partner with Texas institutions of higher education (IHEs) to reduce barriers to college access

Source: [Early College High School \(ECHS\) | Texas Education Agency](#)

## CCISD Dual Credit Program Evaluation

According to Clear Horizon's website (captured on 2-8-2022),

*"Clear Horizons Early College High School was established in 2007 on the South Campus of San Jacinto College and has continuously earned TEA's highest rating. Students earn dual diplomas and graduate each year with an Associate Degree from San Jacinto College and a High School Diploma with Endorsements from Clear Creek ISD. The early college high school program is a bold approach based on the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges. Early College High Schools are designed so that low-income youth, first-generation college goers, English language learners, students of color, and other young people who are traditionally underrepresented in higher education can simultaneously earn a high school diploma and an Associate Degree that transfers as credit towards a bachelor's degree. Thanks to the generosity of San Jacinto College and the Clear Creek Education Foundation, this is accomplished at no cost to the student or family.*

*The majority of the students at Clear Horizons meet one of the four target population criterion defined for Early College High Schools (ECHS) by the Texas Education Agency (TEA): 1) students are first generation college goers, 2) students are from minority groups traditionally underrepresented on college campuses, 3) students are economically disadvantaged, and/or 4) students meet one of the thirteen Texas at-risk indicators. Clear Horizons Early College High School is a Clear Creek ISD charter school that utilizes a computerized lottery for admitting the freshmen class. As defined by TEA, an ECHS may only serve about 100 students per grade level.*

Pages 18-28 of this Dual Credit program evaluation is organized using the following model:

- ☆ Overall dual credit enrollment (including all comprehensive high schools, Clear View HS, and CHECHS).
- ☆ Clear Horizons enrollment
- ☆ Non-CHECHS enrollment (all comprehensive high schools, Clear View, but does not include CHECHS.)

## CCISD Dual Credit Research Questions

Question #1: To what extent do the Dual Credit course enrollment trends demonstrate an increase for students in grades 11 and 12?

*(Based on 2011 Dual Credit Superintendent Recommendation)*

### Percent Change in CCISD Dual Credit Enrollment

	9th	10th	11th	12th	Total	Total Number of Dual Credit students*	% of 9-12 graders in DC	5 Year Change
2020-2021	3,425	3,424	3,275	3,098	13,222	1,264	9.6%	0.5%
2019-2020	3,661	3,375	3,262	3,017	13,315	1,265	9.5%	
2018-2019	3,680	3,388	3,210	3,001	13,279	1,213	9.1%	
2017-2018	3,578	3,326	3,200	2,885	12,989	1,181	9.1%	
2016-2017	3,552	3,269	3,089	2,969	12,879	1,172	9.1%	
<b>Total</b>	<b>17,896</b>	<b>16,782</b>	<b>16,036</b>	<b>14,970</b>	<b>65,684</b>	<b>6,095</b>	<b>9.3%</b>	

Data Source: CCISD SDS files and On Pointe Data Suite

\*Unique students

This percent change remains consistent with the data shown in the previous Advanced Academics/Gifted and Talented program evaluation (presented to the Board of Trustees in November 2014) seen below.

Program	Peer Group	2013-14	2012-13	2011-12	2010-11	2009-10	5 Year Change
Dual Credit	Gr 9-12	9.2%	8.7%	9.6%	9.9%	8.7%	0.5%

### Clear Horizons Dual Credit Enrollment vs Non-Clear Horizons Dual Credit Enrollment

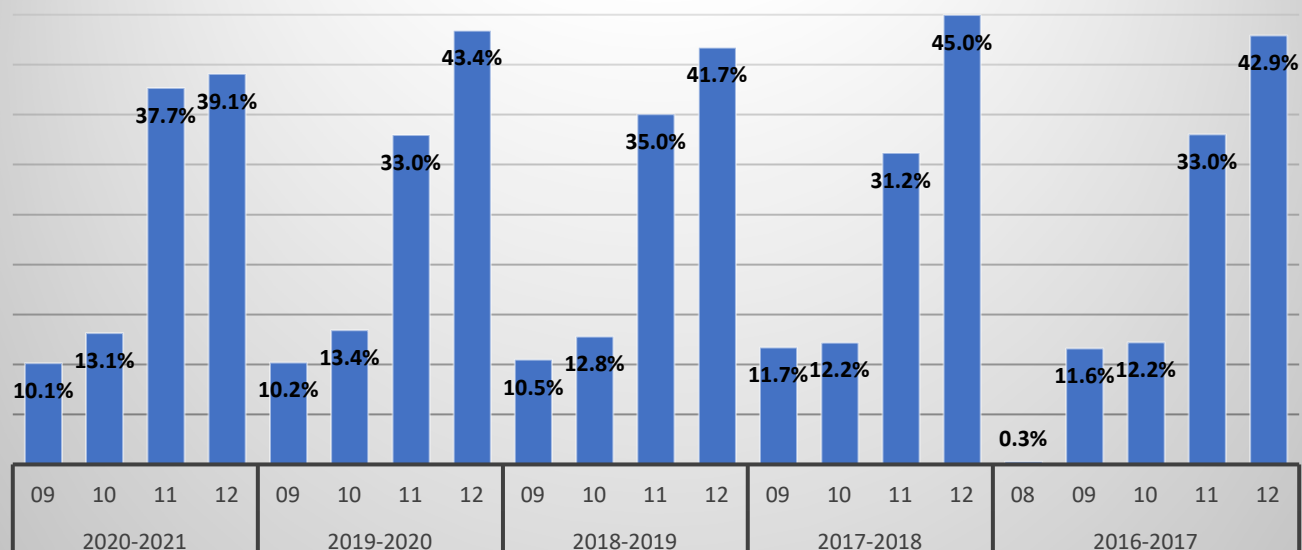
Year	Non-CHECHS	CHECHS	Total Dual Credit
2020-2021	815	449	1,264
2019-2020	813	452	1,265
2018-2019	767	446	1,213
2017-2018	733	448	1,181
2016-2017	712	460	1,172
<b>Total</b>	<b>3,840</b>	<b>2,255</b>	<b>6,095</b>

Data source: CCISD SDS files

Unique students

## CCISD Dual Credit Program Evaluation

### Overall Dual Credit Enrollment by Grade Level



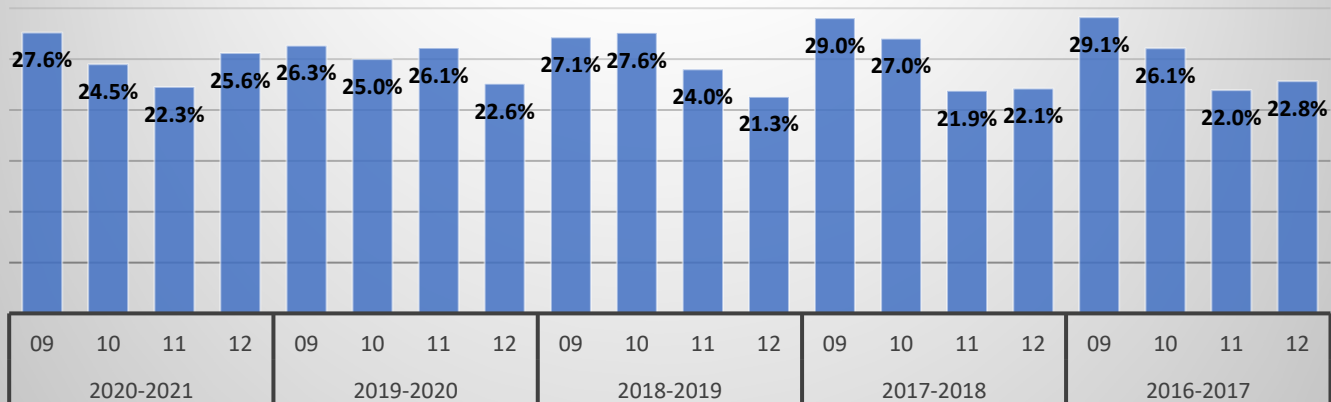
Data source: CCISD SDS files; OnPointe Data Suite

The majority of Grade 9 students are those who attend Clear Horizons Early College High School

Unique students (N=6,095: 2016-17=1,172; 2017-18=1,181; 2018-19=1,213; 2019-20=1,265; 2020-21=1,264)

Enrollment trends indicate that an average of 76.4% of dual credit students are those in 11<sup>th</sup> and 12<sup>th</sup> grade.

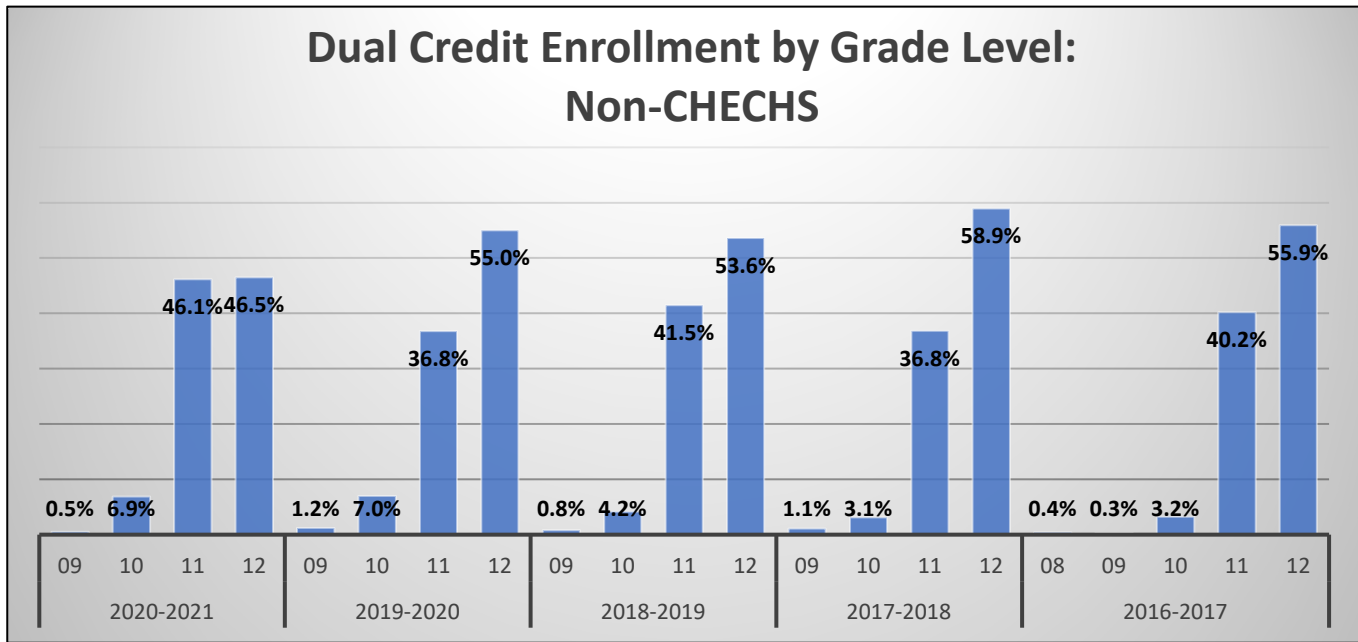
### Dual Credit Enrollment by Grade Level: CHECHS



Unique Students: N=2,255: (2016-17=460; 2017-18=448; 2018-19=446; 2019-20=452; 2020-21=449)

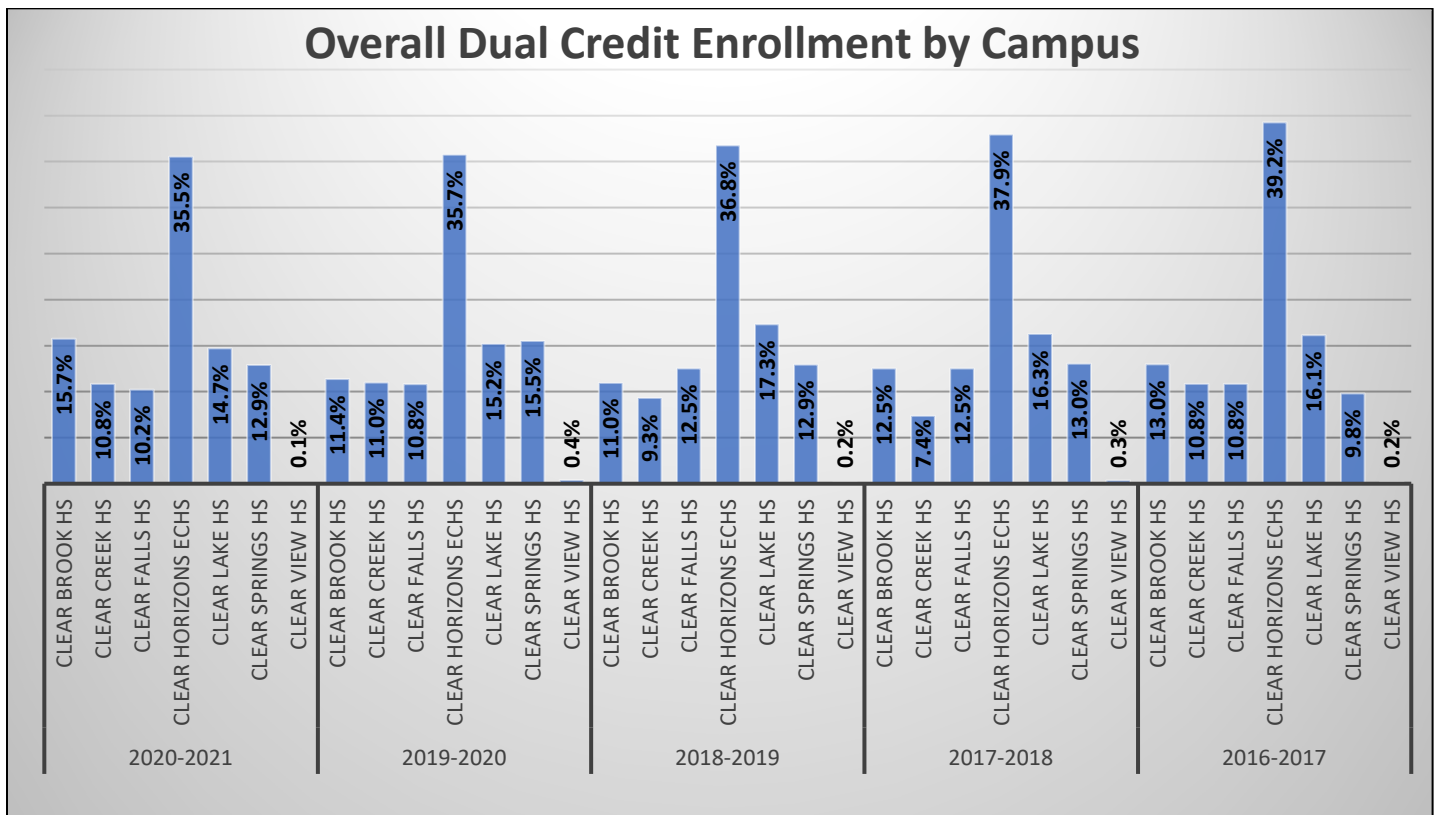
Dual credit students at CHECHS are evenly distributed from 9<sup>th</sup> through 12<sup>th</sup> grade of each year shown.

## CCISD Dual Credit Program Evaluation



Unique Students: N=3,840: (2016-17=712; 2017-18=733; 2018-19=767; 2019-20=813; 2020-21=815)

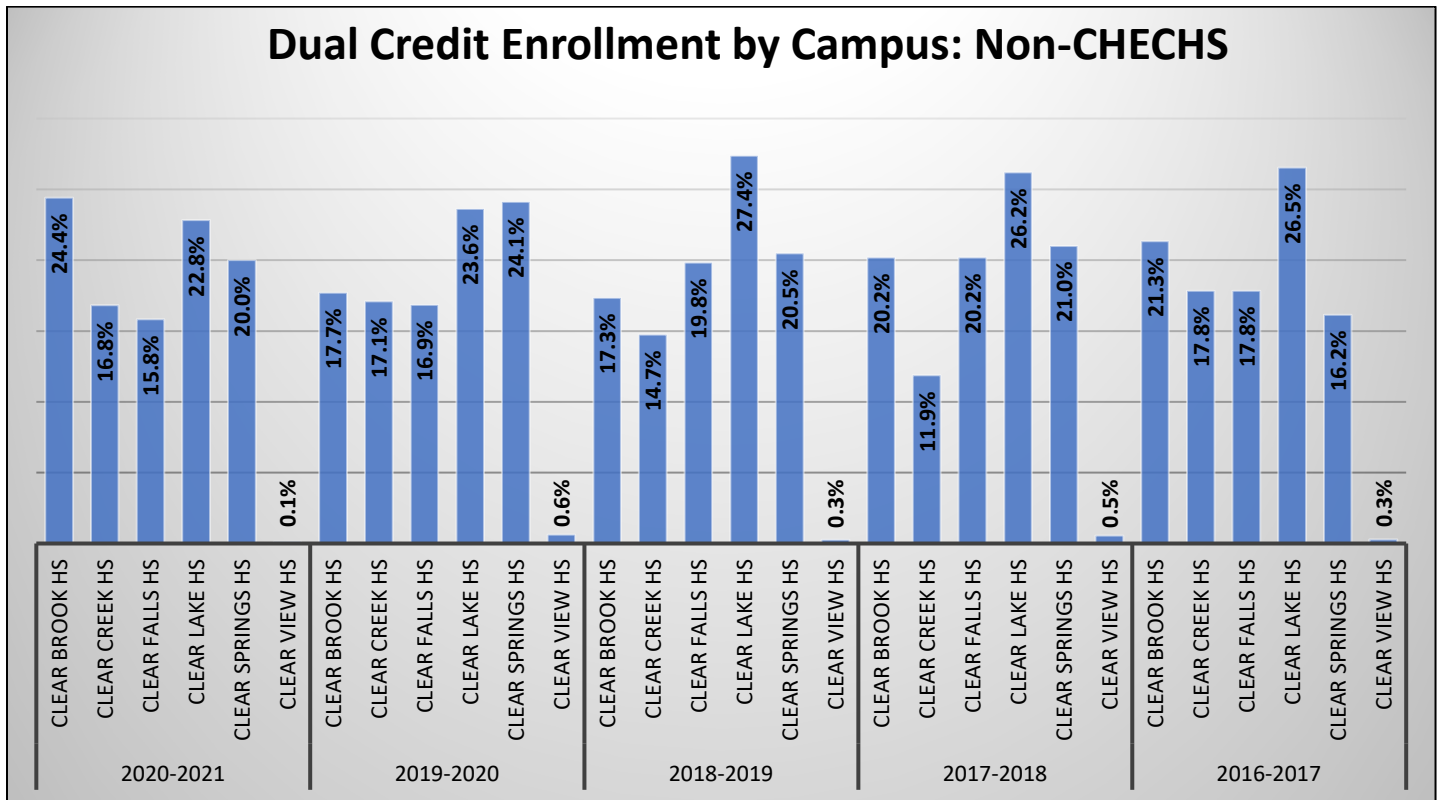
Enrollment trends indicate that an average of 94.3% of dual credit students who do not attend CHECHS are in 11<sup>th</sup> and 12<sup>th</sup> grade. More 12<sup>th</sup> graders have enrolled in Dual Credit courses than 11<sup>th</sup> graders until the 2020-21 school year.



Data source: CCISD SDS files; OnPointe Data Suite

Unique students (N=6,095: 2016-17=1,172; 2017-18=1,181; 2018-19=1,213; 2019-20=1,265; 2020-21=1,264)

# CCISD Dual Credit Program Evaluation



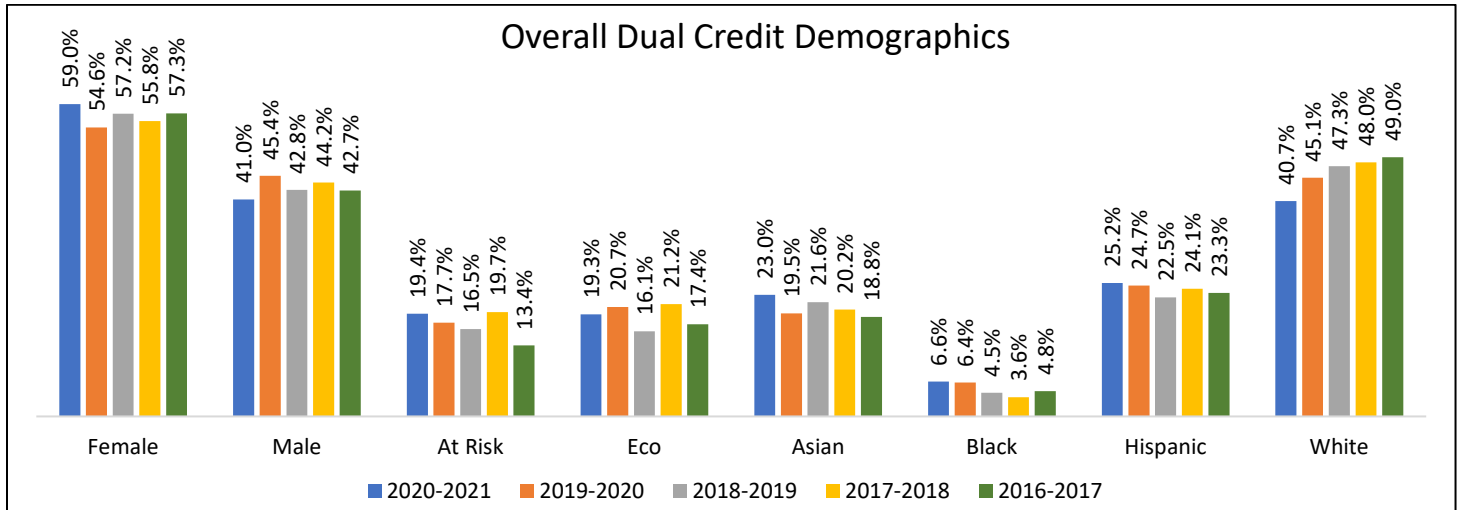
Data source: CCISD SDS files; OnPointe Data Suite

Unique students: N=3,840: (2016-17=712; 2017-18=733; 2018-19=767; 2019-20=813; 2020-21=815)

## CCISD Dual Credit Program Evaluation

### Demographic Data Trends

The following graphs show the demographic breakdown of unique students who have been enrolled in Dual Credit courses over the five-year period. For demographic comparison data from the previous Advanced Academics/GT program evaluation (specifically Dual Credit), please refer to Appendix I.

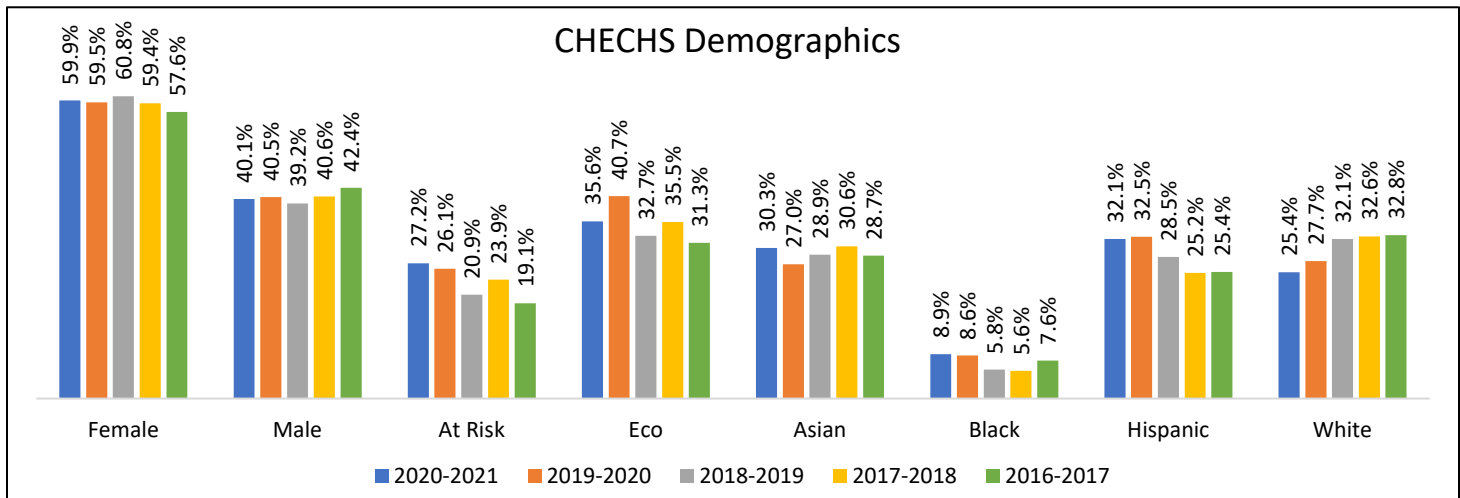


Data source: CCISD SDS files; OnPointe Data Suite

Unique students: (N=6,095: 2016-17=1,172; 2017-18=1,181; 2018-19=1,213; 2019-20=1,265; 2020-21=1,264)

Eco=Economically Disadvantaged

Historically, more females have participated in dual credit courses than their male counterparts. The percentage of economically disadvantaged students has been inconsistent but seems to be trending upward. While there is a decline in the percentage of white students participating in dual credit, there is an increase in the past few years in Asian, Black, and Hispanic student participation.



Source: CCISD SDS files; OnPointe Data Suite

Based on snapshot dates (last Friday in October)

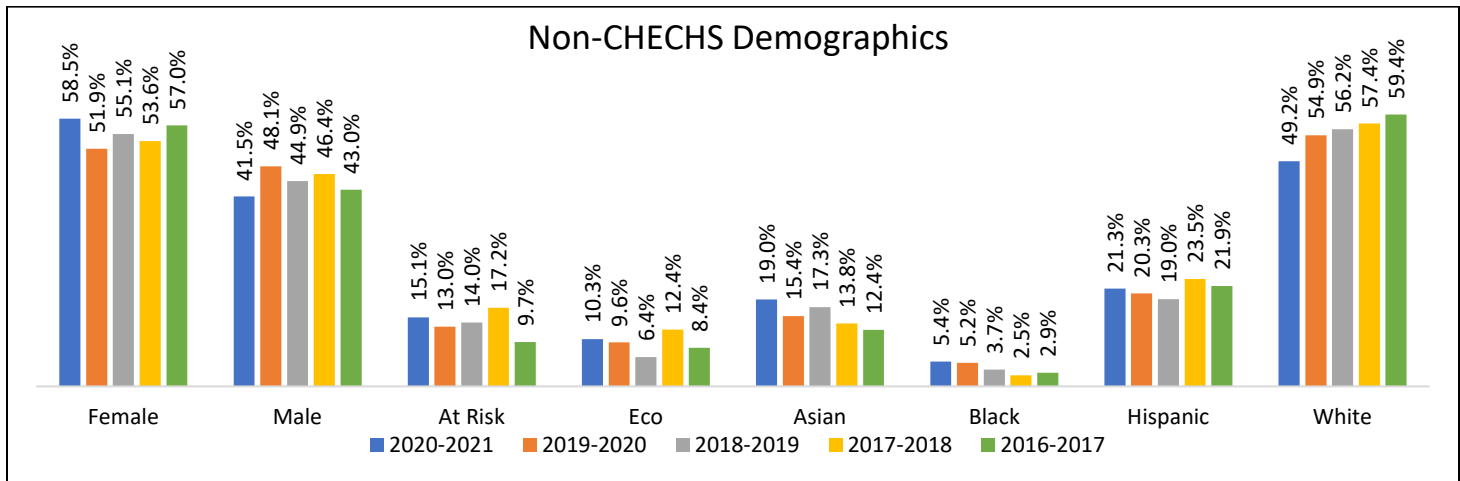
Eco=Economically Disadvantaged

Unique Students: N=2,255: (2016-17=460; 2017-18=448; 2018-19=446; 2019-20=452; 2020-21=449)

Historically, slightly more females have participated in dual credit courses at CHECHS than their male counterparts. The percentage of economically disadvantaged students has continued to trend upward. While there is a decline in the percentage of white students participating in dual credit at CHECHS, there is an increase in Asian, Black, and Hispanic student participation.



## CCISD Dual Credit Program Evaluation



Data source: CCISD SDS files; OnPointe Data Suite

Unique students

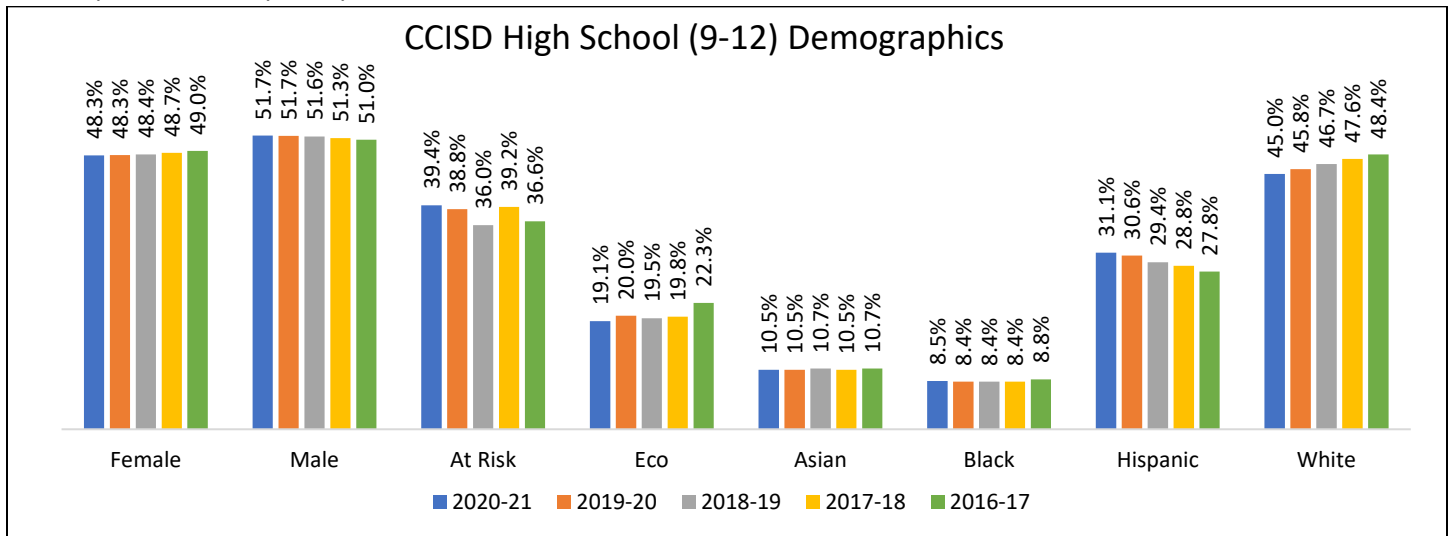
Eco=Economically Disadvantaged

Based on Dual Credit enrollment for all comprehensive high schools and Clear View

Does not include Clear Horizons Dual Credit enrollment

Unique students: N=3,840: (2016-17=712; 2017-18=733; 2018-19=767; 2019-20=813; 2020-21=815)

Historically, slightly more females have participated in dual credit courses at Non-CHECHS campuses than their male counterparts. The percentage of economically disadvantaged students has been inconsistent but has been trending upward over the past two years and is comparably lower than CHECHS students. While there is a decline in the percentage of white students participating in dual credit at Non-CHECHS campuses, there is an increase in Asian, Black, and Hispanic student participation.



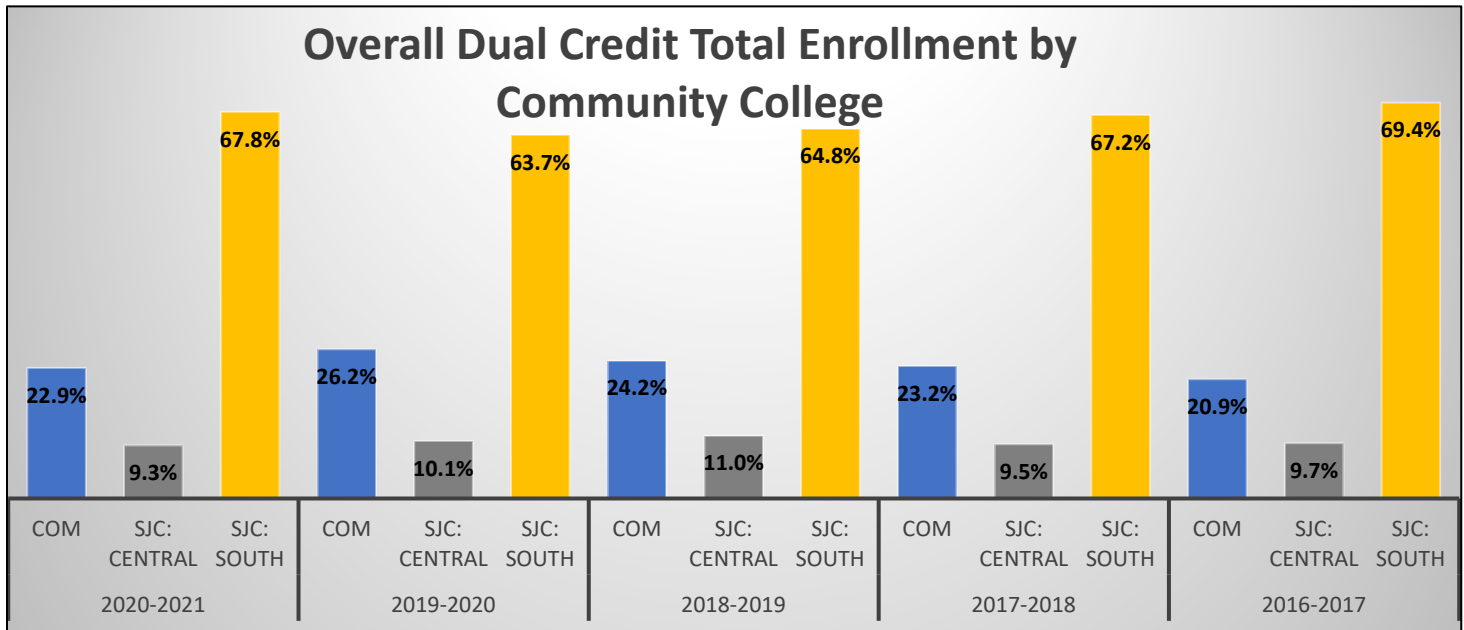
Data Source: OnPointe

N: 2016-17=12,879; 2017-18=12,989; 2018-19=13,279; 2019-20=13,315; 2020-21=13,222

When overall dual credit demographics are compared to district high school demographics, there are more females participating in Dual Credit courses than their male counterparts; the At-Risk sub population is lower; the Economically Disadvantaged sub population is fairly in line with the high school demographics; the Asian sub population is greater than the high school demographics; the Black sub population is lower than the high school demographics; the Hispanic sub population is slightly lower; and, the White sub population was fairly even in the earlier years captured in this evaluation, but has decreased over the past few years.

## Question #2: To what extent do the different program models impact students' retention and Academic Success?

The following graph shows the total enrollment for each community college in which CCISD partners: College of the Mainland, San Jacinto College (SJC): Central, and San Jacinto College (SJC): South.



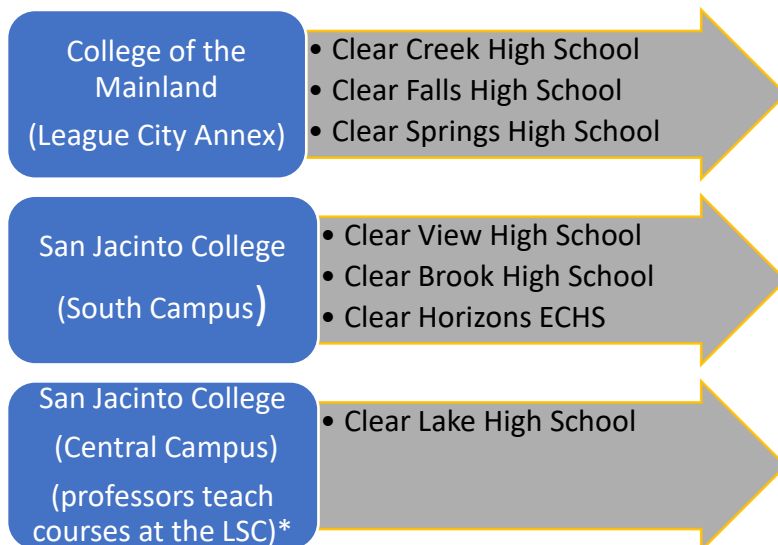
Based on total enrollment for Dual Credit students (not unique students)

For example, one student may take five courses and will count five times in the calculations.

Data source: CCISD SDS files; OnPointe Data Suite

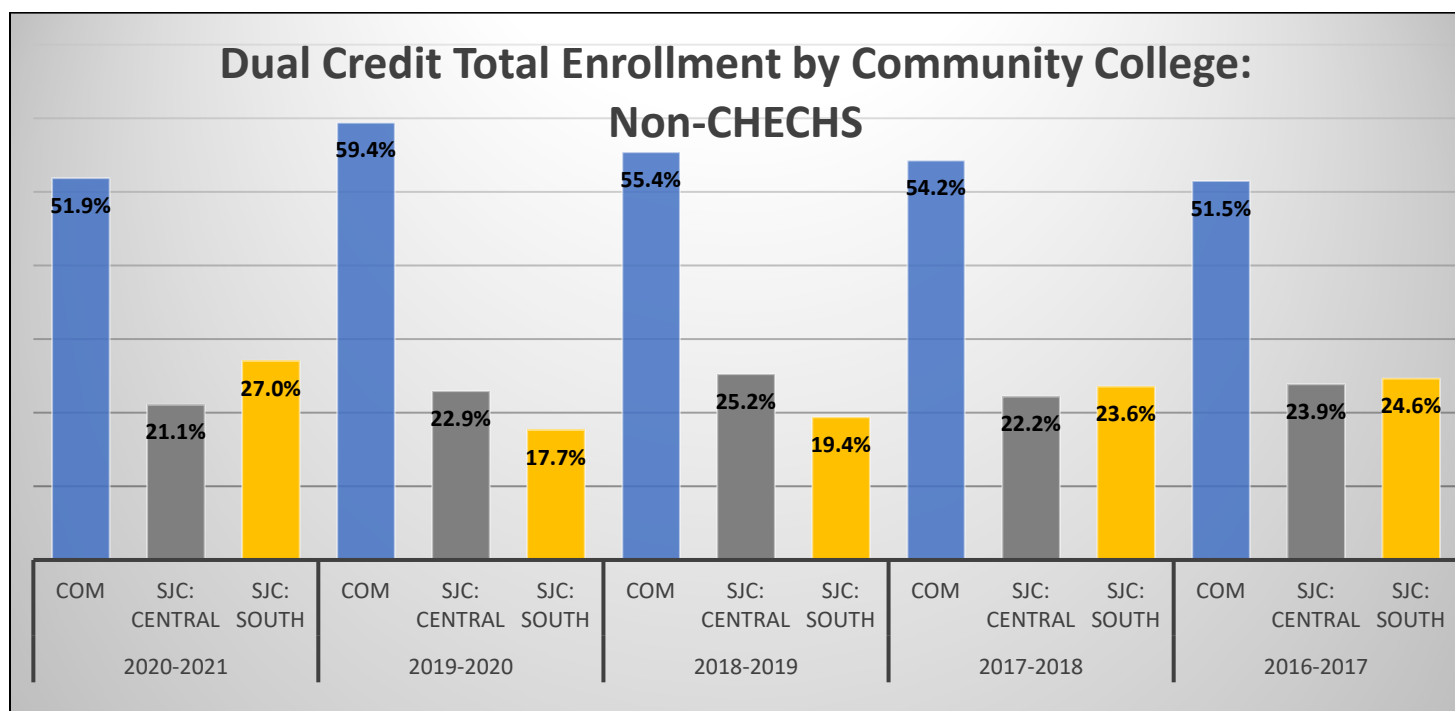
The majority of students attend courses through San Jacinto College: South Campus due to the large number of students who attend Clear Horizons Early College High School. A graph showing Non-CHECHS total dual credit enrollment is shown on the following page.

The program model is referenced below from page 16 in this program evaluation.



\*CLHS students currently attend Dual Credit courses at the LSC; however, they have attended courses at the Parson office space in Clear Lake (during the 2016-17 and 2017-18 school years) in addition to UHCL in the past prior to its expansion.

## CCISD Dual Credit Program Evaluation



*Based on total enrollment for Dual Credit students (not unique students)*

*For example, one student may take five courses and will count five times in the calculations.*

*Data source: CCISD SDS files; OnPointe Data Suite*

College of the Mainland has the highest total dual credit total enrollment when compared to San Jacinto College campuses (once CHECHS students were excluded from the SJC: South calculations). COM Dual Credit enrollment hit its highest peak in the 2019-2020 school year (59.4%).

### CCISD Dual Credit Course Categories

The CCISD Dual Credit courses were coded for the purposes of this program evaluation using categories found in the CCISD High School Educational Planning Guide (EPG), and a complete list of courses and correlating categories can be found in Appendix F. The categories are listed below:

- ☆ **Arts & Humanities**
- ☆ **Business & Industry**
- ☆ **Social Studies**
- ☆ **STEM**
- ☆ **Public Services**
- ☆ **Physical Education**
- ☆ **Visual and Performing Arts**

## CCISD Dual Credit Program Evaluation

Dual Credit course offerings vary according to a number of factors, including course and professor availability by college and semester. The chart below represents the overall Dual Credit total enrollment category by community college.

### Overall Dual Credit Enrollment by Category and Community College

Community College	Category	Year				
		2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
COM	Arts & Humanities	44.7%	40.9%	38.6%	35.8%	40.9%
	Business & Industry	1.0%	1.1%	6.7%	7.4%	9.9%
	Physical Education	0.2%	0.0%	0.3%	0.0%	0.0%
	Public Services	0.0%	0.0%	0.1%	0.0%	0.0%
	Social Studies	46.7%	46.3%	45.5%	50.5%	44.5%
	STEM	1.4%	4.9%	4.4%	4.1%	4.1%
	Visual and Performing Arts	6.0%	6.7%	4.4%	2.3%	0.6%
SJC: Central	Arts & Humanities	40.9%	44.9%	43.4%	43.0%	46.3%
	Business & Industry	0.5%	0.4%	0.2%	8.9%	8.1%
	Social Studies	55.8%	52.5%	54.4%	47.1%	45.1%
	STEM	1.6%	1.1%	1.5%	0.8%	0.5%
	Visual and Performing Arts	1.2%	1.1%	0.4%	0.3%	0.0%
SJC: South	Arts & Humanities	25.2%	24.4%	24.6%	21.9%	23.0%
	Business & Industry	5.4%	5.4%	6.5%	3.8%	2.6%
	Physical Education	7.9%	8.1%	8.6%	9.0%	9.4%
	Public Services	4.7%	4.9%	4.3%	4.9%	4.7%
	Social Studies	30.3%	29.7%	31.0%	30.7%	28.2%
	STEM	19.9%	20.6%	18.8%	23.1%	25.4%
	Visual and Performing Arts	6.7%	6.8%	6.3%	6.6%	6.6%

Based on total enrollment for Dual Credit students (not unique students)

For example, one student may take five courses and will count five times in the calculations.

Data source: CCISD SDS files; OnPointe Data Suite

Includes CHECHS, Clear View, and all comprehensive high school students

### CHECHS Dual Credit Enrollment by Category and Community College

Category	Year				
	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Arts & Humanities	20.6%	21.4%	21.7%	20.5%	21.3%
Business & Industry	6.4%	6.1%	7.4%	1.2%	0.4%
Physical Education	9.6%	9.2%	9.9%	10.6%	11.0%
Public Services	5.7%	5.6%	4.9%	5.7%	5.5%
Social Studies	25.4%	26.6%	27.5%	27.0%	24.4%
STEM	24.1%	23.5%	21.5%	27.2%	29.6%
Visual and Performing Arts	8.1%	7.6%	7.1%	7.7%	7.8%

Based on total enrollment for Dual Credit students (not unique students)

For example, one student may take five courses and will count five times in the calculations.

Data source: CCISD SDS files; OnPointe Data Suite

Includes CHECHS students only

## CCISD Dual Credit Program Evaluation

### Non-CHECHS Dual Credit Enrollment by Category and Community College

Community College	Category	Year				
		2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
COM	Arts & Humanities	44.7%	40.9%	38.6%	35.8%	40.9%
	Business & Industry	1.0%	1.1%	6.7%	7.4%	9.9%
	Physical Education	0.2%	0.0%	0.3%	0.0%	0.0%
	Public Services	0.0%	0.0%	0.1%	0.0%	0.0%
	Social Studies	46.7%	46.3%	45.5%	50.5%	44.5%
	STEM	1.4%	4.9%	4.4%	4.1%	4.1%
	Visual and Performing Arts	6.0%	6.7%	4.4%	2.3%	0.6%
SJC: Central	Arts & Humanities	40.9%	44.9%	43.4%	43.0%	46.3%
	Business & Industry	0.5%	0.4%	0.2%	8.9%	8.1%
	Social Studies	55.8%	52.5%	54.4%	47.1%	45.1%
	STEM	1.6%	1.1%	1.5%	0.8%	0.5%
	Visual and Performing Arts	1.2%	1.1%	0.4%	0.3%	0.0%
SJC: South	Arts & Humanities	46.4%	46.1%	43.7%	29.8%	33.0%
	Business & Industry	0.4%	0.6%	0.6%	18.4%	15.4%
	Social Studies	52.8%	51.9%	54.3%	51.3%	50.8%
	STEM	0.2%	0.0%	0.6%	0.0%	0.7%
	Visual and Performing Arts	0.2%	1.4%	0.8%	0.5%	0.0%

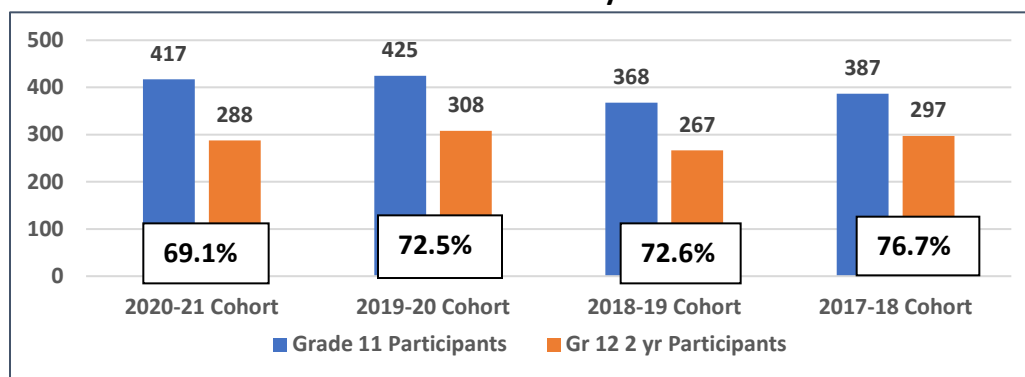
Based on total enrollment for Dual Credit students (not unique students)

For example, one student may take five courses and will count five times in the calculations.

Data source: CCISD SDS files; OnPointe Data Suite

Includes Clear View and all comprehensive high school students-does not include CHECHS students

### Dual Credit Yearly Retention



Cohort is defined as a group of students who began grade 9 in public school in a particular school year and were expected to graduate four years later. (TEA Completion, Graduation, and Dropout))

(For example, for the 2017-18 cohort, the 12<sup>th</sup> graders equaled 297, and during the previous year (2016-17), those same students were 11<sup>th</sup> graders, which equaled 387.) The 12<sup>th</sup> grade number does not represent total 12<sup>th</sup> grade Dual Credit enrollment-it pertains to the same group of students; however, total 12<sup>th</sup> grade Dual Credit enrollment can be seen below.

Year	N
2020-2021	494
2019-2020	549
2018-2019	506
2017-2018	531
2016-2017	503

Retention among 11<sup>th</sup> grade to 12<sup>th</sup> grade students has ranged from 69.1% in 2020-21 to a high of 76.7% in 2017-18.

## CCISD Dual Credit Program Evaluation

### Recommended Courses/Areas of Study by College

The Arts & Humanities and Social Studies categories have the largest enrollment; However, when broken down by college, a large percentage of students who attend CHECHS through SJC: South also participate in STEM category courses (25.4% in 2016-2017 to 19.9% in 2020-2021).

#### College of the Mainland

College of the Mainland lists recommended Dual Credit courses on their website for 11<sup>th</sup> and 12<sup>th</sup> grade students to consider. These courses are listed below:

##### 11<sup>th</sup> Grade Courses:

- HIST 1301 (US History I) & 1302 (US History II)
- GOVT 2306 (Texas Government)
- PSYC 2301 (General Psychology)
- PSYC 1300 (Psychology for Success) or EDUC 1300 (Psychology for Success)
- MUSI 1310 (American Music) or DRAM 1310 (Introduction to Theater) or ARTS 1301 (Art Appreciation)
- SOCI 1301 (Intro to Sociology)

##### 12<sup>th</sup> Grade Courses:

- ENGL 1301 (Composition I) & 1302 (Composition II) if taken in 11<sup>th</sup> grade then take
  - ENGL 2322 (British Literature I) & ENGL 2323 (British Literature II)
- GOVT 2305 (Federal Government)
- MATH 1314 (College Algebra) & Math 1324 (Math for Bus/Soc Science)
- MATH 1324 (Math for Bus/Soc Science) and Math 1325 (Calculus Bus/Soc Science)
- MATH 1342 (Elem Statistical Methods)

[\(Dual Credit Recommended Courses\)](#)

College of the Mainland offers foundation and workforce dual credit courses. Foundation courses are intended to transfer to a public college or university in Texas; while workforce courses may apply toward a certificate or degree program. Areas of study fall under Meta Majors COM (a grouping of degrees and programs that share common purpose or content) at COM. The four Meta Majors are listed below:

- ☆ Arts and Humanities
- ☆ Business and Industry
- ☆ Health, Human and Consumer Science, and Public Safety
- ☆ STEM

#### San Jacinto College

San Jacinto College offers eight areas of study in which dual credit courses may be grouped:

- ☆ Arts, Humanities, Communications, & Design
- ☆ Business
- ☆ Construction, Industry, Manufacturing & Transportation
- ☆ Education
- ☆ Health Sciences
- ☆ Public Safety & Human/Consumer Services
- ☆ Science, Technology, Engineering & Math (STEM)
- ☆ Social & Behavioral Science

[\(Areas of Study | San Jacinto College\)](#)

### Question #3: To what extent do Dual Credit courses prepare students for post-secondary readiness/opportunities?

The largest overall enrollment for Dual Credit courses is in Arts & Humanities and Social Studies with the primary focus being English III and IV, US History, and US Government. The chart below shows the breakdown of total overall enrollment by category.

**Total Enrollment by Category**

Year	Arts & Humanities	Business & Industry	Physical Education	Public Services	Social Studies	STEM	Visual and Performing Arts	Total
<b>2020-2021</b>	31.1%	3.9%	5.4%	3.2%	36.4%	14.0%	6.0%	<b>4,563</b>
<b>2019-2020</b>	30.8%	3.8%	5.1%	3.1%	36.3%	14.5%	6.2%	<b>4,435</b>
<b>2018-2019</b>	30.1%	5.9%	5.6%	2.8%	37.1%	13.4%	5.2%	<b>4,221</b>
<b>2017-2018</b>	27.1%	5.1%	6.0%	3.3%	36.8%	16.6%	5.0%	<b>4,152</b>
<b>2016-2017</b>	29.0%	4.7%	6.5%	3.3%	33.3%	18.5%	4.7%	<b>4,209</b>

*Based on total enrollment for Dual Credit students (not unique students)*

*For example, one student may take five courses and will count five times in the calculations.*

*Data source: CCISD SDS files; OnPointe Data Suite*

The chart below represents the overall average numerical grades by category for each semester over the last five-year period.

**Semester Averages**

Dual Credit Category	2020-2021		2019-2020		2018-2019		2017-2018		2016-2017	
	S1	S2	S1	S2*	S1	S2	S1	S2	S1	S2
	83	84	85	60	86	86	86	86	86	86
Arts & Humanities	85	86	85	71	87	87	87	86	86	88
Business & Industry	77	77	73	45	83	84	91	81	94	83
Physical Education	84	82	90	23	92	91	92	91	86	89
Public Services	77	76	83	49	85	93	93	91	88	85
Social Studies	85	85	85	61	85	86	85	85	86	87
STEM	83	81	84	76	83	80	81	83	82	82
Visual and Performing Arts	76	82	86	23	86	89	87	87	81	82

*\* Please note that the data from S2 of 2019-2020 was during the height of Covid-19*

With the exception of Semester 2 of the 2019-2020 school year, average grades of students in Dual Credit courses have ranged from 76 to 94, with an overall B average.

## CCISD Dual Credit Program Evaluation

### Semester Averages by Letter Grades

The chart below represents the overall letter grade breakdown for each year, semester, and category.

Year and Dual Credit Category	Semester 1					Semester 2				
	A or B	C (70-79)	F (0-69)	Pass	Grand Total	A or B	C (70-79)	F (0-69)	Pass	Grand Total
<b>2020-2021</b>	71.6%	15.2%	12.2%	1.0%	<b>2770</b>	74.6%	15.1%	10.3%	0.0%	<b>2409</b>
Arts & Humanities	73.6%	14.7%	9.1%	2.6%	<b>1058</b>	78.1%	14.3%	7.7%	0.0%	<b>975</b>
Business & Industry	58.6%	21.8%	19.5%	0.0%	<b>87</b>	66.7%	10.8%	22.6%	0.0%	<b>93</b>
Physical Education	70.5%	14.0%	15.5%	0.0%	<b>129</b>	69.5%	16.1%	14.4%	0.0%	<b>118</b>
Public Services	61.0%	16.9%	22.1%	0.0%	<b>77</b>	49.3%	24.6%	26.1%	0.0%	<b>69</b>
Social Studies	73.9%	14.5%	11.6%	0.0%	<b>937</b>	76.5%	16.0%	7.5%	0.0%	<b>724</b>
STEM	72.1%	16.5%	11.4%	0.0%	<b>333</b>	68.4%	17.1%	14.5%	0.0%	<b>304</b>
Visual and Performing Arts	56.4%	16.1%	27.5%	0.0%	<b>149</b>	75.4%	8.7%	15.9%	0.0%	<b>126</b>
<b>2019-2020</b>	72.9%	16.9%	9.4%	0.9%	<b>2672</b>	7.5%	1.2%	5.8%	85.5%	<b>2372</b>
Arts & Humanities	74.9%	15.3%	7.8%	2.0%	<b>977</b>	8.4%	0.8%	3.8%	87.0%	<b>993</b>
Business & Industry	47.7%	22.9%	29.4%	0.0%	<b>109</b>	*	0.0%	11.1%	81.0%	<b>63</b>
Physical Education	92.2%	*	*	0.0%	<b>115</b>	*	0.0%	*	96.5%	<b>113</b>
Public Services	65.3%	21.3%	13.3%	0.0%	<b>75</b>	12.7%	*	14.3%	69.8%	<b>63</b>
Social Studies	73.0%	18.7%	8.1%	*	<b>948</b>	8.9%	2.0%	6.3%	82.8%	<b>664</b>
STEM	68.3%	19.2%	12.2%	*	<b>344</b>	5.3%	*	2.3%	92.1%	<b>304</b>
Visual and Performing Arts	78.8%	13.5%	7.7%	0.0%	<b>104</b>	4.1%	*	18.0%	75.6%	<b>172</b>
<b>2018-2019</b>	76.1%	14.8%	8.1%	1.1%	<b>2514</b>	77.4%	15.9%	6.7%	0.0%	<b>2304</b>
Arts & Humanities	79.0%	12.4%	6.0%	2.7%	<b>937</b>	79.6%	15.4%	5.1%	0.0%	<b>925</b>
Business & Industry	69.9%	15.0%	15.0%	0.0%	<b>153</b>	75.8%	11.6%	12.6%	0.0%	<b>95</b>
Physical Education	92.9%	4.7%	2.4%	*	<b>127</b>	94.6%	4.5%	0.9%	0.0%	<b>111</b>
Public Services	70.5%	21.8%	7.7%	0.0%	<b>78</b>	87.5%	5.0%	7.5%	0.0%	<b>40</b>
Social Studies	74.8%	17.6%	7.6%	*	<b>820</b>	77.7%	16.9%	5.4%	0.0%	<b>745</b>
STEM	67.2%	18.6%	13.9%	*	<b>296</b>	57.9%	24.5%	17.6%	0.0%	<b>273</b>
Visual and Performing Arts	77.7%	10.7%	11.7%	0.0%	<b>103</b>	85.2%	12.2%	2.6%	0.0%	<b>115</b>
<b>2017-2018</b>	74.8%	15.4%	8.4%	1.3%	<b>2449</b>	76.8%	16.4%	6.8%	0.0%	<b>2238</b>
Arts & Humanities	75.7%	14.6%	5.8%	3.9%	<b>827</b>	79.6%	15.3%	5.1%	0.0%	<b>830</b>
Business & Industry	87.5%	8.7%	3.8%	0.0%	<b>184</b>	68.8%	*	18.8%	0.0%	<b>32</b>
Physical Education	95.6%	*	*	0.0%	<b>135</b>	93.1%	5.2%	*	0.0%	<b>116</b>
Public Services	87.3%	9.9%	*	0.0%	<b>71</b>	83.1%	12.3%	*	0.0%	<b>65</b>
Social Studies	71.1%	19.4%	9.4%	0.0%	<b>762</b>	75.1%	17.7%	7.2%	0.0%	<b>767</b>
STEM	63.3%	17.4%	19.0%	*	<b>368</b>	67.1%	22.4%	10.6%	0.0%	<b>322</b>
Visual and Performing Arts	78.4%	18.6%	*	0.0%	<b>102</b>	76.4%	14.2%	*	0.0%	<b>106</b>
<b>2016-2017</b>	73.4%	17.3%	8.0%	1.3%	<b>2537</b>	76.2%	15.7%	8.0%	0.0%	<b>2205</b>
Arts & Humanities	71.7%	17.0%	7.5%	3.8%	<b>895</b>	79.0%	15.4%	5.6%	0.0%	<b>859</b>
Business & Industry	92.9%	4.3%	*	0.0%	<b>184</b>	75.0%	0.0%	*	0.0%	<b>12</b>
Physical Education	81.9%	11.1%	6.9%	0.0%	<b>144</b>	85.5%	6.1%	8.4%	0.0%	<b>131</b>
Public Services	81.4%	7.0%	11.6%	0.0%	<b>86</b>	76.5%	15.7%	7.8%	0.0%	<b>51</b>
Social Studies	74.9%	18.3%	6.8%	0.0%	<b>732</b>	79.4%	13.9%	6.7%	0.0%	<b>669</b>
STEM	62.7%	26.2%	11.0%	0.0%	<b>408</b>	62.6%	24.2%	13.2%	0.0%	<b>372</b>
Visual and Performing Arts	63.6%	17.0%	19.3%	0.0%	<b>88</b>	70.3%	14.4%	15.3%	0.0%	<b>111</b>
<b>Grand Total</b>	<b>73.7%</b>	<b>15.9%</b>	<b>9.3%</b>	<b>1.1%</b>	<b>12,942</b>	<b>62.1%</b>	<b>12.8%</b>	<b>7.5%</b>	<b>17.6%</b>	<b>11,528</b>

Based on total enrollment for Dual Credit students (not unique students)

For example, one student may take five courses and will count five times in the calculations.

Data source: CCISD SDS files; OnPointe Data Suite

Grading scale used:

☆ A (90-100)

☆ B (80-89)

☆ C (70-79)

☆ F (0-69)

☆ Pass- used primarily in Semester 2 of 2019-2020



## CCISD Dual Credit Program Evaluation

The chart below represents the average numerical grades by category for each semester over the last five-year period for CHECHS Dual Credit students who earn dual credit through SJC: South.

### Semester Averages: CHECHS (SJC: South)

CHECHS- SJC: South	2020-2021		2019-2020		2018-2019		2017-2018		2016-2017	
	S1	S2	S1	S2*	S1	S2	S1	S2	S1	S2
	81	81	84	40	85	86	85	86	84	84
Arts & Humanities	80	81	84	43	88	86	86	86	82	84
Business & Industry	75	76	71	29	78	85	88	83	85	77
Physical Education	84	82	90	23	92	91	92	91	86	89
Public Services	77	76	83	49	85	93	93	91	88	85
Social Studies	83	84	84	42	85	86	83	85	86	85
STEM	83	81	84	77	83	80	80	83	82	82
Visual and Performing Arts	72	79	86	14	84	89	87	87	81	82

*Based on total enrollment for Dual Credit students (not unique students)*

*For example, one student may take five courses and will count five times in the calculations.*

*Data source: CCISD SDS files; OnPointe Data Suite*

*\* Please note that the data from S2 of 2019-2020 was during the height of Covid-19*

The chart below represents the average numerical grades by category for each semester over the last five-year period for Non-CHECHS Dual Credit students who earn dual credit through the respective colleges listed below.

### Semester Averages: Non-CHECHS

NON-CHECHS	2020-21		2019-20		2018-19		2017-18		2016-17	
	S1	S2	S1	S2**	S1	S2	S1	S2	S1	S2
<b>COM</b>	<b>86</b>	<b>86</b>	<b>86</b>	<b>75</b>	<b>86</b>	<b>87</b>	<b>89</b>	<b>86</b>	<b>90</b>	<b>91</b>
Arts & Humanities	86	86	86	89	86	88	89	86	90	91
Business & Industry	88	98	91	96	89	83	91	78	95	95
Physical Education	*	*			*	*				
Public Services					*	*				
Social Studies	85	86	85	70	83	87	89	86	89	92
STEM	86	91	87	77	86	82	88	81	88	86
Visual and Performing Arts	87	90	86	38	89	87	91	86	*	*
<b>SJC: Central</b>	<b>87</b>	<b>87</b>	<b>86</b>	<b>80</b>	<b>86</b>	<b>87</b>	<b>85</b>	<b>85</b>	<b>85</b>	<b>86</b>
Arts & Humanities	87	89	85	77	86	87	84	84	84	85
Business & Industry	*	*	*	*	*	*	87	86	89	84
Social Studies	87	86	87	87	86	87	86	86	84	88
STEM	86	58	*	*	73	70	*	*	*	*
Visual and Performing Arts	*	*	*	*	*	*	*	*		
<b>SJC: South</b>	<b>86</b>	<b>88</b>	<b>85</b>	<b>64</b>	<b>89</b>	<b>84</b>	<b>88</b>	<b>86</b>	<b>88</b>	<b>85</b>
Arts & Humanities	85	88	83	73	89	84	88	88	88	88
Business & Industry	*	*	*	*	*	*	92	83	95	92
Social Studies	86	88	87	46	88	85	84	85	83	82
STEM	*	*			*	*			*	*
Visual and Performing Arts	*	*	*	*	*	*	*	*		

*Based on total enrollment for Dual Credit students (not unique students)*

*For example, one student may take five courses and will count five times in the calculations.*

*Data source: CCISD SDS files; OnPointe Data Suite*

*\*=5 or fewer students enrolled*

*\*\* Please note that the data from S2 of 2019-2020 was during the height of Covid-19*

## CCISD Dual Credit Program Evaluation

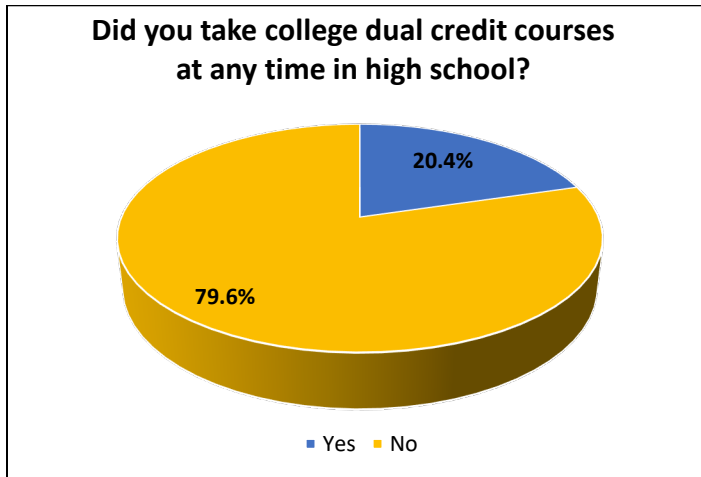
### Graduation Survey Data

Students are asked to complete a graduation survey in Naviance prior to their graduation date. This survey is conducted at the campus level and asks questions regarding students' plans following graduation. The questions are listed below that pertain to Dual Credit:

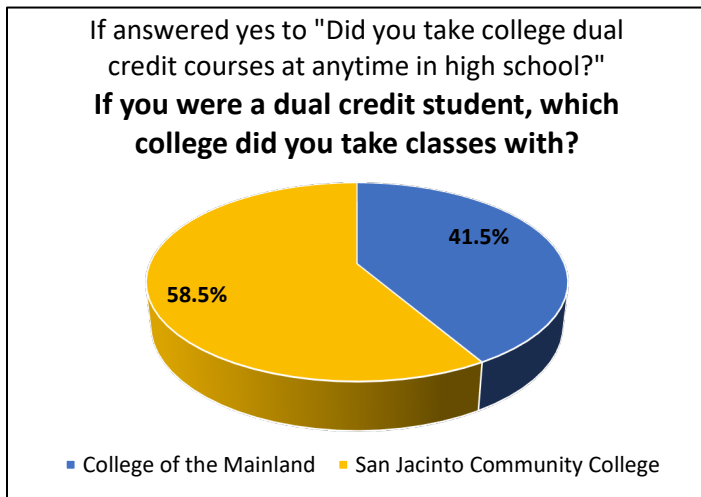
- ☆ **Did you take college dual credit courses at any time in high school?**
- ☆ **If you were a dual credit student, which college did you take classes with?**
- ☆ **Did either of your parents attend college? (First Generation)**
- ☆ **Where do you plan to be in the fall semester after graduating from high school?**

The total response rate for this survey was 3,137 for the CCISD class of 2021 (N=3,137). The response rate for each question is listed beneath each graph.

*\*The first question is based on all students' responses who answered Yes or No, and the remaining questions show the results of only those students who answered "Yes" to the first question. Please note the data below was self-reported by 12<sup>th</sup> grade students at the end of the 2020-2021 school year.*



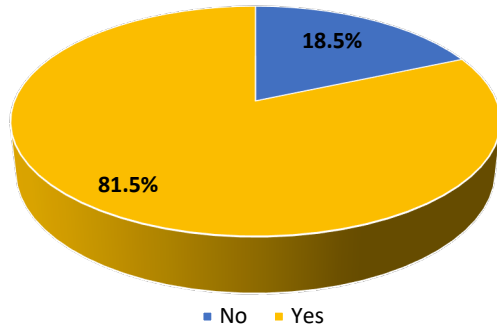
N=3,133



N=639

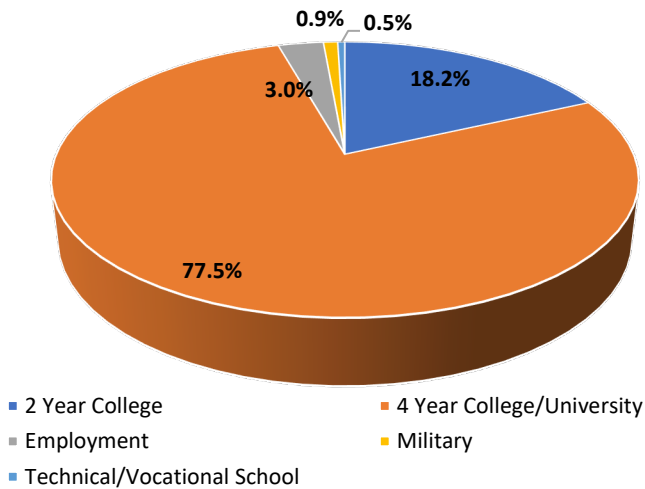
## CCISD Dual Credit Program Evaluation

If answered yes to "Did you take college dual credit courses at anytime in high school?"  
**Did either of your parents attend college?  
(First Generation)**



N=639

If answered yes to "Did you take college dual credit courses at anytime in high school?"  
**Where do you plan to be in the fall semester  
after graduating from high school?**



N=639

## Summary of Findings

1. Dual Credit enrollment has maintained a 0.5% change over the five-year period which remains consistent with the data from the previous Advanced Academics/Gifted and Talented program evaluation, which was presented to the Board of Trustees in November of 2014.
2. Clear Lake High School has had the highest Dual Credit enrollment as compared to other comprehensive high schools over the five-year period (when comparing to other Non-CHECHS enrollment).
3. College of the Mainland has had the highest Dual Credit enrollment when comparing to other Non-CHECHS students who attend SJC: South and Central.
4. While retention of Dual Credit students from 11<sup>th</sup> to 12<sup>th</sup> grade has remained relatively consistent (76.7% in 2017-18; 72.6% in 2018-19; 72.5% in 2019-20), there was a decline when compared to other years in the retention rate of the 2020-21 cohort (69.1%).
5. Overall averages for each community college show that there are slightly higher scores for Dual Credit students attending College of the Mainland as compared to their CHECHS, SJC: South, and SJC: Central counterparts.
6. Tuition varies by community college. College of the Mainland charges \$250 for 1 or 2 courses per semester plus additional fees for online and hybrid options, while SJC offers a 75% discounted rate. Students pay tuition, but all fees are waived at SJC. When exploring other Dual Credit tuition rates, such as Alvin Community College, Houston Community College (HCC), and Lone Star College, the tuition and fees varied greatly and were substantially lower or free to in district students in one case (HCC).
7. Clear Lake High School students attending San Jacinto: Central have not had the same variety of course selections as their peers over the five-year period. (Courses categorized under the following two categories have not had student enrollment: Physical Education and Public Services). Furthermore, they have not the opportunity prior to 2016-17 to experience courses at a college campus. *(CLHS students attended courses at the Parson office building during 2016-17 and 2017-18, then began attending courses at the Learner support Center in 2018-19. Long ago, they attended San Jacinto College courses located at the University of Houston Clear Lake (UHCL).*

## Superintendent Recommendations

**1. Establish a clear designation of roles/responsibilities for the Dual Credit program between the departments of Advanced Academics and Counseling and Student Services to better meet student needs.**

*In the past, Dual Credit has fallen under two departments: Advanced Academics and Counseling and Student Services. This program offers opportunities to all 11<sup>th</sup> and 12<sup>th</sup> grade students and is not solely designed for students who are taking Honors courses. (9<sup>th</sup> and 10<sup>th</sup> grade students who demonstrate outstanding performance and the capability to succeed in college-level coursework may also enroll in dual credit courses). Additionally, Counseling and Student Services provide guidance on how credits are designated for transcript credit purposes. To better meet student needs, a description of roles/responsibilities for both departments will be developed.*

**2. Explore online options to increase accessibility and opportunities for students.**

*Scheduling options may offer more flexibility since community colleges offer various options, such as online and are not limited to solely face to face offerings.*

**3. Continue to explore different methods of communication to reach students.**

*Enrollment has remained stagnant, as indicated in finding #1: Dual Credit enrollment has maintained a 0.5% change over the five-year period which remains consistent with the data from the previous Advanced Academics/Gifted and Talented program evaluation, which was presented to the Board of Trustees in November of 2014. We will explore options for varied methods of communication to increase participation in Dual Credit courses.*

**4. Utilize a consistent survey instrument for students who enroll in Dual Credit courses to monitor the effectiveness and measure student satisfaction through the use of Likert scales scores.**

*A survey was conducted for the initial Dual Credit program evaluation in 2011. Students are now asked to complete a survey in Naviance toward the end of their senior year. Having baseline data from the class of 2021 and continuing the use of that survey tool will be instrumental in monitoring the effectiveness of Dual Credit courses as well as student satisfaction with the program.*

## Resources

- 60X30 Texas Higher Education Coordinating Board: Educated Population. (2022, March 29, 2022). <http://www.60x30tx.com/why-60x30tx/>
- Alvin Community College. Dual Enrollment Expenses. (2022, March 29). <https://www.alvincollege.edu/dualenrollment/de-enrollment.html>
- Clear Creek ISD. 2022-2023 Educational Planning Guide. (2022, April 26). <https://resources.finalsite.net/images/v1643638518/ccisdnet/dfshipeng0jvp0bjpcil/EPG2022-2023.pdf>
- Clear Creek ISD. Clear Horizons Early College High School: About Us. (2022, February 8). <https://chechs.ccisd.net/our-campus/about-us>
- Closing the Gaps. The Texas Higher Education Plan. (2022, April 26). <https://reportcenter.highered.texas.gov/agency-publication/miscellaneous/closing-the-gaps-by-2015/>
- College of the Mainland. Dual Credit Recommended Courses. (2022, April 14). <https://www.com.edu/dualcredit/recommended-courses.html>
- Houston Community College Dual Credit Parent/Student Handbook. Operating Procedures: Tuition and Fees. (2022, April 19). <https://www.hccs.edu/programs/dual-credit/dual-credit-parentstudent-handbook/>
- Lone Star College Dual Credit & Early College High School Programs: Tuition. (2022, April 26). <https://www.lonestar.edu/college-departments/dualcredit/dualcredit-tuition.htm>
- San Jacinto College District. Find Your Path with Our Eight Areas of Study. (2022, February 15). <https://www.sanjac.edu/programs-courses/areas-study#art>
- Texas Academic Performance Report Glossary. (2022, July 25). TAPR Glossary. (<https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/glossary.pdf>)
- Texas Administrative Code §4.81-§4.85. (2022, April 19). [https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac\\_view=5&ti=19&pt=1&ch=4&sch=D&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=4&sch=D&rl=Y)
- Texas Education Agency. Completion, Graduation, and Dropout Frequently Asked Questions. (2022, May 3). [Completion, Graduation, and Dropout Frequently Asked Questions | Texas Education Agency](#)
- Texas Education Agency. Dual Credit. (2022, April 26). <https://tea.texas.gov/academics/college-career-and-military-prep/dual-credit>
- Texas Education Agency. Early College High Schools (ECHS). (2022, December 18). <https://tea.texas.gov/academics/college-career-and-military-prep/early-college-high-school-echs>
- Texas Education Code ([130.008](#) and [28.009](#)). (2022, April 19). <https://statutes.capitol.texas.gov/StatutesByDate.aspx?code=ED&level=SE&value=130.008&date=6/1/2015>

## Glossary of Terms

**Dual Credit** – courses offered to high school students (typically 11<sup>th</sup> and 12<sup>th</sup> grade) to earn high school and college credit simultaneously

**Educational Planning Guide (EPG)** – a comprehensive document created by CCISD that assists students with course selection

**End of Course (EOC)** – High School level state assessments for English I, English II, Algebra, Biology, and US History

**Full Time Equivalent (FTE)** – For purposes of this evaluation, FTEs are based on six section teaching load (1 section=0.16; 2 sections=.34; 3 sections=.50; 4 sections=0.66; 5 sections=0.80; and six sections=1.0).

**Memorandum of Understanding (MOU)** - Contract that exists between the community college and high school(s) regarding Dual Credit processes.

**State of Texas Assessment of Academic Readiness (STAAR)** – Texas standardized assessments

**Texas Essential Knowledge and Skills (TEKS)** – Texas standards for what students should know and be able to do

**Texas Higher Education Coordinating Board (THECB)** - serves as a resource, partner, and advocate for Texas higher education

**University Interscholastic League (UIL)** – organization created by UT Austin to provide educational extracurricular academic, athletic, and music contests

# CCISD Dual Credit Program Evaluation

## Appendix A: CCISD Dual Credit Crosswalk

College Course Title	College Course Name	Credit Hours	Contact Hours	CCISD COURSE #	CCISD Course Name	PEIMS	Unit
Introduction to Accounting I	ACNT 1303	3	48	7341DC	Accounting I	13016600	1
Principles of Financial Accounting	ACCT 2301	3	64	7342DC	Accounting II	13016700	1
Design Communication I	ARTS 2313 COM	3	96	8001DC	Art I	3500100	1
Design Communications II	ARTS 2314 COM	3	96	7201DC	Digital Media	13027800	1
Business Computer Applications	BCIS 1305	3	64	7321DC	Business Information Mgt I	13011400	1
Biology for Science Majors I	BIOL 1406 COM	4	96	3011DC	Biology A or B	03010200	0.5
	BIOL 1306/1106 San Jac			7996DC	Scientific Research & Design	13037200	0.5
Biology for Science Majors II	BIOL 1407 COM	4	96	3011DC	Biology A or B	3010200	0.5
	BIOL 1307/1107 San Jac			7996DC	Scientific Research & Design	13037200	0.5
Biology for Non Science Majors I	BIOL 1408 COM	4	96	3011DC	Biology A or B	3010200	0.5
	BIOL 1308/1108 San Jac			7997DC	Scientific Research & Design II	13037210	0.5
Biology for Non Science Majors II	BIOL 1409 COM	4	96	3011DC	Biology A or B	3010200	0.5
	BIOL 1309/1109 San Jac			7997DC	Scientific Research & Design II	13037210	0.5
Human Anatomy & Physiology I	BIOL 2401 COM	4	96	7550DC	Anatomy & Physiology A	13020600	0.5
	BIOL 2301/2101 San Jac						
Human Anatomy & Physiology II	BIOL 2402 COM	4	96	7550DC	Anatomy & Physiology B	13020600	0.5
	BIOL 2302/2102 San Jac						
Introductory Chemistry I (PTAC)	CHEM 1405 COM	4	96	7997DC	Scientific Research and Design	13037200	0.5
Introductory Chemistry I	CHEM 1406 COM	4	96	3211DC	Chemistry A or B	3040000	0.5
	CHEM 1305/1105 San Jac			7997DC	Scientific Research and Design	13037200	0.5
General Chemistry I	CHEM 1411 COM	4	96	3211DC	Chemistry A or B	3040000	0.5
	CHEM 1311/1111 San Jac			7997DC	Scientific Research and Design II	13037210	0.5
General Chemistry II	CHEM 1412 COM	4	96	3211DC	Chemistry A or B	3040000	0.5
	CHEM 1315/1112 San Jac			7997DC	Scientific Research and Design II	13037210	0.5
Introduction to Theater	DRAM 1310	3	48	8311DC	Theater Arts I	3250100	1
Principles of Macroeconomics	ECON 2301	3	48	4510DC	Economics	3310300	0.5
Composition I	ENGL 1301	3	48	1211DC	English III A	3220300	0.5
				1311DC	English IV A	3220400	0.5
Composition II	ENGL 1302	3	48	1211DC	English III B	3220300	0.5
				1311DC	English IV B	3220400	0.5
Creative Writing I	ENGL 2307	3	48	1511DC	Creative/Imaginative Writing	3221200	0.5
Technical & Business Writing	ENGL 2311	3	48	1994DC	Research/Technical Writing	3221100	0.5
				1211DC	English III A	3220300	0.5
				1311DC	English IV A	3220400	0.5
American Literature I	ENGL 2327	3	48	1211DC	English III A	3220300	0.5
				1311DC	English IV A	3220400	0.5
American Literature II	ENGL 2328	3	48	1211DC	English III B	3220300	0.5
				1311DC	English IV B	3220400	0.5



### CCISD Dual Credit Program Evaluation

College Course Title	College Course Name	Credit Hours	Contact Hours	CCISD COURSE #	CCISD Course Name	PEIMS	Unit
British Literature	ENGL 2322	3	48	1211DC	English III A	3220300	0.5
				1311DC	English IV A	3220400	0.5
British Literature	ENGL 2323	3	48	1211DC	English III B	3220300	0.5
				1311DC	English IV B	3220400	0.5
Physical Geology	GEOL 1403 COM GEOL 1303/1103 San Jac	4	96	3801DC	Earth and Space Science A or B	3060200	0.5
Historical Geology	GEOL 1404 COM GEOL 1304/1104	4	96	3801DC	Earth and Space Science A or B	3060200	0.5
Environmental Science	GEOL 1405 COM GEOL 1305/1105	4	96	3801DC	Earth and Space Science A or B	3060200	0.5
Meteorology	GEOL 1447 COM	4	96	3801DC	Earth and Space Science A or B	3060200	0.5
Federal Government	GOVT 2305	3	48	4310DC	United States Government	3330100	0.5
Texas Government	GOVT 2306	3	48	4315DC	Social Studies Advanced Studies	3380001	0.5
United States History	HIST 1301	3	48	4211DC	U.S History A	3340100	0.5
	HIST 1302	3	48		U.S History B	3340100	0.5
Medical Terminology	HITT 1305	3	48	7511DC	Medical Terminology	13020300	1
Humanities I	HUMA-1301	3	48	1551DC	Humanities I	3221600	0.5
Personal Computer Hardware	ITSC 1325 COM	3	80	7412DC	Computer Maintenance B	13027300	1
Implementing & Supporting Client Operating Systems	ITNW 1308 COM	3	80	7420DC	Computer Technician A	13027500	0.5
Implementing & Supporting Servers	ITNW 1354 COM	3	80	7420DC	Computer Technician B	13027500	0.5
College Algebra	MATH 1314	3	64	2212DC	Independent Study in Math-1st Time Taken	3102500	0.5
Mathematics for Business & Social Sciences	MATH-1324	3	48	2216DC	Independent Study in Math-2nd Time Taken	3102501	0.5
Pre Calculus	MATH 2312 COM	4	64	2311DC	Pre Calculus	3101100	1
	MATH 2412 SJC						
A & P for Medical Assistants	MDCA 1309	3	96	7550DC	Anatomy & Physiology	13020600	1
Human Disease/Pathophysiology	MDCA 1302	3	96	7530DC	Pathophysiology	13020800	1
Medical Insurance	MDCA 1443 COM	4	112	7396DC	Problems & Solutions	12701500	1
Fundamentals of Music	MUSI 1303	3	48	8864DC	Music Theory I	3155400	0.5
Music Appreciation	MUSI 1306	3	48	8499DC	Music Studies, Music Appreciation I	3155600	1
American Music	MUSI 1310	3		8499DC	Music Studies, Music Appreciation I	3155600	1
Introduction to Pharmacy	PHRA 1301 COM	3	64	7396DC	Problems & Solutions I A	12701500	0.5
Institutional Pharmacy Practice	PHRA 1449 COM	4	96	7396DC	Problems & Solutions I B	12701500	0.5
College Physics I	PHYS 1401 COM	4	96	3611DC	Physics A	3050000	0.5
	PHYS 1301/1101 San Jac			7996DC	Scientific Research and Design	13037200	0.5
College Physics II	PHYS 1402 COM	4	96	3611DC	Physics B	3050000	0.5
	PHYS 1302/1102 San Jac			7996DC	Scientific Research and Design	13037200	0.5
Stars and Galaxies	PHYS 1403 COM	4	96	3851DC	Astronomy	3060100	0.5
				3801DC	Earth and Space Science A or B	3060200	0.5
Solar System	PHYS 1404 COM	4	96	3851DC	Astronomy	3060100	0.5
					Earth and Space Science A or B	3060200	0.5
General Psychology	PSYC 2301	3	48	4710DC	Psychology	3350100	0.5
Psychology for Success	PSYC1300/ EDUC 1300	3	48	1500DC	College Readiness and Study Skills	3270100	0.5
Introduction to Sociology	SOCI 1301	3	48	4730DC	Sociology	3370100	0.5

### CCISD Dual Credit Program Evaluation

College Course Title	College Course Name	Credit Hours	Contact Hours	CCISD COURSE #	CCISD Course Name	PEIMS	Unit
Beginning Spanish I	SPAN 1411	4	64	5211DC	Spanish II	3440200	1
				5201DC	Spanish I (if no prior Spanish taken)	3440100	1
Beginning Spanish II	SPAN 1412	4	64	5221DC	Spanish III	3440300	1
				5211DC	Spanish II (if no prior Spanish taken)	3440200	1
Intermediate Spanish I	SPAN 2311	3	48	5240DC	Spanish IV	3440400	1
				5221DC	Spanish III (if no prior Spanish taken)	3440500	1
Intermediate Spanish II	SPAN 2312	3	48	5250DC	Spanish V	3440500	1
				5240DC	Spanish IV (if no prior Spanish taken)	3440400	1
Public Speaking	SPCH 1315	3	48	1600DC	Communications Applications	3241400	0.5
Interpersonal Communications	SPCH 1318	3	48	1600DC	Communications Applications	3241400	0.5
Introduction to Welding Fundamentals	WLDG 1421 COM	4	112	7170DC	Welding I A or B	13032300	1
Introduction to Oxy Fuel Welding & Cutting	WLDG 1425 COM	4	112				
Intermediate Shielded Metal Arc Welding (SMAW)	WLDG 1457 COM	4	112	7171DC	Welding II A or B	13032400	1
Introduction to Gas Tungsten Arc (TIG) Welding	WLDG 1434	4	112				
Introduction to Gas Metal Arc Welding (GMAW)	WLDG 1430	4	112				

Updated January 2022

Source: CCISD website

September 20, 2018

## Appendix B: Statewide Dual Credit Goals (HB 1638)

### TO THE ADMINISTRATOR ADDRESSED:

**Subject:** House Bill 1638: Statewide Dual Credit Goals

House Bill 1638 (85th Legislature, Regular Session), as codified in Texas Education Code, Section 28.009 (b-1) and (b-2), requires the Texas Higher Education Coordinating Board (THECB) and the Texas Education Agency (TEA) to collaboratively develop statewide goals for dual credit programs in Texas. These goals provide guidance to institutions of higher education (IHEs) and independent school districts (ISDs) on components that must be in place to ensure quality dual credit programs are provided to Texas high school students. These statewide goals address enrollment in and acceleration through postsecondary education, performance in college-level coursework, and strong academic advising. All dual credit programs are required to establish a memorandum of understanding (MOU) between the IHE and ISD that details the terms of the partnership. HB 1638 requires that on or after September 1, 2018, any new, revised, or renewed dual credit MOU or articulation agreement must include the following:

- A description of how the goals of the dual credit program align with the statewide goals;
- A course equivalency crosswalk or other method of equating high school courses with college courses that identifies the number of credits that may be earned for each course completed through the dual credit program;
- A description of the academic supports and guidance that will be provided to students participating in the dual credit program;
- A description of the ISD and IHE respective roles and responsibilities in providing for and ensuring the quality and instructional rigor of the dual credit program; and
- A description of the sources of funding for dual credit courses offered under the program including, at a minimum, the sources of funding for tuition, transportation, and any required fees or textbooks for students participating in the dual credit program.

On or after September 1, 2018, and each subsequent year, all dual credit MOUs, regardless if new, revised, or renewed, must be posted each year to the ISDs and IHEs respective websites.

The statewide dual credit goals are as follows:

**Goal 1:** Independent school districts and institutions of higher education will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies.

- **Measures of Implementation:**  
Documentation summarizing collaboration and outreach efforts of IHEs and secondary school partners will be readily available and posted.  
Examples of items to include in documentation:
  - Collaboration between ISDs and IHE partner(s) to host informational sessions for students and parents on dual credit opportunities, benefits and cost
  - ISD and IHE dual credit webpages reflect the most current dual credit program information including enrollment and fee policies

## CCISD Dual Credit Program Evaluation

- Hosting dual credit 101 sessions for high school counselors
- Collaboration between ISDs and IHE partner(s) on a marketing campaign

**Goal 2:** Dual credit programs will assist high school students in the successful transition to and acceleration through postsecondary education.

- Metric:  
Analysis of measures in enrollment in and persistence through postsecondary education, disaggregated by student sub-population.  
Examples of items included in analysis:
  - Student enrollment in postsecondary after high school
  - Time to degree completion
  - Semester credit hours to degree

**Goal 3:** All dual credit students will receive academic and college readiness advising with access to student support services to bridge them successfully into college course completion.

- Metric:  
Analysis of measures in enrollment and degree completion, disaggregated by student sub-population.  
Examples of items included in analysis:
  - Student enrollment in postsecondary after high school
  - Time to degree completion
  - Decrease in excess number of semester hours beyond required hours to degree completion

**Goal 4:** The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.

- Metric:  
Analysis of performance in subsequent course work.

## Appendix C: Texas Administrative Code §4.85

### (a) Eligible Courses.

(1) Courses offered for dual credit by public two-year associate degree granting institutions must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual adopted by the Board or as college-level workforce education courses in the current edition of the Workforce Education Course Manual adopted by the Board.

(2) Courses offered for dual credit by public universities must be in the approved undergraduate course inventory of the university.

(3) A college course offered for dual credit must be:

(A) in the core curriculum of the public institution of higher education providing the credit;

(B) a career and technical education course; or

(C) a foreign language course.

(i) This provision does not apply to a college course for dual credit offered as part of an approved early college education program established under TEC §29.908 or an early college program as defined in this subchapter.

(ii) Any college course for dual credit offered as part of an early college program as defined in this subchapter must be a core curriculum course of the public institution of higher education providing the credit, a career and technical education course, a foreign language course, or a course that satisfies specific degree plan requirements leading to the completion of a Board approved certificate, AA, AS, AAS degree program, FOSC, or POSC.

(4) Public colleges may not offer remedial and developmental courses for dual credit.

### (b) Student Eligibility.

(1) A high school student is eligible to enroll in academic dual credit courses if the student:

(A) demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative as set forth in §4.57 of this title (relating to College Ready Standards) on relevant section(s) of an assessment instrument approved by the Board as set forth in §4.56 of this title (relating to Assessment Instrument); or

(B) demonstrates that he or she is exempt under the provisions of the Texas Success Initiative as set forth in §4.54 of this title (relating to Exemptions, Exceptions, and Waivers).

(2) A high school student is also eligible to enroll in academic dual credit courses that require demonstration of TSI college readiness in reading, writing, and/or mathematics under the following conditions:

(A) Courses that require demonstration of TSI college readiness in reading and/or writing:

(i) if the student achieves a minimum score of 4000 on the English II State of Texas Assessment of Academic Readiness End of Course (STAAR EOC); or

(ii) if the student achieves one of the following scores on the PSAT/NMSQT (Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.):

(I) a combined score of 107 with a minimum of 50 on the reading test on a PSAT/NMSQT exam administered prior to October 15, 2015; or

(II) a score of 460 on the evidence-based reading and writing (EBRW) test on a PSAT/NMSQT exam administered on or after October 15, 2015; or

(iii) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire.

(B) Courses that require demonstration of TSI college readiness in mathematics:

(i) if the student achieves a minimum score of 4000 on the Algebra I STAAR EOC and passing grade in the Algebra II course; or

(ii) if the student achieves one of the following scores on the PSAT/NMSQT (Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.):

(I) a combined score of 107 with a minimum of 50 on the mathematics test on a PSAT/NMSQT exam administered prior to October 15, 2015; or

(II) a score of 510 on the mathematics test on a PSAT/NMSQT exam administered on or after October 15, 2015; or

(iii) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics or a mathematics score of 431 on the ACT-Aspire.

(3) A high school student is eligible to enroll in workforce education dual credit courses contained in a postsecondary Level 1 certificate program, or a program leading to a credential of less than a Level 1 certificate, at a public junior college or public technical institute and shall not be required to provide demonstration of college readiness or dual credit enrollment eligibility.

(4) A high school student is eligible to enroll in workforce education dual credit courses contained in a postsecondary Level 2 certificate or applied associate degree program under the following conditions:

(A) Courses that require demonstration of TSI college readiness in reading and/or writing:

(i) if the student achieves a minimum score of 4000 on the English II STAAR EOC; or

(ii) if the student achieves one of the following scores on the PSAT/NMSQT (Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.):

(I) a combined score of 107 with a minimum of 50 on the reading test on a PSAT/NMSQT exam administered prior to October 15, 2015; or

(II) a score of 460 on the evidence-based reading and writing (EBRW) test on a PSAT/NMSQT exam administered on or after October 15, 2015; or

(iii) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire.

(B) Courses that require demonstration of TSI college readiness in mathematics:

(i) if the student achieves a minimum score of 4000 on the Algebra I STAAR EOC and passing grade in the Algebra II course; or

(ii) if the student achieves one of the following scores on the PSAT/NMSQT (Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.):

(I) a combined score of 107 with a minimum of 50 on the mathematics test on a PSAT/NMSQT exam administered prior to October 15, 2015; or

(II) a score of 510 on the mathematics test on a PSAT/NMSQT exam administered on or after October 15, 2015; or

(iii) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics or a mathematics score of 431 on the ACT-Aspire.

(C) A student who is exempt from taking STAAR EOC assessments may be otherwise evaluated by an institution to determine eligibility for enrolling in workforce education dual credit courses.

(5) Students who are enrolled in private or non-accredited secondary schools or who are home-schooled must satisfy paragraphs (1) - (4) of this subsection.

(6) To be eligible for enrollment in a dual credit course offered by a public college, students must meet all the college's regular prerequisite requirements designated for that course (e.g., minimum score on a specified placement test, minimum grade in a specified previous course, etc.).

(7) An institution may impose additional requirements for enrollment in courses for dual credit that do not conflict with this section.

(8) An institution is not required, under the provisions of this section, to offer dual credit courses for high school students.

(c) Location of Class. Dual credit courses may be taught on the college campus or on the high school campus. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit courses taught electronically, public colleges shall comply with applicable rules and procedures for offering courses at a distance in Subchapters P and Q of this chapter (relating to Approval of Distance Education Courses and Programs for Public Institutions and Approval of Off-Campus and Self-Supporting Courses and Programs for Public Institutions). In addition, dual credit courses taught electronically shall comply with the Board's adopted Principles of Good Practice for Courses Offered Electronically.

(d) Composition of Class. Dual credit courses may be composed of dual credit students only or of dual and college credit students. Notwithstanding the requirements of subsection (e) of this section, exceptions for a mixed class that combines college credit and high school credit-only students may be allowed only when the creation of a high school credit-only class is not financially viable for the high school and only under one of the following conditions:

(1) If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course.

(2) If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.

(3) If the course is a career and technical/college workforce education course and the high school credit-only students are eligible to earn articulated college credit.

(e) Faculty Selection, Supervision, and Evaluation.

(1) The college shall select instructors of dual credit courses. These instructors must meet the same standards (including minimal requirements of the Southern Association of Colleges and

Schools Commission on Colleges) and approval procedures used by the college to select faculty responsible for teaching the same courses at the main campus of the college.

(2) The college shall supervise and evaluate instructors of dual credit courses using the same or comparable procedures used for faculty at the main campus of the college.

(f) Course Curriculum, Instruction, and Grading. The college shall ensure that a dual credit course and the corresponding course offered at the main campus of the college are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. These standards must be upheld regardless of the student composition of the class.

(g) Academic Policies and Student Support Services.

(1) Regular academic policies applicable to courses taught at the college's main campus must also apply to dual credit courses. These policies could include the appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, etc.

(2) Students in dual credit courses must be eligible to utilize the same or comparable support services that are afforded college students on the main campus. The college is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible.

(3) A student enrolled in dual credit courses at an institution of higher education shall file a degree plan with the institution as prescribed by §4.344 of this chapter (relating to Degree Plans for a Student Enrolled in Dual Credit Courses).

(h) Transcribing of Credit. For dual credit courses, high school as well as college credit should be transcribed immediately upon a student's completion of the performance required in the course.

(i) Funding.

(1) The state funding for dual credit courses will be available to both public school districts and colleges based on the current funding rules of the State Board of Education (TEC 42.005 (g)) and the Board (TEC 61.059 (p) and (q)).

(2) The college may only claim funding for students earning college credit in core curriculum, field of study curriculum, program of study curriculum, career and technical education, and foreign language dual credit courses.

(3) This provision does not apply to students enrolled in approved early college education programs under TEC 29.908.

(4) All public colleges, universities, and health-related institutions may waive all or part of tuition and fees for a Texas high school student enrolled in a course for which the student may receive dual course credit.



## **Appendix D: Texas Education Code 130.008 and Sec. 28.009**

### **Education Code 130.008 on 6/1/2015**

Sec. 130.008. COURSES FOR JOINT HIGH SCHOOL AND JUNIOR COLLEGE CREDIT. (a) Under an agreement with a school district or, in the case of a private high school, with the organization or other person that operates the high school, a public junior college may offer a course in which a student attending a high school operated in this state by the school district, organization, or other person may enroll and for which the student may simultaneously receive both:

(1) course credit toward the student's high school academic requirements; and

(2) course credit as a student of the junior college, if the student has been admitted to the junior college or becomes eligible to enroll in and is subsequently admitted to the junior college.

(b) The junior college may waive all or part of the tuition and fees for a high school student enrolled in a course for which the student may receive joint credit under this section.

(c) The contact hours attributable to the enrollment of a high school student in a course offered for joint high school and junior college credit under this section, excluding a course for which the student attending high school may receive course credit toward the physical education curriculum requirement under Section 28.002(a)(2)(C), shall be included in the contact hours used to determine the junior college's proportionate share of the state money appropriated and distributed to public junior colleges under Sections 130.003 and 130.0031, even if the junior college waives all or part of the tuition or fees for the student under Subsection (b).

(d) A public junior college may enter into an agreement with a school district, organization, or other person that operates a high school to offer a course as provided by this section regardless of whether the high school is located within the service area of the junior college district.

(d-1) Repealed by Acts 2013, 83rd Leg., R.S., Ch. 211, Sec. 78(a)(6), eff. September 1, 2013.

## CCISD Dual Credit Program Evaluation

(e) In admitting or enrolling high school students in a course offered for joint high school and junior college credit under Subsection (a), a public junior college must apply the same criteria and conditions to each student wishing to enroll in the course without regard to whether the student attends a public school or a private or parochial school, including a home school. For purposes of this section, a student who attends a school that is not formally organized as a high school and is at least 16 years of age is considered to be attending a high school.

(f) Repealed by Acts 2015, 84th Leg., R.S., Ch. 90 , Sec. 2, eff. May 23, 2015.

**Sec. 28.009. COLLEGE CREDIT PROGRAM.** (a) Each school district shall implement a program under which students may earn the equivalent of at least 12 semester credit hours of college credit in high school. On request, a public institution of higher education in this state shall assist a school district in developing and implementing the program. The college credit may be earned through:

(1) international baccalaureate, advanced placement, or dual credit courses;

(2) articulated postsecondary courses provided for local credit or articulated postsecondary advanced technical credit courses provided for state credit; or

(3) any combination of the courses described by Subdivisions (1) and (2).

(a-1) A program implemented under this section may provide a student the opportunity to earn credit for a course or activity, including an apprenticeship or training hours:

(1) that:

(A) satisfies a requirement necessary to obtain an industry-recognized credential or certificate or an associate degree; and

(B) is approved by the Texas Higher Education Coordinating Board; and

(2) for which a student may earn credit concurrently toward both the student's high school diploma and postsecondary academic requirements.

## CCISD Dual Credit Program Evaluation

(a-2) A school district is not required to pay a student's tuition or other associated costs for taking a course under this section.

(a-4) A dual credit course offered under this section must be:

- (1) in the core curriculum of the public institution of higher education providing college credit;
- (2) a career and technical education course; or
- (3) a foreign language course.

(a-5) Subsection (a-4) does not apply to a dual credit course offered as part of the early college education program established under Section [29.908](#) or any other early college program that assists a student in earning a certificate or an associate degree while in high school.

Text of subsection as amended by Acts 2015, 84th Leg., R.S., Ch. 90  
(H.B. [505](#)), Sec. 1

(b) The agency shall coordinate with the Texas Higher Education Coordinating Board as necessary in administering this section. The commissioner may adopt rules as necessary concerning the duties under this section of a school district. The Texas Higher Education Coordinating Board may adopt rules as necessary concerning the duties under this section of a public institution of higher education. A rule may not limit:

- (1) the number of dual credit courses or hours in which a student may enroll while in high school;
- (2) the number of dual credit courses or hours in which a student may enroll each semester or academic year; or
- (3) the grade levels at which a high school student may be eligible to enroll in a dual credit course.

Text of subsection as amended by Acts 2015, 84th Leg., R.S., Ch. 988  
(H.B. [18](#)), Sec. 2

## CCISD Dual Credit Program Evaluation

(b) The agency shall coordinate with the Texas Higher Education Coordinating Board as necessary in administering this section. The commissioner may adopt rules as necessary concerning the duties under this section of a school district. The Texas Higher Education Coordinating Board may adopt rules as necessary concerning the duties under this section of a public institution of higher education. A rule may not limit the number of dual credit courses or semester credit hours in which a student may enroll while in high school or limit the number of dual credit courses or semester credit hours in which a student may enroll each semester or academic year.

(b-1) The agency and the Texas Higher Education Coordinating Board jointly shall develop statewide goals for dual credit programs, including early college high school programs, career and technical education dual credit programs, and joint high school and college credit programs provided under Section [130.008](#), to provide uniform standards for evaluating those programs. The goals must address, at a minimum:

- (1) a dual credit program's achievement of enrollment in and acceleration through postsecondary education;
- (2) performance in college-level coursework; and
- (3) the development of an effective bridge between secondary and postsecondary education in the state.

(b-2) Any agreement, including a memorandum of understanding or articulation agreement, between a school district and public institution of higher education to provide a dual credit program described by Subsection (b-1) must:

- (1) include specific program goals aligned with the statewide goals developed under Subsection (b-1);
- (2) establish common advising strategies and terminology related to dual credit and college readiness;
- (3) provide for the alignment of endorsements described by Section [28.025](#)(c-1) offered by the district, and dual credit courses offered under the agreement that apply towards those endorsements, with postsecondary pathways and credentials at the institution and industry certifications;

## CCISD Dual Credit Program Evaluation

(4) identify tools, including tools developed by the agency, the Texas Higher Education Coordinating Board, or the Texas Workforce Commission, to assist school counselors, students, and families in selecting endorsements offered by the district and dual credit courses offered under the agreement;

(5) establish, or provide a procedure for establishing, the course credits that may be earned under the agreement, including by developing a course equivalency crosswalk or other method for equating high school courses with college courses and identifying the number of credits that may be earned for each course completed through the program;

(6) describe the academic supports and, if applicable, guidance that will be provided to students participating in the program;

(7) establish the district's and the institution's respective roles and responsibilities in providing the program and ensuring the quality and instructional rigor of the program;

(8) state the sources of funding for courses offered under the program, including, at a minimum, the sources of funding for tuition, transportation, and any required fees or textbooks for students participating in the program;

(9) require the district and the institution to consider the use of free or low-cost open educational resources in courses offered under the program;

(10) be posted each year on the district's and the institution's respective Internet websites; and

(11) designate at least one employee of the district or institution as responsible for providing academic advising to a student who enrolls in a dual credit course under the program before the student begins the course.

(b-3) The agency and the Texas Higher Education Coordinating Board shall coordinate as necessary to adopt rules for the implementation of Subsections (a-4) and (a-5). In adopting those rules, the agency and the coordinating board shall use the negotiated rulemaking procedures under Chapter [2008](#), Government Code, and consult with relevant stakeholders.

## CCISD Dual Credit Program Evaluation

(c) The commissioner and the Texas Higher Education Coordinating Board shall share data as necessary to enable school districts to comply with this subsection. Each school district shall annually report to the agency:

(1) the number of district students, including career and technical students, who have participated in the program and earned college credit; and

(2) the cumulative number of courses in which participating district students have enrolled and college credit hours the students have earned.

(c-1) The Texas Higher Education Coordinating Board shall collect student course credit data from public institutions of higher education as necessary for purposes of Subsection (c).

(d) In this section:

(1) "Career and technical student" means:

(A) a secondary education student who has entered the first course in a sequence of two or more technical courses for three or more credits in a career and technical education program; or

(B) a student who:

(i) is enrolled in an academic or workforce course that is part of a sequence of courses leading to an industry-recognized credential, certificate, or degree; and

(ii) has declared that sequence of courses as the student's major course of study.

(2) "Sequence of courses" means career and technical education courses approved by the State Board of Education or innovative courses approved by the State Board of Education that are provided for local credit

## Appendix E: CCISD Dual Credit Guidelines

CCISD, in conjunction with College of the Mainland (COM) and San Jacinto College, offers some Dual Credit course selections during the school day. Juniors and seniors are eligible to participate in this program. Some courses are held on a CCISD facility, while others may meet at the college or the college annex. Transportation may be available for classes held off campus. College of the Mainland and San Jacinto College have different guidelines and criteria for admission. Admission is contingent upon the student meeting these requirements.

CCISD has determined the courses for which Dual Credit is awarded. These courses provide advanced academic instruction beyond or in greater depth than the Texas Essential Knowledge and Skills (TEKS). In order to receive the high school credit portion of Dual Credit, the course grade must be at least a 70 on the college grading scale. Although a grade of 60 is considered “passing” on the college level, high school Dual Credit is not awarded. If a student earns a college grade of 69 or below, he/she must recover the high school credit if the course or credit is required for high school graduation.

The Dual Credit course, numeric grade, and high school credit earned are posted on the high school transcript. With the exception of courses taken through Clear Horizons Early College High School, courses taken by Dual Credit do not earn grade points and are not considered in the grade point average at the high school per Policy EIC(LOCAL). The course does have a letter grade and grade point posted on the college transcript. See EIC(REGULATION).

Dual Credit courses taken as a graduation requirement will not count toward academic UIL “No Pass/No Play”. Students must also take any corresponding STAAR EOCs and meet State assessment graduation requirements upon completion of the corresponding course.

As with all Dual Credit offerings, students must complete the CCISD Dual Credit/Concurrent Enrollment Endorsement form and obtain approval prior to registering for the college courses. Students must be in good standing at the high school in order to be approved for Dual Credit courses. The student is responsible for costs associated with taking college courses, including the purchase of the college-level text, ancillary materials, and parking (if applicable). Students enrolled in Dual Credit courses are eligible for student services, including tutoring and library access, on the respective college campus.

Juniors and seniors participating in Dual Credit during the school day will have college-level classes at either the beginning or the end of the school day for a maximum of two (2) periods. College-level classes meet either on Monday and Wednesday or on Tuesday and Thursday. Juniors and seniors in Dual Credit do not attend any college classes on Friday. Since college classes meet twice weekly, students taking Dual Credit will be placed in two (2) periods, (college class will show on student schedule). Juniors must enroll in six

(6) hours of college credit (2 classes per semester) and seniors are encouraged to enroll in six (6) hours of college credit (however, seniors may enroll in three (3) hours or six (6) hours). Even if a senior chooses to take only three (3) college hours it will still be necessary to block out two (2) periods in order to be available for the college class schedule. Juniors and seniors may enroll in online dual credit courses and will block out one (1) period for each online course for a maximum of two (2) courses either at the beginning or the at the end of the traditional school day schedule. Permission for additional Release Time for seniors will follow CCISD Policy FEF(REGULATION & EXHIBIT). Juniors and seniors, not enrolled in an early college high school program, who wish to take additional dual credit courses beyond the six (6) hours (face-to-face or online) will be enrolled outside of the traditional school day schedule and must have a full seven (7) period schedule. Freshmen and sophomores not enrolled in an early college high school program may enroll in dual credit courses outside of the traditional school day schedule.

## **CCISD Dual Credit Program Evaluation**

Prior to withdrawing from a college course, it is the student's responsibility to first discuss this matter with his/her high school counselor to determine if space is available in the comparable high school course. Should the student withdraw from a one-semester college level course (i.e. Government) that is a requirement for graduation, the campus will accept the withdrawal grade and place the student in the comparable high school course.

Because Dual Credit courses are college level and are taught by college-employed instructors, any disputes regarding grades, course content, schedules, calendar, attendance or other issues are to be addressed to the respective college. Students with disabilities will need to visit with the Special Populations Department at the college for needed accommodations.

Bacterial Meningitis Vaccination Requirement: The 82nd Texas Legislature requires that all incoming Texas college students must receive a vaccination or booster against bacterial meningitis.

I have read the guidelines for Dual Credit courses. My signature indicates that I agree with and will abide by the stated guidelines.



## Appendix F: CCISD Course Categories

Category	Course
Arts & Humanities	American Literature I
	Beginning French I
	British Literature
	Chinese
	Communications Applications
	Creative Writing
	English III
	English IV
	Forms of Literature: Literature and Film
	Humanities I
	Introduction to Humanities I
	Spanish I
	Spanish II
	Spanish III
	US History
	US History II
	Western Civilization
Business & Industry	Accounting
	Advanced Quantitative Reasoning
	Business Computer Applications
	Business Information Management I
	Business Law
	College Readiness and Study Skills
	Computer Maintenance B
	Introduction to Personal Computers
	Welding I
	Welding II
Physical Education	Personal Fitness courses
Public Services	Introduction to Special Populations
	Introduction to the Teaching Profession
	Learning Framework
	Medical Terminology
	Nutrition and Diet Therapy
Social Studies	Economics
	Federal Government
	Philosophy
	Principles of Macroeconomics
	Principles of Microeconomics
	Psychology
	Sociology
	Texas Government
	US Government
	US History

# CCISD Dual Credit Program Evaluation

Category	Course
STEM (Science, Technology, Engineering, and Math)	Anatomy & Physiology
	Astronomy
	Biology I
	Biology II
	Calculus I
	Calculus II
	Calculus III
	Calculus with Apps
	Chemistry I
	Chemistry I (organic)
	Chemistry II
	Chemistry II (organic)
	College Algebra
	Contemporary Mathematics (Quantitative Reasoning)
	Differential Equations
	Earth and Space Science
	Engineering Graphics
	Finite Math
	Historical Geology
	Independent Study: Math
	Integrated Software Applications I
	Introduction to Engineering
	Linear Algebra
	Mathematics for Business and Social Sciences
	Microbiology
	Pathophysiology
	Physical Geology
	Physics
	Pre-Calculus
	Problems & Solutions
	Programming Fundamentals I
	Programming Fundamentals II
	Programming Fundamentals III
	Scientific Research and Design
	Statistics
Visual and Performing Arts	Acting I
	Acting II
	Art History I
	Dance Appreciation
	Design I (2-dimensional)
	Digital Media
	Drama: Film Appreciation
	Drawing I
	Drawing II
	Music

### CCISD Dual Credit Program Evaluation

Category	Course
Visual and Performing Arts	Music Appreciation
	Music Theory I
	Painting I
	Photography I
	Stage Makeup
	Theater Arts I
	Theatre Appreciation

## Appendix G: High School Partnership (COM MOU)



### DUAL CREDIT PARTNERSHIP AGREEMENT

between

COLLEGE OF THE MAINLAND

and

XXXX SCHOOL DISTRICT

**School Years 2021-2022 thru 2025-2026**

College of the Mainland (“COM” or “College”), a public institution of higher education, in the County of Galveston, in the State of Texas, and XXX School District (“School District” or “high school”) agree to enter into a partnership to offer dual credit courses to eligible students, which will allow them to earn college credit while simultaneously earning credit toward their high school graduation requirements. In consideration of this partnership agreement, the parties agree to the following:

#### 1. Eligible Courses

- a. Courses offered for dual credit by College of the Mainland shall be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual adopted by the Texas Higher Education Coordinating Board (THECB) and listed in COM’s Core Curriculum, or as college-level workforce education courses in the current edition of Workforce Education Course Manual (WECM) adopted by the THECB.
- b. Students should only take college courses listed on their college pathways degree plan.
- c. The College and School District collaborate to match course learner outcomes of the college course with the Texas Essential Knowledge and Skills (TEKS) for the high school course. A corresponding PEIMS high school course code as identified in the current PEIMS Data Standards manual adopted by the State Board of Education is assigned indicating the high school course(s) for which high school credit shall also be awarded.
- d. Dual Credit may be awarded for courses listed in Crosswalk (Attachment A), at the discretion of the School District.
- e. Developmental and remedial courses are not offered for dual credit.
- f. Specific course offerings will be determined collaboratively between COM and the School District.
- g. College of the Mainland and the School District agree that College of the Mainland policies and practices regulating dual credit courses will be followed.

## 2. Student Eligibility Requirements

- a. To be eligible for dual credit enrollment at College of the Mainland, the high school student must meet all requirements for standard admission to the College as outlined in the College's current College Catalog, as well as other requirements that may be imposed by the School District. These include, but are not limited to, the following:
  - i. Submission of a completed Application for Admission to the College.
  - ii. Submission of proof of Bacterial Meningitis vaccination within the past five years, when classes are held on any College of the Mainland campus or online.
  - iii. Completion of applicable Texas Success Initiative Assessment (TSIA2) is required prior to enrolling in all academic dual credit classes. Dual Credit Academy Level One Certificates are exempt from TSIA2. Policies regarding TSIA2 exemptions or waivers are outlined in the current College of the Mainland's Dual Credit Manual that shall be distributed to the School District.
  - iv. Successful completion of established prerequisites for any College of the Mainland course as listed in the course description found in the current College Catalog.
  - v. Submission of a completed Dual Credit Enrollment Form with School District approval and approval by the high school student's parent/legal guardian before or at the time of course registration.
  - vi. Payment of the costs associated with taking a college course(s) as established by the College.
- b. The student must be classified by the School District as a high school student (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grades).
- c. College of the Mainland cannot limit the number of dual credit courses a high school student enrolls in each semester, although the class load of a high school student is typically two college courses per semester.
- d. Student must attend Dual Credit Orientation with COM prior to the start of classes.

**3. Location of Classes**

- a. Dual credit courses are taught on the College campus or designated satellite sites, on the high school campus during the high school day, or online. The College shall comply with applicable rules and procedures for offering courses at a distance in § 4.101 – 4.108 of THECB Texas Administrative Code, Chapter 4, Subchapter E relating to Distance Education and Off-Campus Instruction. In addition, dual credit courses taught electronically shall comply with the THECB adopted Principles of Good Practices for Courses Offered Electronically.
- b. Dual Credit courses taught on the high school campus shall be taught in a classroom that is, at a minimum, equipped with a computer, projector, projection screen, dry erase board, and a document camera (or similar device).
  - i. The high school will identify an onsite contact whose role is to assist the COM instructor with any issues or concerns that may arise while on the high school campus.
  - ii. The high school shall ensure the COM professors have access to the classroom the week before classes start to check instructional technology, classroom set up, etc.
  - iii. The high school shall ensure the COM professors have parking passes, school ID and classroom keys issued the week before classes start.
  - iv. The high school shall ensure the COM professors have access to the classroom upon arrival for class and have an identified space to offer office hours to assist students outside of the classroom.

**4. Student Composition of Class**

- c. For dual credit courses taught on the high school campus during the high school day, the composition of the class shall consist of dual credit students only.
- d. For classes taught on the college campus or designated site, dual credit students may be in classes with students from the general population.

**5. Faculty Selection, Supervision and Evaluation**

- e. Selection.
  - i. The College shall select, hire, supervise, and evaluate all instructors of dual credit courses according to college and departmental policies and procedures. These instructors must meet the minimal requirements specified by the Southern Association of Colleges and Schools

## CCISD Dual Credit Program Evaluation

Commission on Colleges (SACSCOC) and are subject to approval procedures used by the College to select faculty teaching the same course at the college campus.

- ii. For dual credit courses taught at the high school campus during the high school day, the College may employ high school faculty who meet the minimum standards as outlined in 5.a.i above. In such cases College of the Mainland will remit payment to the School District based on the following formula:

Number of dual credit students per course per semester based on census day enrollment	Remittance
5 – 9	\$500
10 –14	\$1000
15 or more	College Adjunct Pay Scale

### f. Supervision

- i. The College shall supervise all instructors of dual credit courses, including those taught at the high school during high school hours, according to the same procedures used for faculty at the College campus.
- ii. All new dual credit instructors shall attend the Adjunct Academy provided by the College prior to teaching their first class and once per year thereafter, unless excused by College Department Chair.
- iii. Any issues of concern regarding conduct of a dual credit instructor should be brought to the attention of the Director of Dual Credit or Academic Coordinator assigned to the high school.

### g. Evaluation

- i. The College shall evaluate all instructors of dual credit courses using the same procedures used for all College of the Mainland faculty members.

## 6. Course Curriculum, Instruction and Grading

- a. The College shall ensure that all dual credit courses meet the same standards as any other College course with respect to the curriculum, materials, instruction, and method of student evaluation. These standards shall be upheld regardless of the student composition of the dual credit class.
- b. The dual credit course instructor shall provide a copy of the course syllabus to the College for its records. Dual credit students shall also be given a copy of the course syllabus prior to the end of the first week of class. The syllabus will contain the following information: course description; learning outcomes; a list of required materials/textbook(s) for the course; the method(s) of instruction; grading policy; instructor's office hours and location; method of student evaluation; general classroom policies including attendance; a calendar of lecture/discussion topics and assignment due dates; and other material deemed pertinent by the instructor.
- c. All textbooks for courses must be selected and approved by the College. The College will review free or low-cost open educational resources and use when appropriate.
- d. Final grades shall be submitted to the high school by the College at the end of the semester.

## CCISD Dual Credit Program Evaluation

College of the Mainland assigns final grades in alpha grade form only (A, B, C, D or F). For the convenience of high school grade point average calculation purposes, the College suggests the following numerical grade associated with each alpha grade, as follows:

College Letter Grade	High School Numerical Grade
A	100
B	89
C	79
D	69
F	59

### 7. Transcription of Credit

- a. For dual credit courses, high school as well as college credit should be transcribed immediately following the completion of the course. The College shall be responsible for transcribing college credit and the School District shall be responsible for transcribing high school credit.

### 8. Academic Policies and Student Support Services

- b. Students in dual credit courses are eligible to utilize the same support services, learning resources and benefits that are afforded all College students. Student support services information is reviewed and included in the Dual Credit New Student Orientation Handbook and on the College Dual Credit website. Services include but are not limited to a COM student ID, Tutoring/Online tutoring, Advising, Career counseling, Library Resources and Database access and Services for students with a disability.
- c. The Dual Credit department provides training and update each year for all high school counselors and administrators. Student support services is reviewed and included in the Dual Credit Manual for School Administrators and Counselors.
- d. Dual Credit faculty complete "Early Alerts" for concerns regarding student class attendance, participation, grades, etc. "Early Alerts" are sent to the Dual Credit Department which then sends the "Early Alert" to the high school counselor to address with the student.
- e. The School District may access the current College Catalog and the current Student Handbook at [www.com.edu](http://www.com.edu) for their records. All policies in the College of the Mainland College Catalog and Student Handbook apply fully to dual credit students.
- f. The School District will post a link to the COM Dual Credit website on the high school Counselor's home page.



## 9. Funding

- g. State funding for dual credit courses is available to both the School District and the College based on the current agreement between the Commissioner of Education and the Commissioner of Higher Education.
- h. Dual credit students shall be charged tuition and fees for dual credit courses regardless of class location. Current tuition and fees for dual credit courses are outlined in the College's Dual Credit Manual.
- i. School Districts paying for dual credit courses for their students, must send a letter on School District letterhead to COM stating they are responsible for paying the tuition and fees for their students and provide a contact person and address to send the invoice.
- j. The costs for textbooks and supplemental instruction materials for dual credit courses shall be the responsibility of the student or School District. College approved textbooks purchased by the School District may be used for five years before a change can be made.
- k. The School District may choose to provide transportation for their dual credit students at a cost to the School District.

## 10. Statewide Dual Credit Goals

**Goal 1:** Independent school districts and institutions of higher learning will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies.

- College of the Mainland (COM) has college connections advisors (CCA) assigned to each high school who work collaboratively with high school counselors to create a college going culture and assist students with dual credit registration and concerns.
- COM partners with high schools to host dual credit information sessions at each high school each year to provide information to students and parents.
- COM and all School Districts in the service area have created a P-16 committee that meets 4 times a year to collaborate, problem solve and share information regarding dual credit and other college programs aimed to serve high school students.
- The dual credit webpage contains up to date information for parents, students and counselors. It can be accessed through COM's website and each high school counselor's department website.

**Goal 2:** Dual credit programs will assist high school students in the successful transition to and acceleration through postsecondary education.

- College connections advisors are assigned to each area high school to assist dual credit students and graduating seniors with the college transition process.
- All incoming dual credit students are required to attend a dual credit orientation.
- An Early Alert system is utilized by dual credit faculty to notify the Dual Credit Department of any concerns (academic, attendance, or emotional) regarding a dual credit student.

**Goal 3:** All dual credit students will receive academic and college readiness advising with access to

student support services to bridge them successfully into college course completion.

- College connections advisors provide group and individual advising sessions with incoming and returning dual credit students.
- Student support services are included in the dual credit orientation booklet, explained during the dual credit orientation and are listed on the dual credit website and COM Student Handbook.

**Goal 4:** The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.

- Academic coordinators along with department chairs ensure dual credit instructors and course rigor are held to the same academic standards as non-dual credit classes.
- Many dual credit classes are taught by full time tenured faculty.
- Dual credit instructors must meet the same credentialing standards as full time and adjunct instructors.
- All adjunct instructors must attend the annual adjunct academy and have annual classroom observation by COM faculty.
- Dual credit faculty must adhere to the standard syllabus template and meet all student learner outcomes.

#### **11. Other**

- a. College of the Mainland will coordinate with the School District to facilitate the TSIA2 assessment and student registration by college personnel

## Appendix H: High School Partnership (SJC MOU)

### MEMORANDUM OF UNDERSTANDING BETWEEN SAN JACINTO COMMUNITY COLLEGE DISTRICT AND CLEAR CREEK INDEPENDENT SCHOOL DISTRICT FOR A DUAL CREDIT PROVIDER RELATIONSHIP

This Memorandum of Understanding (the "MOU") is entered into and made effective this 18 day of November, 2019 (the "Effective Date"), by and between Clear Creek Independent School District ("CCISD") and San Jacinto Community College District ("SJCCD"). SJCCD and CCISD are sometimes each referred to herein as a "Party" and, collectively as, the "Parties".

The purpose of this MOU is to set forth the understanding between the Parties to establish a dual credit provider relationship and define the responsibilities of the Parties in accordance with the terms herein. Notwithstanding anything to the contrary herein, before this relationship of the Parties under this MOU is binding upon either Party, it must be approved by the respective governing boards of both CCISD and SJCCD.

#### RECITALS

WHEREAS, special consideration is given to school districts that commit to SJCCD as the provider of college classes for dual credit students, that consideration shall include, but not be limited to, the following:

- Free testing for the first two attempts on the Texas Success Initiative Assessment (TSIA) for all students attending SJCCD as a dual credit student;
- For additional testing attempts, the student will be charged the actual cost of the test, usually between \$8.75 and \$14.00, depending on the number of sections/testing units required;
- Tuition will be charged and a partial tuition waiver granted, in the amounts and percentages as approved by the SJCCD Board of Trustees, for courses taken by dual credit students. Any non-enrollment fees charged will not be eligible for a waiver; and
- Additional support services for students delivered via a collaborative relationship with CCISD.

WHEREAS, the Parties acknowledge that the academic rigor and high standards in student performance and faculty credentials established at SJCCD will be evident in all aspects of dual credit programs, processes, staff/faculty hiring, learning environments, and course materials.

WHEREAS, the Parties acknowledge that SJCCD is limited in facility, equipment and personnel resources, and new requests for dual credit coursework will be evaluated within those limitations.

WHEREAS, the Parties acknowledge that, notwithstanding anything to the contrary herein, approval of this MOU by the respective governing boards of each Party serves as the final approval

of the terms of this MOU and the final agreement to the selection of SJCCD as the provider in accordance with the terms herein and the special consideration listed above.

### **AGREEMENT**

NOW, THEREFORE, in consideration of the covenants and agreements of the Parties contained herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereby agree as follows:

### **RULES AND CRITERIA FOR COLLEGE COURSES OFFERED FOR DUAL CREDIT**

Pertinent rules for administration of partner programs for simultaneous awarding of college credit to fulfill high school graduation requirements are contained in the Texas Administration Code (TAC), TITLE 19, PART 1, CHAPTER 4, SUBCHAPTER D, RULE §4.85. This program is further designed to meet SJCCD's dual credit program goals, in alignment with the requirements of the Texas Higher Education Coordinating Board (THECB), as set forth in Exhibit A.

#### **a. Eligible Courses**

- i. Courses offered for dual credit by public two-year associate degree granting institutions must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual adopted by the Texas Higher Education Coordinating Board (THECB) or as college-level workforce education courses in the current edition of the Workforce Education Course Manual adopted by the THECB;
- ii. SJCCD may not offer remedial or developmental courses for dual credit.
- iii. SJCCD shall coordinate enrollment of CCISD students in Technical or Workforce Development courses at a SJCCD campus through the Career and Technical Education (CTE) Office of CCISD; and
- iv. SJCCD shall coordinate enrollment of CCISD students in academic courses at a SJCCD campus through coordination with a designated contact at each high school in CCISD.
- v. A college course offered for dual credit must be:
  1. In the core curriculum of the public institution of higher education providing the credit;
  2. A career and technical education course;
  3. A foreign language course; or
  4. Any college course for dual credit offered as part of an early college program that satisfies specific degree plan requirements leading to the completion of a Board approved certificate, AA, AS, AAS degree program or a Field of Study Curriculum (FOSC).

#### **b. Student Eligibility**

- i. A high school student in CCISD is eligible to enroll in **academic** college courses for dual credit, if the student:
  1. Demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative as set forth in TAC 19, §4.57 (relating to College Ready and Adult Basic Education [ABE] Standards) on relevant section(s) of an assessment instrument approved by the Board as set forth in TAC 19, §4.56 (relating to Assessment Instrument); or
  2. Demonstrates that he or she is exempt under the provisions of the Texas Success Initiative as set forth in TAC 19, §4.54 of this title (relating to Exemptions, Exceptions, and Waivers).
- ii. A high school student is also eligible to enroll in college courses taken for dual credit that require demonstration of TSI college readiness in reading, writing, and/or mathematics under the following conditions:
  1. Courses that require demonstration of TSI college readiness in reading and/or writing:
    - a. If the student achieves a minimum score of 4000 on the English II State of Texas Assessment of Academic Readiness End of Course (STAAR EOC); or
    - b. If the student achieves one of the following scores on the PSAT/NMSQT (Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015, and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.):
      - i. A combined score of 107 with a minimum of 50 on the reading test on a PSAT/NMSQT administer prior to October 15, 2015; or
      - ii. A score of 460 on the evidence-based reading and writing (EBRW) test on a PSAT/NMSQT exam administered on or after October 15, 2015; or
    - c. If the student achieves a composite score 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire.
  2. Courses that require demonstration of TSI college readiness in mathematics:
    - a. If the student achieves a minimum score of 4000 on the Algebra I STAAR EOC and passing grade in the Algebra II course; or
    - b. If the student achieves one of the following scores on the PSAT/NMSQT (Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015, and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.):

- i. A combined score of 107 with a minimum of 50 on the mathematics test on a PSAT/NMSQT exam administered prior to October 51, 2015; or
    - ii. A score of 510 on the mathematics test on a PSAT/NMSQT exam administered on or after October 5, 2015; or
  - c. If the student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics or a mathematics score of 431 on the ACT-Aspire.
- iii. A high school student is eligible to enroll in **workforce** education college courses for dual credit contained in a **Level 1** certificate program, or a program leading to a credential of less than a Level 1 certificate, at a public junior college or public technical institute and shall not be required to provide demonstration of college readiness or dual credit enrollment eligibility.
  - iv. A high school student is eligible to enroll in **workforce** education college courses for dual credit contained in a **Level 2** certificate or **applied associate degree** program under the conditions listed in the subsection b.ii above.
  - v. Students who are enrolled in private or non-accredited secondary schools or who are home-schooled must satisfy the sections i – iv of this subsection.
  - vi. A student who is exempt from taking STAAR EOC assessments may be otherwise evaluated by an institution to determine eligibility for enrolling in workforce education college courses for dual credit.
  - vii. To be eligible to enroll in a college course offered by a public college, students must meet all of the college's regular prerequisite requirements designated for that course (e.g., minimum score on a specified placement test, minimum grade in a specified prerequisite course, etc.). An institution may impose additional requirements for enrollment in college courses offered for dual credit that do not conflict with this section referenced above, including but not limited to pre-requisite requirements for certain programs and courses.
  - viii. To remain eligible for continued dual credit enrollment, students must pass all courses with a grade of C or better in order to enroll for subsequent coursework. Students who fail to meet this minimum grade requirement are subject to the rules regarding Academic Warning, Probation, and Suspension, found in the current SJCCD Catalog. An institution may impose additional requirements for enrollment in college courses offered for dual credit that do not conflict with this section referenced above, including but not limited to pre-requisite requirements for certain programs and courses.
  - ix. Enrollment of students

1. Dual Credit students wishing to enroll for college courses must complete the following steps of the Admissions Process before actual registration in college courses:

- a. Complete the Apply Texas application online;
- b. Submit documentation verifying compliance with the testing requirements listed in the previous section;
- c. Submit a permission form signed by the high school principal or designee, parent or guardian, and student; and
- d. Submit proof of a current bacterial meningitis vaccination or booster.

x. **Withdrawal from college courses**

1. Dual Credit students wishing to withdraw from college courses must provide written permission from a counselor or other designated administrator at their high school;
2. The aforementioned withdrawal notification must be submitted to the Dual Credit office at the applicable SJCCD campus;
3. All dates regarding withdrawal deadlines published on the SJCCD website shall apply to dual credit students. Once the final withdrawal deadline has passed, the student shall have no further opportunities for withdrawal thereafter and will receive the grade earned in the class.

c. **Location of Class**

College courses for dual credit may be taught on the college campus, on the high school campus, or at a mutually agreed upon location when special circumstances do not permit either of the first two options. For both college courses taught exclusively to high school students on the high school campus and for college courses taught electronically, SJCCD will comply with applicable THECB rules and procedures for offering courses at a distance. In addition, college courses taught electronically shall comply with the THECB's adopted Principles of Good Practice for Courses Offered Electronically. For college courses taught in CCISD facilities, the ISD shall be responsible for maintenance and operations at those facilities. For courses taught in SJCCD facilities, the College shall be responsible for the maintenance and operations at the SJCCD campus(es).

d. **Accidents/Emergency Incidents**

Due to federally mandated reporting and procedural requirements applicable specifically to higher education institutions, the procedures set forth in this section will apply in the event any CCISD Dual Credit student, instructor, or administrator experiences a physical, mental, or emotional crisis including behavior, or a threat thereof, that is law-violating. Incidents or behaviors that may affect the safety and welfare of a student or students will also follow the provisions of this section. If such an event occurs while the individual is on SJCCD property or attending a SJCCD-sponsored event or activity off campus, the response to such incidents will be based on

SJCCD policies, procedures, regulations, and guidelines. If such an event occurs while not on SJCCD property, the response to such incidents will be based on CCISD policies, procedures, regulations, and guidelines. Accordingly, while on SJCCD property, the policies and procedures of both SJCCD and CCISD related building use, emergency response, and safety of shall apply, to the extent applicable. Regardless of which policies, procedures, regulations, or guidelines are applied, both Parties agree to share all information regarding the event as soon as safely possible utilizing the agreed upon reporting processes.

**e. Student Composition of Class**

College courses taught for dual credit may be composed of dual credit students only or may be a combination of dual and non-dual credit college students at the sole discretion of SJCCD in accordance with SJCCD policies.

**f. Faculty Selection, Supervision, and Evaluation**

- i. SJCCD shall select instructors of college courses. These instructors must be regularly employed faculty members of SJCCD or must meet the same standards (including minimal requirements of the Southern Association of Colleges and Schools Commission on Colleges [SACSCOC]) and approval procedures used by the college to select faculty responsible for teaching all College Courses.
- ii. SJCCD shall supervise and evaluate instructors of college courses taught for dual credit using the same or comparable procedures used for the College.
- iii. Faculty who are solely employees of the College will be paid the appropriate rate for full-time or part-time faculty as determined by SJCCD.
- iv. Payment for high school faculty teaching college courses at the high school during their regular work day will be paid to CCISD at a rate approved by the College Board of Trustees. CCISD may choose how to compensate its high school faculty for their additional work as a college faculty member teaching dual credit students in connection with the college courses described herein.

**g. Course Curriculum, Instruction, and Grading**

SJCCD shall ensure that a college course taught for dual credit at any site and the same course offered on for general college credit are substantially equivalent with respect to the contact hour requirements, curriculum, materials, instruction, and method/rigor of student evaluation. These standards must be reasonably upheld regardless of the student composition of the class. CCISD and SJCCD will develop, and review on an annual basis, a course equivalency crosswalk identifying the available courses and course credits that may be earned under this MOU, including the number of credits that may be earned for each course completed through the program. This information will be made publicly available on the websites of both CCISD and SJCCD and will be included in each Party's annual course catalog.

**h. Academic Policies and Student Support Services**



- i. Regular academic policies applicable to courses taught at one of SJCCD's campuses must also apply to college courses taught for dual credit in any other location. These policies are contained in the SJCCD Student Handbook ("Student Handbook") and include, amongst other things, the appeal processes for disputed grades, class drop policies, the SJCCD academic honesty statement, communication of grading policy to students, timing of syllabus distribution, etc. The Student Handbook can be found online at <http://www.sanjac.edu/student-services/educational-planning/student-handbook>.
  - ii. Students enrolled in college courses offered for dual credit are eligible to utilize the same or comparable support services that are afforded to college students on SJCCD campuses. SJCCD is responsible for ensuring timely and reasonably efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), to learning assistance (e.g., tutoring in the Student Success Centers) and to other benefits for which the students may be eligible. The Dual Credit office on the SJCCD Campus serves as the point of contact for all dual credit students from CCISD.
- i. Transcripting of Credit  
For college courses taught for dual credit, high school, as well as college credit will be transcripted immediately upon a student's successful completion of the performance required in the applicable course.
- j. Tuition, Fees, Materials, and Transportation Services
- i. CCISD students enrolled in college courses at SJCCD campuses or at a CCISD high school location will be charged the appropriate SJCCD tuition and/or fee rate based on the residency requirements of the State of Texas.
  - ii. SJCCD will waive the portion as approved by the Board of Trustees as the appropriate tuition for college courses taken for dual credit by each CCISD student. The remaining percent of the tuition will be paid by CCISD or the students from CCISD, or any combination thereof. Any fees shall be paid by CCISD or the students from CCISD.
  - iii. CCISD or the students from CCISD, or any combination thereof, shall provide transportation to and from SJCCD campuses for students enrolled in college courses for dual credit.
  - iv. CCISD or the students from CCISD, or any combination thereof, will cover the expense of all learning materials for CCISD students enrolled in SJCCD courses offered for dual credit.
  - v. CCISD and SJCCD agree to consider the use of free or low-cost open educational resources in courses offered to dual credit students.
- k. Funding
- i. The state funding for college courses taught for dual credit will be available to both public school districts and colleges based on the current funding rules of the State Board of Education and the THECB.

- ii. SJCCD may only claim funding for college courses taken by dual credit students when those courses are (1) in the SJCCD Core Curriculum, or (2) are Workforce and Technical Education courses, or (3) foreign language courses, or (4) offered as part of an early college program that satisfies specific degree plan requirements leading to the completion of a Board approved certificate, AA, AS, AAS degree program or a Field of Study Curriculum (FOSC), all for which the students will receive both high school and college credit.
- I. Concealed Handgun Notice.  
Pursuant to Government Code 411.2031, and in accordance with SJCCD Policy III.3000.A, a holder of a valid license to carry is authorized to possess a concealed handgun on SJCCD property.

### **SHARED CONFIDENTIAL STUDENT DATA PROVISIONS**

- a. Nature of Shared Data
  - i. SJCCD agrees that the data transferred from CCISD to the College is and shall remain the sole and exclusive property of CCISD. CCISD agrees that the data transferred from SJCCD to the CCISD shall remain the sole and exclusive property of SJCCD.
  - ii. This MOU establishes that data that deals with confidentiality provisions of the Patient Safety Rule shall not be released by either party. Student education records shared between the Parties shall be maintained in accordance with the Family Educational Rights and Privacy Act ("FERPA"), and CCISD and SJCCD policies and procedures for managing student education records and other confidential information.
  - iii. CCISD grants SJCCD, and SJCCD grants CCISD, permission to use such data only for the following purpose and for no other purpose: to track current CCISD students who earned credit in a college course offered for dual credit, or have graduated or completed a sequence of courses leading to certification, licensure, or an Associate Degree from SJCCD while maintaining dual enrollment at CCISD.
- b. Scope of Shared Data  
The scope of the data sharing between CCISD and SJCCD addressed in this MOU is limited to the following:
  - 1. Student Identifier
    - a. First Name, Last Name, Middle Initial
    - b. Public Education Information Management System (PEIMS) Identifier or CCISD Student Identifier
    - c. Date of Birth (DOB)
  - 2. Semester End Date
  - 3. College Courses Offered for Dual Credit Enrollment Information
    - a. SJCCD Student Identification Number (G#)

- b. Course Name
  - c. Course Rubric and Course Number
  - d. Semester Grade
- 4. Associate Degree Earned (Y/N)
- 5. License Awarded (Y/N)
- 6. Certificate Awarded (Y/N)
- 7. If "Yes" to 4, 5, or 6, provide Type or Program Name
- c. Format of Data Sharing
 

A portion of the relevant student data shall be provided by CCISD to SJCCD and a portion of the data shall be provided by SJCCD to CCISD. The data shall be provided in the following format: either Microsoft Excel or Access. Any data received by either party pursuant to this MOU shall be destroyed when it is no longer needed for the designated purpose.
- d. Ensuring Confidentiality of Data
 

CCISD and SJCCD shall maintain the confidentiality of any and all student data exchanged pursuant to this MOU. The confidentiality requirements under this paragraph shall survive the termination or expiration of the MOU or any subsequent agreement intended to supersede the MOU. To ensure the continued confidentiality and security of the student and staff data processed, stored, or transmitted under this MOU, CCISD and SJCCD shall establish a system of safeguards that shall, at a minimum, include doing the following:

  - i. CCISD and SJCCD shall develop, implement, maintain, and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity, and availability of all data, including electronically-maintained or transmitted data received from, or on behalf of, each other. These measures shall be extended by contract to all subcontractors used by CCISD and SJCCD.
  - ii. CCISD and SJCCD employees, subcontractors, and agents involved in the handling, transmittal, and/or processing of data provided under this MOU shall be required to maintain the confidentiality of all student and staff-related personally identifiable information.
  - iii. CCISD and SJCCD shall develop and implement procedures and systems that require the use of secured passwords to access computer databases used to process, store, or transmit data provided under this MOU.
  - iv. CCISD and SJCCD shall develop and implement procedures and systems, such as good practices for assigning passwords, to maintain the integrity of the systems used to secure computer databases used to process, store, or transmit data provided under this MOU.
  - v. CCISD and SJCCD shall develop and implement procedures and systems that ensure that all confidential student and staff data processed, stored, and/or transmitted under the provisions of this MOU shall be maintained in a secure manner that prevents the interception diversion or other unauthorized access to said data.

- vi. CCISD and SJCCD shall develop and implement procedures and systems to process, store, or transmit data provided under this MOU that ensure that any and all disclosures of confidential student and staff data comply with all provisions of federal laws (FERPA, Government, etc.) and Texas state laws relating to the privacy rights of students and staff as such laws are applicable to the parties of this MOU.
- vii. SJCCD shall return to CCISD all data or any portions thereof requested by CCISD, or, at CCISD's election, SJCCD shall destroy all or any part of CCISD's data that is within the possession or control of SJCCD and shall, upon request by CCISD, provide certification of such destruction. CCISD shall return to SJCCD all data or any portions thereof requested by SJCCD, or at SJCCD's election, CCISD shall destroy all or any part of SJCCD's data that is within the possession or control of CCISD and shall, upon request by SJCCD, provide certification of such destruction.
- viii. SJCCD shall obtain permission from CCISD prior to publications or disclosure of relevant data, or other uses not outlined in this MOU, by SJCCD. CCISD shall obtain permission from SJCCD prior to publications or disclosure of relevant data or other uses not outlined in this MOU, by CCISD.

#### **MISCELLANEOUS**

- a. **Relationship of Parties.** Each Party hereby agrees that they are not in partnership or joint venture or any other association or employment with the other Party except as specifically indicated herein. Each party further agrees that it shall not enter into any contracts, agreement, or leases for equipment, supplies or services with third parties, except in its own name. Each party further agrees that it shall not advertise or market using the name of the other party without written consent.
- b. **Notices.** Any notices or payments permitted or required by this MOU shall be deemed made on the day delivered personally in writing or by Certified Mail, Return Receipt Requested, deposited in the United States Mail, postage prepaid, to the last known address of the other party or to another address designated by the party by notice consistent with this paragraph.
- c. **Construction.** Titles and headings to sections hereof are for reference only and shall in no way limit, define, or otherwise affect the provisions hereof. Whenever the context requires, the gender of all words shall include the masculine, feminine, and neuter, and the number of all words shall include the singular and plural.
- d. **Enforceability.** Should any provision of this MOU be held invalid or unconstitutional by any governmental body or court of competent jurisdiction, such holding shall not diminish the validity of any other provision hereof.
- e. **Governing Law.** This MOU shall be governed by the laws of the State of Texas and is performable and shall be enforceable in Harris County, Texas.

- f. **Binding Effect.** Notwithstanding anything to the contrary herein, approval of this MOU by the respective governing boards of each Party serves as the final approval of the terms of this MOU and the final agreement to the selection of SJCCD as the provider in accordance with the terms herein. The provisions of this MOU shall inure to the benefit of and shall be binding on the heirs, personal representatives, successors, assigns, estates, and legatees of each of the Parties.
- g. **Prior Agreement and Amendment.** This MOU terminates and replaces any and all prior agreements, whether oral or written, by and between the Parties relating to the subject matter of this MOU. This MOU contains the entire agreement of the Parties and may be modified or amended only by a written instrument executed by the Parties. This MOU and its amendments, if any, shall be in writing and may be executed in multiple copies. Each multiple copy shall be deemed an original, but all multiple copies together shall constitute one and the same instrument.
- h. **Waiver.** A waiver by either Party of a breach or failure to perform under this MOU shall not constitute a waiver of any subsequent or any other breach or failure.
- i. **Counterparts, One Agreement.** This MOU and all other copies of this MOU, insofar as they relate to the rights, duties, and remedies of the Parties, shall be deemed to be one agreement. This MOU may be executed concurrently in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

## **TERM OF AGREEMENT**

### **a. Term**

The term of this MOU shall be from the Effective Date through **five years** from the date of the last signatures, unless renewed or earlier terminated as set forth herein.

### **b. Termination**

This MOU may be terminated by either Party, with or without cause, upon one hundred eighty (180) days' prior written notice to the other Party. However, in the event of such termination, any CCISD students taking SJCCD college courses for dual credit at the time this MOU is effectively terminated will be allowed to complete those courses notwithstanding the termination of this MOU.

## EXHIBIT A

### SJCCD Dual Credit Program Goals Aligned to THECB State Dual Credit Goals

STATE DUAL CREDIT GOALS	SJCCD DUAL CREDIT GOALS
<p><b>Goal 1:</b> Independent school districts and institutions of higher education will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies. Measures of Implementation: Examples of items to include in documentation:</p> <ul style="list-style-type: none"> <li>• Collaboration between ISDs and IHE partner(s) to host informational sessions for students and parents on dual credit opportunities, benefits and cost</li> <li>• ISD and IHE dual credit webpages reflect the most current dual credit program information including enrollment and fee policies</li> <li>• Hosting dual credit 101 sessions for high school counselors</li> <li>• Collaboration between ISDs and IHE partner(s) on a marketing campaign</li> <li>• Documentation summarizing collaboration and outreach efforts of IHEs and secondary school partners will be readily available and posted.</li> </ul>	<p><b>Goal 1:</b> The SJCCD dual credit program's achievement of enrollment in postsecondary education goal is fully supported by outreach efforts to inform students and parents of the benefits and costs of dual credit are a major part of this goal, as included in the SJCCD Strategic Plan. Measures of Implementation include:</p> <ul style="list-style-type: none"> <li>• Parent Night and Student Presentations</li> <li>• Financial Aid Information Events</li> <li>• Website and associated College documents updated often to reflect policies, rules, and financial policies</li> <li>• Counselor meetings held throughout the year for all service area ISDs and homeschools</li> <li>• College staff presentations to ISD School Boards, as requested</li> <li>• Dual credit director meets with ISD administrators about dual credit programs</li> <li>• SJCCD advisors and counselors meet annually with ISD counselors</li> <li>• SJCCD provides advising staff on-site at ISDs throughout the ISD school year</li> <li>• SJCCD dual credit office creates marketing posters and brochures to disseminate to the ISDs and homeschools</li> <li>• SJCCD dual credit office maintains a record of visits and activities</li> </ul>
<p><b>Goal 2:</b> Dual credit programs will assist high school students in the successful transition to and acceleration through postsecondary education.</p>	<p><b>Goal 2:</b> The SJCCD dual credit program's successful transition to and acceleration through postsecondary education goal is to increase dual credit AA, AS, AAS, or</p>

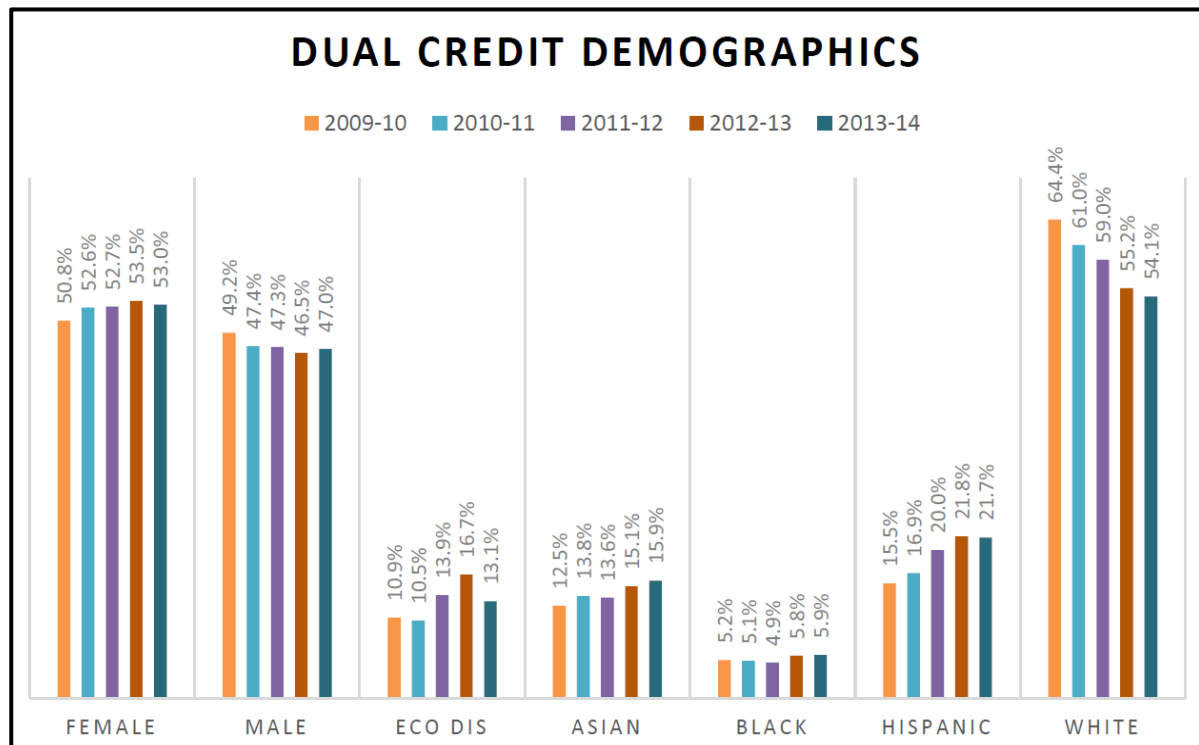
<p>Metric: Examples of items included in analysis:</p> <ul style="list-style-type: none"> <li>• Student enrollment in postsecondary after high school</li> <li>• Time to degree completion</li> <li>• Semester credit hours to degree</li> <li>• Analysis of measures in enrollment in and persistence through postsecondary education, disaggregated by student sub-population.</li> </ul>	<p>certificate completion as included in the SJCCD Strategic Plan.</p> <p>Metric:</p> <ul style="list-style-type: none"> <li>• Goals for both transfer and technical certificate and degree attainment assessed through internal databases, THECB data, and the National Student Clearinghouse data; all data are disaggregated based on race and ethnicity, gender, and age</li> <li>• Time to degree completion tracked through internal data</li> <li>• Semester credit hours to degree tracked through internal data</li> <li>• Analysis of measures in enrollment in persistence through postsecondary education, disaggregated by student subpopulations, tracked through internal data</li> <li>• Dual credit office performs transcript audits to determine hours to degree and graduation options</li> <li>• Dual credit office performs student advising with dual credit high school students per THECB rules</li> </ul>
<p><b>Goal 3:</b> All dual credit students will receive academic and college readiness advising with access to student support services to bridge them successfully into college course completion.</p> <p>Metric: Examples of items included in analysis:</p> <ul style="list-style-type: none"> <li>• Student enrollment in postsecondary after high school</li> <li>• Time to degree completion</li> <li>• Decrease in excess number of semester hours beyond required hours to degree completion</li> <li>• Analysis of measures in enrollment and degree completion, disaggregated by student sub-population.</li> </ul>	<p><b>Goal 3:</b> The SJCCD dual credit program will develop an effective bridge between secondary and postsecondary education to increase the number of high school graduates who are college ready, according to the policies of THECB and statute, as included in the SJCCD Strategic Plan.</p> <p>Metric:</p> <ul style="list-style-type: none"> <li>• Student enrollment in postsecondary after high school is tracked through internal databases and THECB data; all data are disaggregated based on race and ethnicity, gender, and age, as well as specific ISD</li> <li>• Student Services provides testing and Dual credit office performs transcript evaluations to ensure entering dual credit students are documented as college ready, according to the</li> </ul>



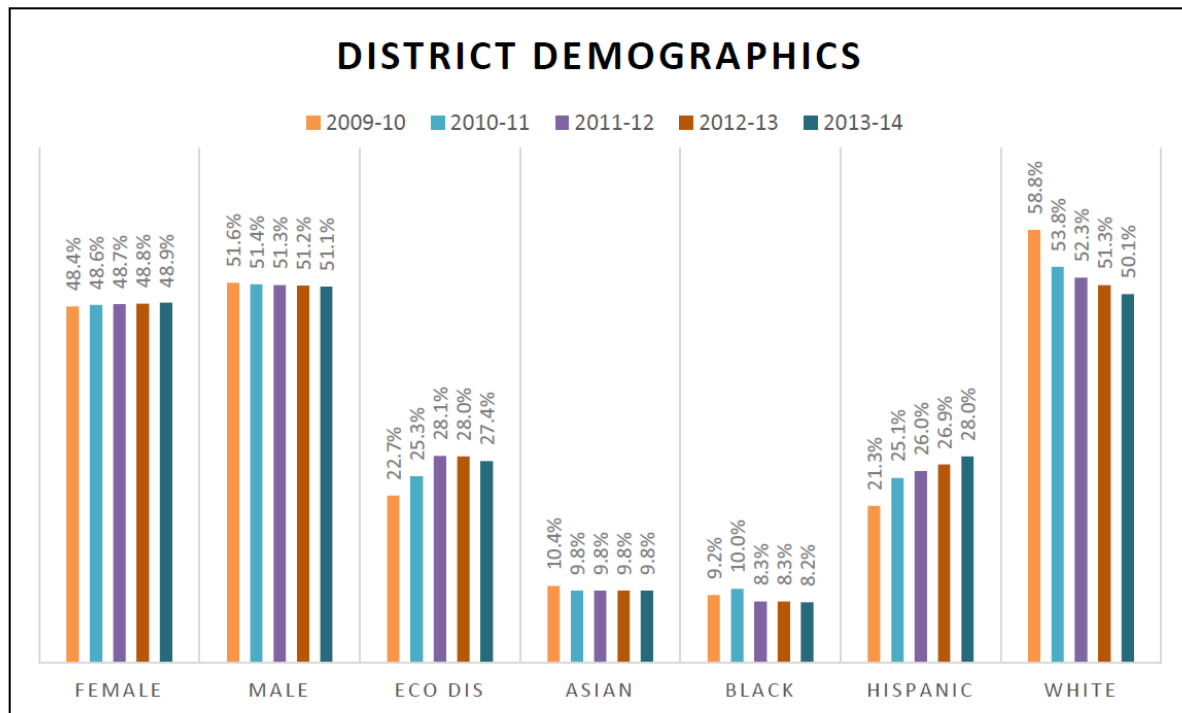
	<p>methodologies set forth in statute and THECB policies</p> <ul style="list-style-type: none"> <li>• SJCCD offers online test preparation courses available to all dual credit students</li> <li>• Dual credit office performs student advising to establish a plan of enrollment for efficient use of courses in order to decrease the excess hours to completion</li> <li>• Dual credit office creates a program completion plan for each student and maintains these on file; dual credit students are tracked according to standard College processes, such as mandatory advising meetings at 20-25 credit hours and again at 42-45 credit hours</li> <li>• Dual credit office maintains the college MOU and advises ISDs on the college preparatory program</li> <li>• SJCCD provides student support services for all dual credit students, as do the ISDs</li> </ul>
<p><b>Goal 4:</b> The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.</p> <p><b>Metric:</b></p> <ul style="list-style-type: none"> <li>• Analysis of performance in subsequent course work.</li> </ul>	<p><b>Goal 4:</b> The SJCCD goal for dual credit students' performance in college-level coursework is to increase academic and career and technical education course completion, as included in the SJCCD Strategic Plan.</p> <p><b>Metric:</b></p> <ul style="list-style-type: none"> <li>• Dual credit office analyzes enrollment, completion, and success data by ISD, by course, by student, by instructor, and by mode of delivery</li> <li>• SJCCD Institutional Research Office creates an ISD portfolio for each ISD with pertinent student data, including retention, course A-C success, and completion of certificates and/or degrees; all data are disaggregated by race and ethnicity, gender, and age.</li> </ul>



# Appendix I: Previous Advanced Academics/GT Program Evaluation Demographic Data (Presented to Board of Trustees in November 2014)

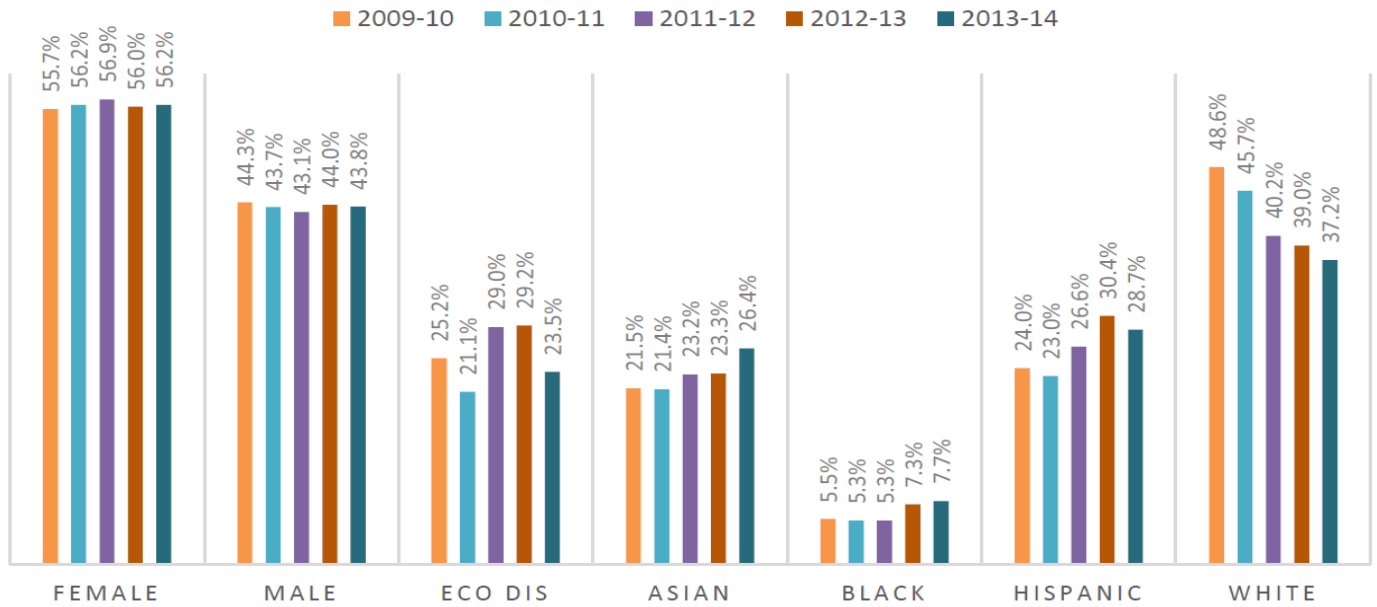


Source: Previous GT/Advanced Academics program evaluation (2014)  
Based on snapshot dates (last Friday in October)



Data based on Snapshot day  
Demographics based on AEIS, TAPR, and CCISD student information system

## CHECHS DEMOGRAPHICS



Source: Previous GT/Advanced Academics program evaluation (2014)

Based on snapshot dates (last Friday in October)

2425 East Main Street  
League City, Texas 77573 (281) 284-0000  
[www.ccisd.net](http://www.ccisd.net)

#### **Clear Creek Independent School District Mission Statement**

The mission of the Clear Creek Independent School District, the visionary leader igniting learning for all, is to ensure each student achieves, contributes, and leads with integrity in a safe and nurturing environment distinguished by authentic relationships, service before self and the spirit of exploration.