

Think-Pair-Share Activity

What Dual Credit Students	What K12 and College/University Practitioners Can Do to Better Support their Underrepresented Dual Credit Students
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Students want their courses to be aligned with career and academic pathways in their fields of interest

Students want a well-informed academic advisor that empowers them

Students want online courses that include “hands-on” projects/virtual instruction

Students want to know about dual credit options earlier

Students want to know how to balance the high school experience and dual credit

Students want to know how to find scholarships and after dual credit

DEEP-Aligned Strategies

What Dual Credit Students	What K12 and College/University Practitioners Can Do to Better Support their Underrepresented Dual Credit Students
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Students want their courses to be aligned with career and academic pathways in their fields of interest

- Inform students on differences in degree types (i.e. A.A. vs. A.A.S.)
- Create a program plan aligned to academic and career goals individualized to each student

Students want a well-informed academic advisor that empowers them

- Inform students of the rigor of their dual credit courses **without** demotivating students (i.e. telling a student a course may be “too hard” for them)
- Create a program plan aligned to the academic and career goals individualized to each student
- Work with students to find alternatives to placement testing for eligibility, or provide test-prep / re-testing options

Students want online courses that include “hands-on” projects/virtual instruction

- Offer synchronous online courses rather than asynchronous
- Create a classroom lab for students who take online courses to receive extra support from staff
- Raise awareness to tutoring resources

Students want to know about dual credit options earlier

- Inform students of dual credit options through outreach to middle and high schools
- Advertise dual credit in local newspapers
- Set a standard of what information about dual credit should be known to your local community
- If possible, dedicate a school day to academic and career advising for prospective and current dual credit students

Students want to know how to balance the high school experience and dual credit

- **Be transparent with students:** inform students of trade-offs of completing a credential in high school or taking some dual credit courses
- If possible, community colleges can offer a Dual Credit Academy over the summer

Students want to know how to find scholarships and manage debt after dual credit

- Inform students during course advisement of transferability (in state vs. out-of-state)
- Create a spreadsheet of local scholarships
- Encourage students to choose debt-free options after high school

DEEP Insights: Elevating the Student Voice to Improve Dual Credit

Texas Pathways Institute
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Take-Home Activity Aim

It is imperative now more than ever that practitioners listen dual credit (DC) students as this population continues to expand across institutions' campuses. The goal of this activity is to assist practitioners in thinking about how to begin implementing practices of the [Dual Enrollment Equity Pathways \(DEEP\)](#) framework by integrating questions during everyday situations to identify the wants and needs of DC students at their home institution.

Questions You Should Be Asking Your Dual Credit Students

Instructions: Please read the bolded headings and identify the stakeholder group applies to you and/or your colleagues. Read, reflect, and **ask the provided questions** at your institution. Take note of students' responses and **reflect using the DEEP-Aligned Strategies** on the back of this pamphlet.

Questions to Ask as a HS/College Leader

To be used: Either in passing, when visiting classrooms, or during one-on-one conversations with students.

How and when did you hear about dual credit?

Probe on topics such as:

- Who did the student first hear about DC from?
- Does the student recall any outreach from their local middle school, HS, and/or college/university?

Does the student feel prepared for "transfer" after DC?

Probe on topics such as:

- Does the student know what school and/or career field they intend to pursue?
- Does the student understand the costs associated with pursuing specific education and/or career field?
- Is the student aware of any scholarships and/or how they will pay for their postsecondary education after DC?

Questions to Ask as an Institutional Researcher

To be used: During focus groups or interviews.

How many dual credit classes have you taken (in-person and online)?

Probe on topics such as:

- What factors were involved in the student choosing to take DC courses?
- How was the student's experience taking these courses?

Do you recall the eligibility criteria required for you to take DC courses?

Probe on topics such as:

- Were there any testing and/or GPA requirements required for the student to become eligible for DC?
- Did any of the eligibility requirements influence the student or their peers' desire to take DC courses?
- Was the student provided with testing preparation materials?

Questions to Ask as an DC Advisor

To be used: During individual or group advising appointments.

How are your current DC courses?

Probe on topics such as:

- Does the student prefer taking courses online or in-person?
- Is there anything the student feels they are missing from taking courses online rather than in-person or vice versa?
- Are there any adverse events the student has experienced interacting with other DC students or CC students?

What are your plans after high school?

Has the student considered:

- Transferability of DC courses
- Field of study and/or career goals after high school; internships
- Type of degree student aspires to achieve and the difference between each degree type (i.e. BS vs. BA vs. BSN, etc.)
- Cost of attendance and/or anticipated cost of living
- Scholarships, financial aid, study abroad

Questions to Ask as a DC Instructor

To be used: Either in passing, during office hours, or during classroom time.

What are you learning from this class that will apply to your future career interests?

Probe on topics such as:

- How is the student applying skills learned in the course to their current/future academic or career goals?
- Does the student feel supported in the virtual and/or in-person environment?

What resources are you using to succeed in this course?

Probe on topics such as:

- Does the student know about tutoring, library, and/or any additional academic resources available on and/or virtually provided by your campus?