

Dual Credit Student Success Scale of Adoption Assessment (SOAA)

Information About the SOAA

What is the purpose of this SOAA?

Over the past three years the Community College Research Center (CCRC) has partnered with the Texas Success Center to conduct applied research in Texas to learn from Texas colleges and their K-12 partners about how to design and implement dual credit (DC) programs as an entry-point to talent-strong pathways. Based on this research, CCRC introduced a [framework](#) for strengthening DC that aligns with and supports the student success goals of the Talent Strong Texas Pathways strategy. It is also anticipated that these practices will enable a greater number of students to achieve 15+ college-level credits toward their intended pathway while in high school, an outcome aligned with House Bill 8, the state's performance-based funding model. In addition, these practices complement participating colleges' implementation of House Bill 8 and the [Financial Aid for Swift Transfer \(FAST\) program](#). Findings from CCRC's framework describes four areas of practice by which colleges and their K-12 partners broaden the benefits of DC by:

- reaching out to underserved students and families to encourage and support them to participate in DC,
- aligning DC course offerings to bachelor's and career-technical associate degree programs in high-opportunity fields,
- supporting every student with career and academic exploration, advising, and planning, and
- delivering high-quality instruction that builds students' confidence as college learners.

This SOAA was designed by CCRC for use by college leaders to assess the scale at which they and their high school DC partners are implementing practices research indicates are important for improving DC access and outcomes. The SOAA is designed for use by your college and your high school partners to benchmark your practices in the current academic year and devise ways to improve DC outcomes. Your responses to the SOAA will also inform our understanding of how DC practices are evolving. We greatly value your partnership in this effort to build knowledge for the field and appreciate the time you put into completing this SOAA.

Who should complete the SOAA, and how long will it take?

This SOAA is designed to be completed by college staff and administrators involved in providing DC offerings. We recommend that the SOAA be completed by staff who are knowledgeable about their college's DC population, high school DC partnerships, and DC programming (including services and supports for DC students). We estimate that the SOAA will take approximately 45 minutes to complete. In addition to completing the SOAA, please complete the [online informed consent form](#). Please upload your completed SOAA to this online form:

https://tccolumbia.qualtrics.com/jfe/form/SV_6XnLmKzkI7554cS. For data security purposes, please do not email your completed SOAA.

Dual credit definition

For the purposes of this SOAA, **we define DC broadly** to include any type of offering by your college where high school students take courses offered for college credit prior to high school graduation. Your

college may offer more than one model of DC. This includes models commonly described as concurrent enrollment, dual enrollment, Early College High Schools (ECHS), Pathways in Technology Early College High Schools (P-TECHs), etc. If your college offers more than one model of DC, **please take all of your college's DC models into account** when answering the SOAA questions. Additionally, for the purposes of the SOAA, it is okay if the DC models your college offers have different characteristics (such as modality, payment structures, etc.).

If you have any questions about the SOAA, please contact CCRC Research Associate Sarah Griffin at sg3607@tc.columbia.edu. Thank you!

SOAA Questions

College Name:

Date:

Current Academic Year:

Most Recent Completed Academic Year:

Please list the names, emails, and positions/titles of the persons completing the SOAA:

Primary point of contact / main respondent:

Additional individuals providing input on responses:

The SOAA starts below. If your college offers more than one model of DC, **please take all of your college's DC models into account when answering the SOAA questions.**

Dual Credit at Your College

Questions 1–12 contains background questions on your college's DC program for the **most recent completed academic year.**

1. How many DC students take courses through your college in the most recent academic year (unduplicated count; you can use the closest round number if you don't know the exact count off hand)?
2. How many high schools were served through your DC offerings in the most recent academic year?
 - 1–5 schools
 - 6–10 schools
 - 11–15 schools
 - 16–30 schools
 - More than 30
3. DC made up approximately what percent of your college's annual unduplicated headcount enrollment (credit programs) in the most recent academic year?

- 0–9%
- 10–19%
- 20–29%
- 30–39%
- 40–49%
- 50% or more

4. How many college staff (or approximate FTE) are employed as direct support for your college’s DC program?

For questions 5–7, we are asking you to estimate the share of your college’s DC offerings by modality and instructor type. When responding to questions 5 through 7, provide percentages in terms of the **total number of course enrollment in the most recent academic year** (e.g., 1 course with 25 DC students = 25 DC course enrollments).

5. Approximately what percent of all DC course enrollments were taught at the high school location?
- DC is not offered at the HSs
 - This type of DC is rare (1–9% of DC is at the HS)
 - Some but not most DC (10–39% of DC is at the HS)
 - About half of DC (40–60% of DC is at the HS)
 - DC is primarily offered at the HS (more than 60% of DC is at the HS)
6. Approximately what percent of all DC course enrollments taught at the high school location were taught by college faculty (who are not HS teachers) who go to the high school to teach (as opposed to HS teachers who are qualified to teach the DC courses)?
- DC is not offered at the HSs
 - This type of DC is rare (0–9% of DC at the HS is taught by college faculty)
 - Some but not most DC (10–39% of DC at the HS is taught by college faculty)
 - About half of DC (40–60% of DC at the HS is taught by college faculty)
 - College faculty primarily teach high-school-based DC courses (e.g., more than 60% of DC at the HS is taught by college faculty)
7. Approximately what percent of all DC course enrollments were taught exclusively online (synchronous or asynchronous)?
- DC courses are not taught online
 - This type of DC is rare (1–9% of DC is taught online)

- Some but not most DC (10–39% of DC is taught online)
 - About half of DC (40–60% of DC is taught online)
 - DC is primarily taught online (more than 60% of DC)
8. Approximately what percent of all DC course enrollments were in college career-technical education (CTE) subjects?
- College CTE DC courses are not offered
 - This type of DC is rare (1–9% of DC is CTE)
 - Some but not most DC (10–39% of DC is CTE)
 - About half of DC (40–60% of DC is CTE)
 - DC is primarily CTE (more than 60%)
9. Approximately what percent of the college’s DC students were participating in more intensive DC models designed to culminate with associate degree completion, such as ECHS or P-TECHs?
- ECHS/P-TECHs are not offered by the college
 - These types of DC are rare (1–9% of DC)
 - Some but not most DC (10–39% of DC)
 - About half of DC (40–60% of DC)
 - DC primarily occurs in ECHS/P-TECHs (more than 60% of DC)
10. Approximately what percent of former DC students reenroll at your college in their first year after high school?
- 0–9%
 - 10–19%
 - 20–29%
 - 30–39%
 - 40% or more
 - I don’t know

Questions 11 and 12 ask about DC costs for students and families. For these questions, please respond considering expenses that students and families pay for the **current academic year**.

11. Considering all potential expenses for students to participate in DC (e.g., tuition, fees, books, transportation, etc.), what percentage of your college’s DC students can **participate in DC for free** this academic year?

- DC is free for 80% or more of DC students

- DC is free for at least half but not more than 80% of DC students
- DC is free for some but fewer than half of DC students
- DC is not free for any student

12. What expenses do students or families pay out of pocket to participate in DC through your college (check all that apply)?

Books or other course materials

If checked, select from the following:

- 80% or more of DC students pay for this expense
- At least half but not more than 80% of DC students pay for this expense
- Some but fewer than half of DC students pay for this expense

Tuition

If checked, select from the following:

- 80% or more of DC students pay for this expense
- At least half but not more than 80% of DC students pay for this expense
- Some but fewer than half of DC students pay for this expense

Fees

If checked, select from the following:

- 80% or more of DC students pay for this expense
- At least half but not more than 80% of DC students pay for this expense
- Some but fewer than half of DC students pay for this expense

Transportation

If checked, select from the following:

- 80% or more of DC students pay for this expense
- At least half but not more than 80% of DC students pay for this expense
- Some but fewer than half of DC students pay for this expense

Lunch or other meal expenses incurred from leaving the HS during the school day

If checked, select from the following:

- 80% or more of DC students pay for this expense
- At least half but not more than 80% of DC students pay for this expense

Some but fewer than half of DC students pay for this expense

Other expenses

Describe “other expenses” here:

If checked, select from the following:

80% or more of DC students pay for this expense

At least half but not more than 80% of DC students pay for this expense

Some but fewer than half of DC students pay for this expense

(Optional) What additional information about your local context would be useful to understand DC at your college?

Practice Area 1: Outreach

This section contains questions on your college’s DC outreach activities and the criteria your college uses to determine students’ eligibility for DC in the current academic year.

Outreach to Underrepresented Communities

13. Has the college identified which student groups are underrepresented in DC (e.g., student groups that comprise a relatively small proportion of DC students compared to the K-12 population overall)?

Yes

No

If yes, what are some of the student groups that are most underrepresented in DC, and how did you identify these groups?

14. Which of the following were used in the current or most recent academic year to reach out and encourage DC participation among underrepresented students? Check all that apply.

Outreach directly to parents and families from underrepresented communities to build awareness about DC opportunities

Outreach to community-based organizations (e.g., religious or civic organizations) to promote DC

Outreach to middle school students and families to build early awareness about DC

Outreach to Title 1 (i.e., primarily low-income) or other high schools with larger numbers of underrepresented students (e.g., rural schools, primarily minority-serving schools) to promote and expand DC offerings

Use of multilingual promotional materials for DC

Other; please describe:

(Optional) What are 1–2 examples of what has been most effective (e.g., what activities, which partners?) in reaching out to underrepresented students and communities to broaden access to DC opportunities?

Eligibility for Dual Credit Courses

15. In the current academic year, which of the following are used to determine student eligibility to enroll in DC courses? Check all that apply.

- Standardized testing (e.g., TSI Assessment, ACT, SAT, etc.)
- High school GPA
- Grades in specific HS classes (e.g., B or above in 10th-grade English)
- Recommendation from HS counselor, teacher, or another K-12 educator
- Directed self-placement
- Other:

16. In the current academic year, what proportion of DC students gain eligibility for DC coursework without having to take a standardized test such as the TSI Assessment, ACT, or SAT (e.g., through HS grades or another alternative to standardized testing)?

- 80% or more of DC students
- Fewer than 80% but at least half of DC students
- Some but fewer than half of DC students
- None

Practice Area 2: Alignment

This section contains questions on the alignment of DC offerings to college degree programs and building DC coursework into high school curricula in the current academic year.

Alignment of Dual Credit Courses with College Degree Programs

17. The college has created resources for students, advisors, or counselors showing how DC coursework maps to major-specific transfer associate degrees and/or bachelor's degree programs in specific majors (not only general education or general transfer degree requirements).

- Yes
- No

If yes, DC courses have been mapped to what percent of your college's major-specific pathways to a bachelor's degree (either via transfer or direct admission to a four-year institution)?

- 80% or more of our college's degree programs
- Fewer than 80% but at least half of our college's degree programs
- Some but fewer than half of our college's degree programs

(Optional) Website(s) where more information showing how DC courses are mapped to college degree programs (if available):

18. High school career-technical education (CTE) coursework and related DC coursework are mapped to your college's CTE credentials and degrees (e.g., certificates, applied associate, applied bachelor's) offered by the college.

- Yes
- No
- College does not offer CTE credentials or degrees

If yes, high school CTE coursework and related DC coursework have been mapped to what percent of your college's CTE credentials and degrees?

- 80% or more of the college's CTE credentials and degrees
- Fewer than 80% but at least half of the college's CTE credentials and degrees
- Some but fewer than half of the college's CTE credentials and degrees

(Optional) Website(s) where more information showing how high school CTE and DC courses are mapped to college CTE credentials and degrees (if available):

Dual Credit Coursework Built Into 9th–12th Grade Plans

19. Dual credit coursework is built into the default 9th–12th grade course plan for entering high school students (e.g., not only for more academically advanced students) at partnering high schools.

- Yes
- No

If yes, at what percent of your high school partners does this occur?

- 80% or more of high schools
- Fewer than 80% but at least half of high schools
- Some but fewer than half of high schools

20. Relevant career-technical education (CTE) DC coursework is built into the default 9th–12th grade course plans for high school CTE programs.

- Yes
- No

If yes, at what percent of your high school partners does this occur?

- 80% or more of high schools
- Fewer than 80% but at least half of high schools
- Some but fewer than half of high schools

Practice Area 3: College Advising Practices

This section contains questions on college and career advising and planning for DC students in the current academic year. The questions focus on college-provided advising services (**excluding** advising provided by high school counselors but **including** shared advising models where advisors have **dual appointment** between the college and K-12 district).

Advising Practices

21. Which of the following college advising components are in place for DC students?

- College advising provided as requested by DC students or high school partners
- Mandatory college-provided advising before the first term of DC coursework (e.g., registration advising)
- Mandatory college-provided advising by the end of the first term of DC coursework
- Mandatory college-provided advising at least once a year for DC students
- Mandatory college-provided checkpoint advising for DC students (appointments at key milestones, such as when students complete 15 or 30 semester credit hours)
- College-provided caseload advising (each DC student is assigned to a specific advisor)
- Mandatory student success course for DC students that includes college advising
- None of the above
- Other; please describe:

22. What percent of current DC students meet with a **college advisor** at least once per year?

- 80% or more of DC students
- Fewer than 80% but at least half of DC students
- Some but fewer than half of DC students
- None

(Optional) Provide 1–3 examples of what has been most effective in providing college-level advising to DC students.

College and Career Exploration and Planning

23. Which of the following are used to help DC students explore college and career opportunities after high school?

- The college supports **events at K-12 schools or online** designed for current and prospective DC students to learn about your college’s degree programs (e.g., information nights, school assembly presentations)
- The college hosts **events at the college** designed for current and prospective DC students to gain familiarity with your college, such as by visiting campus, seeing classrooms/labs, and meeting faculty and other students with shared interests
- Promotional materials (e.g., fliers, websites, social media, etc.) highlighting available DC coursework include information about related college degrees and careers in your community
- Students engage in college and career exploration activities as a part of DC coursework (e.g., through a college success course)
- Students engage in college and career exploration activities during college-provided advising sessions
- College provides students with guidance materials and advising to help students plan how their DC credits will transfer and count towards specific college degree programs (e.g., credit transfer maps for specific bachelor’s majors at local universities).
- College provides college and career exploration activities during related high school coursework (e.g., AVID, homeroom)
- Other; please describe:
- None of the above

(Optional) Provide 1–3 examples of what has been most effective in helping DC students learn about and explore college and career opportunities.

24. What percent of current DC students are helped to develop a college program plan (individualized plan showing which current and future coursework is needed to complete program requirements)?

- 80% or more of DC students
- Fewer than 80% but at least half of DC students
- Some but fewer than half of DC students
- None

If you checked something other than “none,” please briefly describe the process for helping DC students develop an individualized program plan (e.g., when does this happen, who works with the

student to develop the plan, what information is included on the plan, where is the plan stored, how is it updated?).

Practice Area 4: Instruction/Support

This section contains questions on the instruction and support provided to DC students in the current academic year.

Instructional and Academic Support

25. Which of the following are used to provide instructional and other academic support for students taking DC coursework?

- College academic support services (e.g., tutoring, writing centers) are available to DC students

If checked, what percent of DC students can access college academic support services?

- 80% or more of DC students
- Fewer than 80% but at least half of DC students
- Some but fewer than half of DC students

- College has a process for systematically identifying DC students who are struggling in their coursework (e.g., early alerts)

If checked, what percent of DC students are covered by your college's process for identifying struggling students?

- 80% or more of DC students
- Fewer than 80% but at least half of DC students
- Some but fewer than half of DC students

- College has a system for providing additional supports for DC students identified as struggling academically in their coursework (e.g., proactive outreach and academic intervention)

If checked, what percent of DC students are covered by your college's system for providing additional supports to academically struggling DC students?

- 80% or more of DC students
- Fewer than 80% but at least half of DC students
- Some but fewer than half of DC students

- College enrolls first-time DC students in courses that historically have higher success rates in order to facilitate the transition to college-level course expectations

If checked, what percent of first-time DC students experience this practice?

- 80% or more of DC students
- Fewer than 80% but at least half of DC students
- Some but fewer than half of DC students
- Information about college-level expectations (e.g., how DC courses differ from other high school courses) and advice for success in DC coursework are communicated to new DC students and their families to prepare students for success in their DC coursework

If checked, what percent of first-time DC students experience this practice?

- 80% or more of DC students
- Fewer than 80% but at least half of DC students
- Some but fewer than half of DC students
- College provides additional instructional and academic supports for new DC students (e.g., heightened focus on identifying and supporting struggling students early on in their first DC course) to ensure students are acclimated and successful in their first DC courses

If checked, what percent of first-time DC students experience this practice?

- 80% or more of DC students
- Fewer than 80% but at least half of DC students
- Some but fewer than half of DC students
- Other; please describe:

(Optional) Provide 1–3 examples of what has been most effective in providing instructional and other academic supports for DC students.

Online Dual Credit

26. Does the college enroll DC students in online/virtual coursework?

- Yes
- No

If **no**, skip to question 29.

If **yes**, continue with question 27.

27. What percent of your college's online DC course enrollments are taught in **asynchronous** course formats (e.g., no live interactions between students and instructors)?

- 80% or more of online DC course enrollments are taught asynchronously
- Fewer than 80% but at least half of online DC course enrollments are taught asynchronously
- Some but fewer than half of online DC course enrollments are taught asynchronously
- None of our college's online DC course enrollments are taught asynchronously

28. Which of the following practices are in place to provide additional supports for students taking online DC coursework?

- Students taking online DC courses are provided dedicated time during the school day to engage with online DC coursework (e.g., during a study hall)

If checked, what percent of students taking online DC courses experience this practice?

- 80% or more of students taking online DC courses
- Fewer than 80% but at least half of students taking online DC courses
- Some but fewer than half of students taking online DC courses

- Students taking online DC courses are supported by an online DC course facilitator (e.g., study hall teacher or aide) who regularly checks on students' progress, facilitates students' use of online course platforms, and helps students get help from college instructors as needed.

If checked, what percent of students taking online DC courses experience this practice?

- 80% or more of students taking online DC courses
- Fewer than 80% but at least half of students taking online DC courses
- Some but fewer than half of students taking online DC courses

- Students taking online DC courses engage in occasional in-person visits from DC course instructors to complement and strengthen the virtual teaching and learning experience.

If checked, what percent of students taking online DC courses experience this practice?

- 80% or more of students taking online DC courses
- Fewer than 80% but at least half of students taking online DC courses
- Some but fewer than half of students taking online DC courses

(Optional) Provide 1–3 examples of most effective practices for DC students taking online DC coursework.

High-School-Based Courses: Quality Monitoring and Professional Development

29. Does the college enroll DC students in courses taught at the high school location?

- Yes
- No

If **no**, skip to question 31.

If **yes**, continue with question 30.

30. Which of the following DC quality-assurance standards does the college uphold for its high-school-based DC course sections? Check all that apply.

- Course sections taught at the high school to DC students use the same course materials, syllabuses, and assessments as other sections of the same course taught at the college to post-high-school students?

If checked, what percent of high-school-based course sections use the same course materials, syllabuses, and assessments as other sections of the same course taught at the college?

- 80% or more of high-school-based DC class sections
- Fewer than 80% but at least half of high-school-based DC class sections
- Some but fewer than half of high-school-based DC class sections

- At least once every three years, college administrators or faculty **evaluate graded assignments** (e.g., final papers) from DC courses taught by high school instructors to ensure equivalency of assessment of student work with other college coursework offered by the college.

If checked, what percent of high school instructors of DC courses have graded assignments evaluated at least once every three years?

- 80% or more of high school instructors of DC courses
- Fewer than 80% but at least half of high school instructors of DC courses
- Some but fewer than half of high school instructors of DC courses

- All **new high school instructors** of DC courses are provided **course-specific training** (e.g., curriculum, pedagogy, assessment) by college faculty prior to the instructor teaching the course.

- College administrators or faculty conduct site visits to observe **new high school instructors** of DC courses during their first year of teaching DC.

If checked, what percent of **new high school instructors** of DC courses are observed in their first year of teaching DC?

- 80% or more of high school instructors

- Fewer than 80% but at least half of high school instructors
- Some but fewer than half of high school instructors
- At least once every three years, college administrators or faculty conduct site visits to observe **continuing high school instructors** of DC courses.

If checked, what percent of continuing high school instructors of DC courses are observed at least once every three years?

- 80% or more of high school instructors
- Fewer than 80% but at least half of high school instructors
- Some but fewer than half of high school instructors
- At least once per year, high school instructors of DC courses **participate in college-provided professional development** with discipline-specific content.

If checked, what percent of high school instructors of DC courses participate each year?

- 80% or more of high school instructors of DC courses
- Fewer than 80% but at least half of high school instructors of DC courses
- Some but fewer than half of high school instructors of DC courses

(Optional) Provide 1–3 examples of most effective practices for monitoring the quality of DC coursework and/or providing professional development focused on DC programming.

Additional Details on Effective Dual Credit Practices

31. Which of the following has happened or is happening at your college as part of implementing House Bill 8's FAST program?

- Renegotiating MOUs with ISDs
- Establishing data sharing agreements and secure data sharing processes with ISDs
- Getting FAST eligibility certified by THECB or TEA
- Adjusting to THECB DC reimbursement rates
- Figuring out how to provide books or instructional materials
- Increased advising for DC
- Adjusting billing processes for potential FAST students
- Other (describe below in Question 32)

32. (Optional) If you would like, please share any other details or examples of effective practices that you would like to highlight regarding your college's implementation of House Bill 8's FAST program and/or how your college has successfully enabled students to complete 15+ college-level credits while in high school.
33. (Optional) If you would like, please share any other details or examples of effective practices that you would like to highlight regarding how your college is broadening access to DC and increasing success among DC students.

Please upload your completed SOAA to this online form:

https://tccolumbia.qualtrics.com/jfe/form/SV_6XnLmKzkI7554cS.

For data security purposes, please do not email your completed SOAA. Thank you for your participation!