

## Dual Enrollment Pathways Scale of Adoption Assessment for Colleges

April 2025

### What is the purpose of this Scale of Adoption Assessment (SOAA)?

For the last several years, the Community College Research Center (CCRC) has been studying efforts by college–K-12 partnerships across the country to broaden the benefits of dual enrollment (DE) for more students. (See below for how we define DE.) In 2023, CCRC introduced the [DEEP framework](#) for strengthening DE as an on-ramp to college degree programs that prepare underserved students for well-paying, career-path employment in their 20s. In this emerging approach to DE, colleges and their K-12 partners broaden the benefits of DE by:

- reaching out to underserved students and families to encourage and support them to participate in DE;
- aligning DE 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 scale of adoption assessment (SOAA) was designed by CCRC for use by college leaders to assess the scale at which they and their high school DE partners are implementing practices research indicates are important for improving DE access and outcomes, particularly for underrepresented students. 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 DE outcomes.

### 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 DE offerings. We recommend that the SOAA be completed by staff who are knowledgeable about their college’s DE population, high school DE partnerships, and DE programming (including services and supports for DE students). We estimate that the SOAA will take approximately 45 minutes to complete.

### Dual enrollment definition

For the purposes of this SOAA, **we define DE 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 DE. This includes models commonly described as concurrent enrollment, dual credit, early or middle college, early college high schools, P-TECHs, etc. If your college offers more than one model of DE, **please take all of your college’s DE models into account** when answering the SOAA questions. Additionally, for the purposes of the SOAA, it is okay if the DE models your college offers have different characteristics (such as modality, payment structures, etc.).

### Using this self-assessment as a tool for planning and improvement

Once completed, we recommend that college teams use the results to reflect on what you are doing well and how your DE practice can be improved. Here are some questions to guide discussion with internal and K-12 partners:

- For each of the DEEP practice areas (i.e., outreach, alignment, advising, and instruction and support), what practices are **at scale and working well** for your college or across its DE partnerships?
- For **practices that are not yet at scale**, what steps do you need to take to bring these practices to scale, and what further college resources (funding, staff, technology, etc.) are needed? Where are the biggest opportunities to improve practices in these areas? What challenges do you need to overcome to improve practices at scale?
- Which **high school or district partners** have had more success scaling these practices? Which partners have not had as much success, and what's the potential for scaling DE practices at those partnerships, particularly among schools serving larger shares of low-income students (i.e., Title I schools)?

### **SOAA Questions**

**College Name:** Enter your college's name

**Date:** Enter today's date

#### **Current Academic Year:**

Enter the current academic year (e.g., if today is October 1<sup>st</sup>, 2024, the current academic year is 2024-25). Note that some questions will ask about the current academic year.

#### **Most Recent Completed Academic Year:**

Enter the most recently completed academic year (e.g., if today is October 1<sup>st</sup>, 2024, the most recently completed academic year is 2023-24, running fall through summer terms). Note that some questions will ask about the most recent academic year.

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

Primary point of contact / main respondent:

Enter names, emails, and titles

Additional individuals providing input on responses:

Enter names, emails, and titles

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

#### **Dual Enrollment at Your College**

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

1. How many DE 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)? Enter response
2. How many high schools were served through your DE offerings in the most recent academic year?

- 1–5 schools
  - 6–10 schools
  - 11–15 schools
  - 16–30 schools
  - More than 30
3. DE 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 DE program? **Enter response**

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

5. Approximately what percent of all DE course enrollments were taught at the high school location?
- DE is not offered at the HSs
  - This type of DE is rare (1–9% of DE is at the HS)
  - Some but not most DE (10–39% of DE is at the HS)
  - About half of DE (40–60% of DE is at the HS)
  - DE is primarily offered at the HS (more than 60% of DE is at the HS)
6. Approximately what percent of all DE 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 DE courses)?
- DE is not offered at the HSs
  - This type of DE is rare (1–9% of DE at the HS is taught by college faculty)

- Some but not most DE (10–39% of DE at the HS is taught by college faculty)
  - About half of DE (40–60% of DE at the HS is taught by college faculty)
  - College faculty primarily teach high-school-based DE courses (e.g., more than 60% of DE at the HS is taught by college faculty)
7. Approximately what percent of all DE course enrollments were taught exclusively online (synchronous or asynchronous)?
- DE courses are not taught online
  - This type of DE is rare (1–9% of DE is taught online)
  - Some but not most DE (10–39% of DE is taught online)
  - About half of DE (40–60% of DE is taught online)
  - DE is primarily taught online (more than 60% of DE)
8. Approximately what percent of all DE course enrollments were in college career-technical education (CTE) subjects?
- College CTE DE courses are not offered
  - This type of DE is rare (1–9% of DE is CTE)
  - Some but not most DE (10–39% of DE is CTE)
  - About half of DE (40–60% of DE is CTE)
  - DE is primarily CTE (more than 60% of DE)
9. Approximately what percent of the college’s DE students were participating in more intensive DE models designed to culminate with associate degree completion, such as early college high schools (ECHSs), P-TECHs, or early/middle colleges?
- ECHSs/P-TECHs or early/middle colleges are not offered by the college
  - These types of DE are rare (1–9% of DE)
  - Some but not most DE (10–39% of DE)
  - About half of DE (40–60% of DE)
  - DE primarily occurs in ECHSs/P-TECHs or early/middle colleges (more than 60% of DE)
10. Approximately what percent of former DE 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 DE 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 DE (e.g., tuition, fees, books, transportation, etc.), what percentage of your college's DE students can **participate in DE for free** this academic year?

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

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

- Books or other course materials

*If checked, select from the following:*

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

- Tuition

*If checked, select from the following:*

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

- Fees

*If checked, select from the following:*

- 80% or more of DE students pay for this expense.

- At least half but not more than 80% of DE students pay for this expense.
- Some but fewer than half of DE students pay for this expense.
- Transportation  
*If checked, select from the following:*
  - 80% or more of DE students pay for this expense.
  - At least half but not more than 80% of DE students pay for this expense.
  - Some but fewer than half of DE 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 DE students pay for this expense.
  - At least half but not more than 80% of DE students pay for this expense.
  - Some but fewer than half of DE students pay for this expense.
- Other expenses

Describe “other expenses” here: **Enter response**

*If checked, select from the following:*

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

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

**Enter response**

### **DEEP Practice Area 1: Outreach**

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

#### **Outreach to Underrepresented Communities**

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

Yes

No

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

Enter response

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

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

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

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

Outreach to Title I (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 DE offerings

Use of multilingual promotional materials for DE

Other; please describe: Enter response

(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 DE opportunities?

Enter response

### Eligibility for Dual Enrollment Courses

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

Standardized testing (e.g., ACT, ACCUPLACER, SAT, other state tests, etc.)

High school GPA

Grades in specific HS classes (e.g., B or above in 10<sup>th</sup> grade English)

Recommendation from HS counselor, teacher, or another K-12 educator

Directed self-placement

Other: Enter response

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

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

### **DEEP Practice Area 2: Alignment**

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

#### **Alignment of Dual Enrollment Courses with College Degree Programs**

17. The college has created resources for students, advisors, or counselors showing how DE 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*, DE 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 DE courses are mapped to college degree programs (if available):

**Enter response**

18. High school CTE coursework and related DE 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 DE 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 DE courses are mapped to college CTE credentials and degrees (if available):

Enter response

### Dual Enrollment Coursework Built Into 9<sup>th</sup>–12<sup>th</sup> Grade Plans

19. DE coursework is built into the default 9<sup>th</sup>–12<sup>th</sup> 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 CTE DE coursework is built into the default 9<sup>th</sup>–12<sup>th</sup> 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

### DEEP Practice Area 3: College Advising Practices

This section contains questions on college and career advising and planning for DE 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 DE students?

- College advising provided as requested by DE students or high school partners

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

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

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

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

**Enter response**

### College and Career Exploration and Planning

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

- The college supports **events at K-12 schools or online** designed for current and prospective DE 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 DE 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 DE coursework include information about related college degrees and careers in your community.
- Students engage in college and career exploration activities as a part of DE 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 DE 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: **Enter response**
- None of the above

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

**Enter response**

24. What percent of current DE 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 DE students
- Fewer than 80% but at least half of DE students
- Some but fewer than half of DE students
- None

**If you checked something other than “none,”** please briefly describe the process for helping DE 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?).

**Enter response**

#### **DEEP Practice Area 4: Instruction/Support**

This section contains questions on the instruction and support provided to DE 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 DE coursework?

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

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

- 80% or more of DE students
  - Fewer than 80% but at least half of DE students
  - Some but fewer than half of DE students
- College has a process for systematically identifying DE students who are struggling in their coursework (e.g., early alerts).
- If checked*, what percent of DE students are covered by your college's process for identifying struggling students?
- 80% or more of DE students
  - Fewer than 80% but at least half of DE students
  - Some but fewer than half of DE students
- College has a system for providing additional supports for DE students identified as struggling academically in their coursework (e.g., proactive outreach and academic intervention).
- If checked*, what percent of DE students are covered by your college's system for providing additional supports to academically struggling DE students?
- 80% or more of DE students
  - Fewer than 80% but at least half of DE students
  - Some but fewer than half of DE students
- College enrolls first-time DE 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 DE students experience this practice?
- 80% or more of DE students
  - Fewer than 80% but at least half of DE students
  - Some but fewer than half of DE students
- Information about college-level expectations (e.g., how DE courses differ from other high school courses) and advice for success in DE coursework are communicated to new DE students and their families to prepare students for success in their DE coursework.
- If checked*, what percent of first-time DE students experience this practice?
- 80% or more of DE students
  - Fewer than 80% but at least half of DE students
  - Some but fewer than half of DE students

- College provides additional instructional and academic supports for new DE students (e.g., heightened focus on identifying and supporting struggling students early on in their first DE course) to ensure students are acclimated and successful in their first DE courses.

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

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

- Other; please describe: **Enter response**

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

**Enter response**

### Online Dual Enrollment

26. Does the college enroll DE 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 DE course enrollments are taught in **asynchronous** course formats (e.g., no live interactions between students and instructors)?

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

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

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

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

- 80% or more of students taking online DE courses

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

Students taking online DE courses are supported by an online DE 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 DE courses experience this practice?

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

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

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

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

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

Enter response

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

29. Does the college enroll DE 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 DE quality-assurance standards does the college uphold for its high-school-based DE course sections? Check all that apply.

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

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

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

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

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

- All **new high school instructors** of DE 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 DE courses during their first year of teaching DE.

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

- 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 DE courses.

*If checked*, what percent of continuing high school instructors of DE 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 DE courses **participate in college-provided professional development** with discipline-specific content.

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

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

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

Enter response

#### **Additional Details on Effective Dual Enrollment Practices**

31. (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 DE and increasing success among DE students.

Enter response