

Texas Association of Community Colleges
P-16 Committee

Dual Enrollment and Early College
High Schools: Findings from a Survey
of Texas Community Colleges

Final Report

July 2010

Study conducted by:
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Executive Summary

Community Colleges Standards Highlights

- Only segment of Texas higher education to have adopted quality standards for dual enrollment
- Only segment of Texas higher education to have statewide survey on practices across the State
- 98% have Memorandums of Understanding with the ISDS
- 94% participate in joint planning between ISD and community college

Academic Standards Highlights:

- 100% of the community colleges require the same teaching credentials of dual credit instructors as all other college courses
- 94% of the community colleges require the same course syllabus for dual credit and non-dual credit sections of the same course
- Nearly 100% (96%) of the community colleges require student evaluations of the dual credit faculty, 81% conduct classroom observations, and 57% indicate additional other evaluative strategies (evaluation of instructional materials, meetings with supervisor, etc.)
- 92% enforce the same textbook requirements as other college courses
- 76% require the same textbook as other sections of the same course

Support Services Highlights:

- Nearly 100% (98%) of the community colleges reported that dual enrollment students have access to the same services offered other college students
- 70% of the community colleges provide services to parents of dual credit students

Student Performance Highlights:

- First Time In College (FTIC) cohorts indicate higher persistence (Fall to Spring and Fall to Fall) for former dual credit students
- FTIC first semester GPA is higher for former dual credit students than for other college students
- Course completion with C or better is 19% higher for dual enrollment students
- 88% of dual credit students passed with a C or better, compared to 69% of other students

Cost Highlights

- Great variance in tuition charged at regular amount, reduced, or waived
 - For In-Taxing-District students, 67% of respondents waive all or parts of tuition
 - For Out-of-Taxing-District students, 63% waive all or parts of tuitions
- Great variance in how textbooks are paid
 - For 17% the student is expected to pay for textbooks
 - For 21% the ISD pays for the textbooks
 - For 53% the textbooks are paid for by either the ISD or the student or both
 - For 4%, the college pays for textbooks for early college courses only

Main Report

Background

In November 2009 the P-16 Committee of the Texas Association of Community Colleges (TACC) identified a lack of data regarding the quantity and description of dual enrollment / early college high school courses being offered by the 50 Texas public community colleges or multi-college districts. Although the Texas Higher Education Coordinating Board (THECB) does collect and publicly post enrollment numbers for high school dual enrollment, little else is known about the programs, i.e., descriptive information regarding courses offered, procedure and practice at each college.

The President of South Texas College (STC), Dr. Shirley A. Reed volunteered the services of the Research & Analytical Services (RAS) staff at her college to develop a survey research instrument that could be administered online to each of the public community colleges. The survey questions would request detailed information regarding the high school dual enrollment courses and would be clustered around the following topics: participation, performance and completion, conversion from high school dual enrollment to the colleges as first-time-in-college students, curriculum and instruction, leadership and administration, student support services, and emerging trends and pressing issues.

Purpose of the Study

The purpose of the study was to provide a state-wide snapshot of the quantity, size, description, rigor, and future expectations of current high school dual enrollment course offerings with their underlying programmatic support structure in Texas public community colleges. The institutional level information reported by each college or college district would potentially provide a comprehensive summary to promote a common and accurate understanding of the overall effort statewide. The institutional level data would also provide the opportunity to contrast and compare practices and procedures across institutions thereby lending itself to the identification of best practices which could be shared to further promote statewide improvement in policies and practices related to such course offerings.

Methodology

The survey was developed by RAS and was administered online via Checkbox Survey Software. The presidents of all of the 50 community colleges or multi-

college districts in Texas received an invitation with a personalized link to complete the online survey. Districts with multiple colleges responded to the questions as a single entity with only one response for the entire district. Since the survey was very lengthy, it was designed in a way that one could come back and continue from where they had left off and also make changes if necessary. Both the President of STC, Dr. Shirley A. Reed, and the Director of RAS, Dr. Brenda S. Cole, sent emails and made follow-up phone calls to the Presidents of the 50 college districts and to the Directors of institutional research offices of the college districts to answer questions and to remind them about completing the survey. Although all of the 50 college districts completed the survey at least partially the response rate changes from question to question and is reported in detailed summary tables which can be found in the Appendix.

Research Questions

Research questions for this study were developed around the following topics, and are listed below. The research instrument is also available in the appendix to this report.

Participation:

- Which Texas community colleges offer college level courses to high school students?
- How many high schools and how many students are participating in these courses?
- What are the student demographics?
- Which courses are being offered?

Conversion from high school dual enrollment to the colleges as first-time-in-college students:

- How many ftic students enroll in Texas community colleges each fall?
- What percent of them took dual enrollment courses while still in high school?

Performance and completion:

- How do the grades these students earn compare to those of non-dual enrollment college students?
- How do these prior-dual enrollment students perform academically during their first semester as ftic students?
- How do they compare to their non-dual ftic peers?
- How many dual enrollment students are earning certificates or degrees upon or before high school graduation?

- What is the fall to fall and fall to spring retention rate of the ftic students?
- Is there any difference in the ftic retention rates based on participation in dual enrollment courses while in high school?

Curriculum and instruction:

- Do Texas community colleges require the same course pre-requisites, faculty credentials, faculty evaluations, course syllabi, and course text-books for all courses regardless of whether the students are still in high school or they have already graduated and enrolled at the college?
- Who is teaching the dual enrollment courses? Are they college full-time faculty or adjuncts, or are they qualified teachers from the high schools?
- Do the dual enrollment sections follow the same academic calendar as other non-dual sections?
- Are teachers of dual enrollment sections required to participate in the same professional development as other college faculty?
- Are the dual enrollment sections restricted to high school students or are the high school students integrated into other college student populations?

Leadership and administration:

- Who is assigned at the college to coordinate the dual enrollment course offerings?
- Who, if anyone, is assigned at the high schools?
- How do colleges handle tuition and fee charges for courses taught at the high schools? Who pays for them?
- Who pays for the textbooks?
- Are their current memorandums of understanding between the colleges and each participating high school?
- Do both entities engage in joint-planning?
- How are dual enrollment faculty paid? Do colleges recover the cost for sending faculty out to the high schools?
- Are college information systems set up to identify dual enrollment students? Dual enrollment course sections?

Student support services:

- Do dual enrollment student who take college courses only at their high school campus have access to the same student services that are offered on the college campuses, i.e., library, counseling/advising, degree plan development, transfer assistance, scheduling assistance, career counseling, financial aid counseling, online learning systems,

technology resources, student orientation, tutoring, online student portals to access services via college websites?

- Do colleges offer services to parents of dual enrollment students?

Emerging trends and pressing issues:

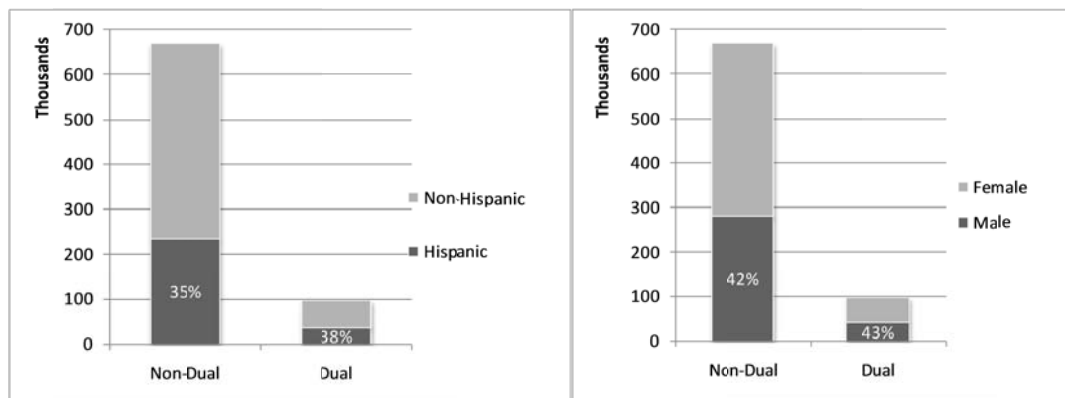
- What emerging trends do colleges identify in their region regarding dual enrollment programs?
- What pressing issues or challenges are they experiencing in their regions regarding dual enrollment?
- What is the number of universities (if any) that are offering dual enrollment sections in the college taxing district?
- What is the relationship (if any) between the college dual enrollment sections and advanced placement (AP) or International Baccalaureate (IB) courses taught at the high school?

Findings

Participation:

Enrollment by Gender and Ethnicity

Dual enrollment headcount has increased over the past 4 years and has grown from 8% to 14% of the total headcount in community colleges. In Fall 2009, nearly 670,000 students were enrolled in community colleges, nearly 97,000 of whom were dual enrollment students. The gender and ethnicity breakdowns are similar for both groups, but it is interesting to note that the proportion of male students enrolled in dual courses is 1% higher than in non-dual courses. Similarly, the proportion of Hispanic students taking dual courses is 3% higher than in the non-dual enrollment. Both males and Hispanic students are targeted populations for Texas Closing the Gaps goals to increase their levels of educational attainment.



Male students made up 42% of the total headcount and 43% of the dual headcount in Texas community colleges. Similarly, Hispanic students made up about 35% of the total headcount and 38% of the dual headcount in Texas community colleges. Further study should be done to confirm the practical and / or statistical significance of these differences. Potentially, dual enrollment could serve to provide an open pathway to educational attainment for these populations.

Course Offerings and Locations

These college-level course offerings are quite widespread across the State. All of the Texas community colleges or college districts offered Dual Enrollment courses. In regards to the number of instructor-student contact hours, 8.2% of Texas community college academic contact hours were provided to dual enrollment students, 57.5 million total academic contact hours, 4.7 million of which were in dual enrollment. The distribution of career and technical contact hours was the similar with nearly 20 million career and technical total contact hours and slightly over 1.5 million (7.8%) of which were provided to high school students in dual enrollment.

In Fall 2009, Texas community colleges offered nearly 25,000 unduplicated or unique courses. Of these courses, 2109 (8.6%) were offered to dual enrollment students. A detailed list of courses is attached in the appendix. Of course the public school districts are partners in this effort. On average, a Texas community college is participating with 6 school districts (13 high schools) within the college taxing district and 15 school districts (17 high schools) outside the taxing district. In some areas of the State, the number of participating school districts is much larger. For example, in south Texas, there are 20 (100%) participating school districts within the taxing district for South Texas College. Overall, there were over 270 participating school districts (552 high schools) within the taxing district of a Texas community college, and another 624 school districts (682 high schools) outside the taxing districts but within the colleges' service areas. According to the Texas Education Agency website, there were 1264 public school districts in Texas so 70% of public school districts are participating in dual enrollment, and there are another 30% of not participating in Texas community college dual enrollment offerings. It was reported that some public schools are offering college-level courses from Texas universities, or from an out of State or online institution. Approximately 1/3rd of reporting community colleges participate with Virtual College of Texas, but there are additional course offerings from outside the State.

Conversion from High School Dual Enrollment to Entering Freshmen at a Texas Community College:

One of the primary goals of high school dual enrollment course offerings is to encourage and fast-track increasing numbers of Texas students to graduate from high school and immediately transition into a college or university. The federal government requires all colleges and universities to track entering freshmen cohorts of new students. These cohorts are often referred to as first-time-in-college (FTIC) cohorts or FTIC's, even though the students may have already earned college credits from college-level coursework completed while in high school, i.e., dual enrollment, Advanced Placement. In Fall 2009, 46 of 50 Texas community colleges enrolled 124,734 FTIC's, 14,105 (11%) of whom were formerly high school dual enrollment students. (Four respondents did not report this item.) This DOES NOT include the large numbers of their dual enrollment peers who enrolled as Fall 2009 FTIC's in Texas universities which would undoubtedly double or triple this conversion rate. For example, South Texas College and the University of Texas Pan American have conducted joint studies that showed that more than 50% of UTPA's Fall 2008 FTIC were students who had formerly completed STC dual enrollment courses while still in high school.

Performance and Completion After Conversion:

Tracking FTIC's in Texas colleges and universities provides a great population for studying performance differences between the dual enrollment participants and those who did not participate in dual enrollment. All indicators suggest that the dual enrollment participants are the cream-of-the-crop so to speak and typically out-perform their peers at Texas community colleges. There is additional research that has been conducted collaboratively between South Texas College and the University of Texas Pan American that has similar findings for the FTIC's who enrolled at the UTPA rather than at STC (<http://isp.southtexascollege.edu/ras/research/pdf/Research%20Brief%20-%20Dual%20Enrollment%20-%20last.pdf>). Both grade performance and retention rates have been found to be higher for the dual enrollment participants than for their peers. Further study is needed to understand and control for other factors that may bias the findings, i.e., self-selection bias where, for example, high achievers may choose to enroll in dual enrollment and low achievers may not.

Texas community colleges reported on their FTIC's overall compared to those FTIC's who had formerly enrolled in the colleges' dual enrollment courses before graduating from high school. During the first year enrolled at the college as a regular college student, the dual enrollment students had course

completion rates (earned a C or better grade) that were 19% higher than their peers who had not participated in dual enrollment while in high school. In Fall 2009, a total of 88% formerly dual enrollment participants passed their college core curriculum courses with a C or better, whereas only 69% of other FTIC students did.

Additionally, formerly dual enrollment FTIC's also persisted at higher rates than did their non-dual peers as reported by the Texas community colleges for Fall 2009. This was true for both Fall to Spring persistence as well as Fall to Fall persistence. The Fall to Spring persistence rate for former dual FTIC's was 7% higher than for the FTIC's overall. The Fall to Fall difference was 2% higher.

Former Dual Enrollment Students Outperform Non-Dual Peers As FTIC Students for 1st Semester / 1st Year Persistence and 1st Semester GPA

Fall 2009	All	Former Dual	Difference
	FTIC	FTIC	
Fall to Spring Persistence	74%	81%	+7
Fall to Fall Persistence	43%	45%	+2
1st Semester GPA	2.36	2.64	+.28

These findings lend some confirmation that the overall rigor of the college-level courses being offered by Texas community colleges to Texas high school students is being maintained at the required college-level. Research shows that as students are able to successfully complete college-level work, they are more likely to continue successfully completing courses. On average, the dual enrollment students were reported to have earned 11 college credits prior to entering as freshmen at a community college with the highest college reporting an average of 32 credits earned. The average earned gpa for the dual enrollment college-level courses was 2.75. This successful completion of courses allowed these experienced students to transition into colleges and universities as successful first-year students with performances well above their peers who are inexperienced at college-level work.

Furthermore, not only did the dual enrollment students accumulate credits, many of them earned an associate degree or a certificate by the time they graduated from high school. In AY2009 alone dual enrollment students earned over 400 associate degrees and nearly 150 certificates in AY2009.

Curriculum and Instruction:

Overall, Texas community colleges and college districts carry-out the same requirements regarding course pre-requisites, faculty credentials, faculty evaluations, course syllabi, and course text-books for all courses regardless of whether the courses are being offered to students who are still in high school or to students who have already graduated from high school and are now enrolled at the college. Ninety-six percent of the colleges reported that college course pre-requisites are the same for all students whether they are still in high school or have already graduated from high school. The exceptions noted by the colleges were for some career and technical courses, or that according to law they accept the sophomore TAKS as a pre-requisite which is only allowed for high school students who do not yet have their 11th grade exit TAKS scores. Additionally, 94% of colleges require the same course syllabus for either dual or non-dual course sections. Some colleges noted that the curricular standards, content, and course framework are the same but the syllabi are not necessarily identical. Most colleges (76%) require the same textbook for all course sections with dual enrollment sections being no different. Those colleges who do not require the same text book use the same policy in dual and non-dual sections in that where optional textbooks are permitted, they must still be approved by the college discipline chair.

Half of the colleges (50%) state that TEKS are incorporated into the dual enrollment sections. Most colleges provided explanations that this is the responsibility of the high schools and is not something the colleges monitor. Nearly 100% of the colleges require student evaluations of faculty for their dual enrollment sections just as they do for other sections. In addition, 81% of the colleges reported conducting classroom observations in the dual enrollment sections by a college administrator. Also, 57% described other evaluation strategies that they use to ensure college-level rigor, i.e., evaluation of syllabi, conferences with supervisors, instructor self-evaluation, and peer evaluations.

All, (100%), of the colleges or college districts reported that they require the same teaching credentials for classroom instructors whether they are teaching dual enrollment sections or non-dual sections. Forty-six percent of dual enrollment sections were taught by college faculty members. Another 46% were taught by ISD teachers who teach as part-time faculty for the colleges. Only 8% of the dual sections were taught by adjuncts who were neither full-time with the ISD nor the College.

Leadership & Administration:

Most Texas community colleges offer a large variety of different options in making dual enrollment sections accessible. Most of the colleges stated that payment of tuition and fees are handled differently for different circumstances, for example, there are times when the College pays, the ISD pays, or the

Student pays. Sometimes there are special scholarships or grant funds used to pay the costs. Commonly tuition and fees are waived which would mean that the college would bear the costs involved. Detail by college is provided in the Appendix.

Seven of the colleges reported that they are considering changes in how they handle tuition and fees. Five reported a foreseeable increase in tuition and fees, and two reported they may need to reduce tuition and/or fees. Eleven respondents reported no foreseeable changes taking place.

Regarding text book purchases, these policies are largely determined by the school districts and were most typically purchased by the ISD or the students. Half of the colleges reported some combination of the two. Ninety-eight percent of reporting colleges indicated that they do have current memorandums of understanding with each ISD partnering in their dual enrollment program. Additionally, 94% of the colleges participate in joint planning that includes both the college and ISD personnel.

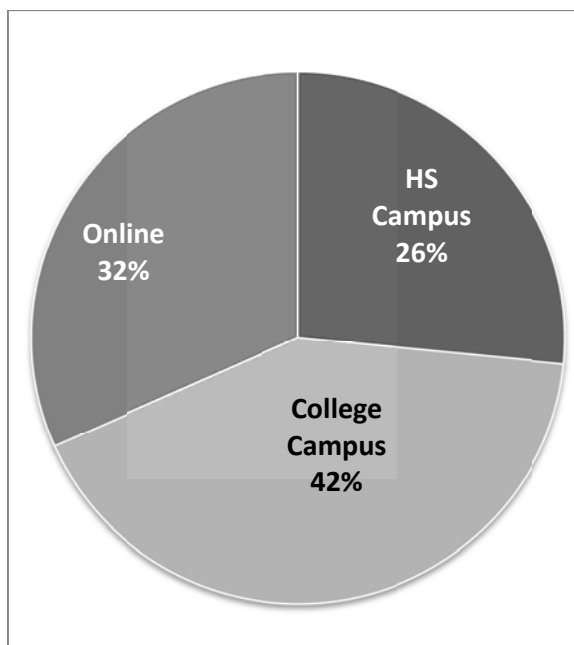
Dual enrollment faculty whose primary employer is the College are paid the same way as other faculty in which the course would be considered a part of their regular salary or would be paid based on course load. Some colleges reported having to pay faculty overload salaries or paying them as they would an adjunct faculty. For faculty whose primary employer is the ISD, 19 colleges reported paying them either as regular faculty or adjunct faculty. Other respondents indicated paying the school district based on enrollment and leaving it to the school districts' discretion to distribute funds as they saw fit. Only 3 respondents reported that paying faculty is left solely up to the school district. Only 3 of the colleges reported that they do recover faculty salary cost from the ISD if college faculty are sent out to the schools to teach.

Colleges were asked about their data tracking systems for dual enrollment. All colleges report keeping track of dual enrollment students in their information systems and 91% can identify which courses sections are dual enrollment sections.

Student support services:

Nearly all Texas community colleges reported that dual enrollment students who take college courses only at their high school campus have access to the same student services that are offered on the college campuses, i.e., library, counseling/advising, degree plan development, transfer assistance, scheduling assistance, career counseling, financial aid counseling, online learning systems, technology resources, student orientation, tutoring, online student portals to access services via college websites. These various services were reported as

being provided either on the high school campus (26%), on the college campus (42%), or online (32%). A more detailed list of what each college reported is provided in the appendix. Additionally, 70% of the colleges reported that they provide services to the parents of dual enrollment students, i.e., college information nights, parent orientations. Common topics that were taught to the parents were as follows: financial aid or FAFSA, applications, admissions, and testing processes.



Emerging Trends and Pressing Issues

Emerging trends were described by the colleges in several areas. The college administrators in charge of dual enrollment feel they must maintain a delicate balance between dramatic growth opportunities and the challenges of keeping up with the demand, and all the more challenging, without adequate resources. The increased demand has also led to a push in creating more online and hybrid courses. Concerns were mentioned regarding competition with Texas Virtual School Network (TxVSN) and Stateu.com which provide free access to dual enrollment courses. Colleges were also concerned with meeting the increasing demand for technical and workforce programs within dual enrollment. Several respondents spoke at length about the growth of dual enrollment and challenges they are experiencing to meet the demand, i.e., student resources, qualified instructors, scheduling, limited and decreased funding due to recent legislation allowing schools to “shop around” for the cheaper classes, the emergence of competitors like universities, TxVSN, and Stateu.com, and dealing with trying to keep costs low while continuing to

provide tuition waivers. The majority of colleges also reported that universities also offer dual enrollment courses within their taxing districts whether at a high school, on the university campus or online.

When colleges were asked about the relationship between their dual enrollment courses and advanced placement (AP) or International Baccalaureate (IB) courses, the experiences they reported varied. Faculty credentials tended to be a deciding factor in which type of course would be offered since dual enrollment course faculty must meet the colleges' accreditation criteria from the Southern Association of Colleges and Schools in which faculty teaching college-level courses must have a masters degree with 18 graduate hours in the topic to be taught. Faculty pay was also a factor identified in some of the public schools. Some colleges refrained from offering the same courses that were being offered as AP, while other colleges noted that there was no relationship between the 3 types of courses.

Implications and Recommendations

The findings from this study support the idea that dual enrollment is providing a pathway for students to successfully complete college courses while still in high school. This is giving them a head start toward degree attainment and should be encouraged and supported throughout the State as a viable strategy to meet the Closing the Gaps goals thereby continuing to strengthen the future economic stability of our State.

In this and other research studies, there is sufficient evidence to show that overall the course rigor is clearly being maintained at the same level of rigor of other college courses. Dual enrollment students have been shown to do very well when they transition to institutions of higher education. Further study should be done to isolate impacting factors to further understand how to strengthen and streamline the course offerings. There may also be an opportunity to develop more career and technology options for high school dual enrollment students to assist them in not only leaving high school college-ready, but workforce-ready as well.

Q1.2 What is the FTIC first year Fall to Spring retention rate? (most recent: Fall 2009 to Spring 2010)

Q1.3 What is the FTIC first year Fall to Fall IPEDS retention rate? (most recent: Fall 2008 to Fall 2009)

Q7.1 Course completion with C or better (all academic courses in the Texas Core Curriculum that were offered in both dual and non-dual sections, Fall 2009)

Survey ID	Q1.2 All FTIC	Q1.2 FTIC prior dual	Q1.3 All FTIC	Q1.3 FTIC prior dual	Q7.1 ALL	Q7.1 Dual Only
45081	76%	82%				
47033	75%	85%			67%	81%
45133	70%	85%	45%	62%	72%	93%
45113	72%	79%				
48214	73%	80%			65%	79%
47181			53%	74%	69%	85%
45157	72%	88%			71%	86%
46216	57%	83%			69%	94%
45350					71%	89%
45083	36%	82%	35%	59%	79%	91%
45309	73%	76%	50%	57%	70%	81%
46135					70%	91%
45131	80%	90%	62%	62%	83%	95%
47096	76%	77%			68%	86%
46100	72%				64%	91%
45308	78%	70%	60%	60%	74%	87%
47567	78%	85%	20%	13%	69%	82%
47143	81%	93%			71%	91%
45096						
46217	50%	74%			72%	93%
45290	76%	82%			68%	89%
45160	76%	83%	51%	14%	77%	90%
45072	83%	85%			69%	92%
45108	85%	94%			65%	84%
46726	78%	40%			61%	87%
47067	74%	84%	52%	63%	66%	92%
47013	82%	87%			63%	93%
45095	78%	89%			70%	94%
45084	79%	88%				
45251	76%	57%	44%	56%	65%	92%
45080	81%	88%			71%	93%
47819	73%	81%			67%	90%
46807	64%		40%			
45854	74%	92%	50%	23%	72%	97%
47014			3%			
45822	75%	84%			64%	76%
49071	77%	24%	41%	13%	67%	82%
46262	82%	82%			71%	83%
49519	83%	84%			69%	78%
45312	77%	82%				
46703	74%					
48381						
46234	84%	87%				
45092	76%	88%			65%	85%
45112	74%	83%			70%	90%
45205	77%	82%			63%	89%
45060					75%	87%
47360	77%	84%	51%	62%	68%	91%
45763	60%	88%	34%	18%	71%	92%
45111	80%	80%			73%	94%
N	43	40	16	14	40	40
AVERAGE	74%	81%	43%	45%	69%	88%

Q1.4 What was the average 1st semester GPA for Fall 2009 FTIC's?

Survey ID	FTIC	FTIC prior dual	Difference (FTIC prior dual - FTIC)
45081	2.30	2.45	0.15
47033	2.72	2.47	-0.25
45133	2.67	2.75	0.08
45113	1.80	2.40	0.60
48214	2.38	2.55	0.17
47181	2.37	2.90	0.53
45157	2.46	3.15	0.69
46216	2.30	2.79	0.49
45350			
45083	3.41	3.25	-0.16
45309	2.54	2.89	0.35
46135	2.57		
45131	2.18	2.76	0.58
47096	2.34	2.54	0.20
46100	2.44		
45308	2.56	2.77	0.21
47567	2.61	2.64	0.03
47143	2.76	2.84	0.08
45096			
46217	2.29	2.24	-0.05
45290	2.46	2.64	0.18
45160	2.41	2.83	0.42
45072	2.00	2.57	0.57
45108	2.10	2.87	0.77
46726	2.34	2.37	0.03
47067	2.42	2.54	0.12
47013	2.37	2.86	0.49
45095			
45084	2.13	2.62	0.49
45251	2.40	2.75	0.35
45080	2.92	3.07	0.15
47819	2.06	2.25	0.19
46807			
45854	2.48	2.49	0.01
47014	2.13	2.14	0.01
45822	1.94	2.33	0.39
49071	2.56	2.98	0.42
46262	2.16	2.27	0.11
49519	2.51	2.43	-0.08
45312			
46703			
48381			
46234	2.05	2.06	0.01
45092	1.64	2.09	0.45
45112	2.00	2.81	0.81
45205	2.51	2.76	0.25
45060	2.53	2.72	0.19
47360	2.11	2.61	0.50
45763	2.42	3.18	0.76
45111	2.31	2.65	0.34
AVERAGE	2.36	2.64	0.28

- Q2.1 Are the college course pre-requisites the same for all students whether they enroll in a dual enrollment section or other non-dual enrollment section?
 Q2.2 Do you require the same course syllabus whether taught to high school dual enrollment students or other non-dual enrollment college students?
 Q2.3 Do you require the same college textbook for all course sections whether taught to high school students or other non-dual enrollment college students?
 Q2.4 Are TEKS incorporated into the course curriculum in dual enrollment sections?
 Q2.5 Do you require the same faculty evaluation process for all full-time and part-time faculty regardless of whether they are teaching dual enrollment sections or other non-dual enrollment sections?
 Q2.5.1 Classroom observations by college administrator
 Q2.5.2 Student evaluations of faculty
 Q2.5.3 Other process(es)

Survey ID	Q2.1	Q2.2	Q2.3	Q2.4	Q2.5.1	Q2.5.2	Q2.5.3
45081	Yes	No	No	Yes	No	Yes	No
47033	No	Yes	Yes	Yes	Yes	Yes	No
45133	Yes	Yes	No	No	Yes	Yes	Yes
45113	Yes	Yes	Yes	No	Yes	Yes	
48214	Yes	Yes	Yes	Yes	Yes	Yes	Yes
47181	Yes	Yes	No	No	Yes	Yes	No
45157	Yes	Yes	Yes	No	Yes	Yes	
46216	Yes	Yes	Yes	No	No	No	Yes
45350	Yes	No	No	No	No	Yes	
45083	Yes	Yes	Yes	No	Yes	Yes	Yes
45309	Yes	Yes	Yes	Yes	Yes	Yes	
46135	Yes	Yes	Yes	Yes	Yes	Yes	Yes
45131	Yes	Yes	Yes	No	Yes	Yes	
47096	Yes	Yes	No	Yes	Yes	Yes	Yes
46100	Yes	Yes	Yes	No	Yes	Yes	Yes
45308	Yes	Yes	No	Yes	Yes	Yes	Yes
47567	Yes	Yes	Yes	No	Yes	Yes	
47143	Yes	No	Yes	No	Yes	Yes	Yes
45096							
46217	Yes	Yes	No	Yes	Yes	Yes	No
45290	Yes	Yes	No	No	Yes	Yes	Yes
45160	Yes	Yes	No	No	Yes	Yes	No
45072	Yes	Yes	Yes	Yes	Yes	Yes	Yes
45108	Yes	Yes	Yes	Yes	Yes	Yes	
46726	Yes	Yes	Yes	Yes	No	Yes	No
47067	Yes	Yes	Yes	Yes	Yes	Yes	No
47013	Yes	Yes	No	No	Yes	Yes	
45095	Yes	Yes	Yes	Yes	No	Yes	
45084	Yes	Yes	Yes	Yes	Yes	Yes	
45251	Yes	Yes	Yes	Yes	Yes	Yes	Yes
45080	Yes	Yes	Yes	No	No	Yes	
47819	Yes	Yes	No	No	No	Yes	No
46807	Yes	Yes	Yes	Yes	Yes	Yes	
45854	Yes	Yes	Yes	No	No	Yes	Yes
47014	Yes	Yes	Yes	No	Yes	Yes	No
45822	Yes	Yes	Yes	No	Yes	Yes	
49071	Yes	Yes	Yes	No	No	Yes	No
46262	No	Yes	Yes	Yes	Yes	Yes	
49519	Yes	Yes	Yes	Yes	Yes	Yes	No
45312	Yes	Yes	Yes		Yes	Yes	Yes
46703	Yes	Yes	Yes	Yes			
48381	Yes	Yes	Yes	No	Yes	No	Yes
46234	Yes	Yes	Yes	Yes	Yes	Yes	
45092	Yes	Yes	Yes	No	Yes	Yes	
45112	Yes	Yes	Yes	No	Yes	Yes	
45205	Yes	Yes	Yes	Yes	Yes	Yes	No
45060	Yes	Yes	Yes	No	Yes	Yes	Yes
47360	Yes	Yes	Yes	Yes	Yes	Yes	
45763	Yes	Yes	No	Yes	Yes	Yes	
45111	Yes	Yes	Yes	Yes	Yes	Yes	
TOTAL Yes	47	46	37	24	39	46	16

Q2.6 Do you require the same teaching credentials for classroom instructors whether they are teaching dual enrollment sections or other non-dual enrollment sections?

Q2.9 Do your dual enrollment sections follow the same academic calendar as other non-dual sections?

Q2.10 Are teachers whose primary employer is the ISD and who are teaching dual enrollment course sections for the college required to participate in the same professional development?

Q2.10.1 College-wide professional development activities

Q2.10.2 College departmental meetings

Q2.10.3 College faculty orientation

Q2.10.4 College specialized training

Q2.10.5 Other

Q2.11 Are your dual enrollment sections restricted to high school students (as opposed to integrating high school students into sections with other college students)?

Survey ID	Q2.6	Q2.9	Q2.10.1	Q2.10.2	Q2.10.3	Q2.10.4	Q2.10.5	Q2.11
45081	Yes	No	No	No	No	Yes		No
47033	Yes	No	No	No	Yes	No	Yes	Other
45133	Yes	Yes	No	No	No	No	Yes	Yes
45113	Yes	Yes	Yes	Yes	Yes	Yes		Other
48214	Yes	Yes	Yes	Yes	Yes	Yes		Yes
47181	Yes	Yes	Yes	No	Yes	Yes	No	Other
45157	Yes	Yes	Yes	Yes	Yes	Yes		Other
46216	Yes	No	No	No	No	No	No	No
45350	Yes	Yes	No	No	No	No		Other
45083	Yes	Yes	No	No	Yes	Yes	Yes	Yes
45309	Yes	Yes	No	No	No	No	No	No
46135	Yes	Yes	No	No	Yes	Yes		Other
45131	Yes	Yes	Yes	Yes	Yes	Yes		Other
47096	Yes	No	No	No	No	Yes		Yes
46100	Yes	Yes	No	No	Yes	Yes		Yes
45308	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
47567	Yes	Yes	Yes	Yes	Yes	Yes		Yes
47143	Yes	No	No	No	No	No	No	Yes
45096								
46217	Yes	Yes	No	No	No	No	Yes	No
45290	Yes	Yes	No	Yes	Yes	No	Yes	Other
45160	Yes	Yes	No	No	No	Yes	Yes	Other
45072	Yes	Yes	No	Yes	Yes	No		Other
45108	Yes	Yes						Yes
46726	Yes	Yes	No	No	No	No	No	Other
47067	Yes	Yes	No	No	No	No	No	Yes
47013	Yes	No	No	No	Yes	Yes		No
45095	Yes	Yes	No	No	No	No		Other
45084	Yes	Yes	No	No	No	No		No
45251	Yes	Yes	No	No	Yes	Yes	Yes	No
45080	Yes	Yes	No	Yes	Yes	No	No	Yes
47819	Yes	Yes	No	No	No	No	No	No
46807	Yes	Yes	No	Yes	Yes	Yes		No
45854	Yes	Yes	No	No	No	Yes	Yes	Yes
47014	Yes	No	No	No	Yes	Yes		Yes
45822	Yes	Yes					Yes	Other
49071	Yes	Yes	No	No	No	No	No	Other
46262	Yes	Yes	Yes	Yes	Yes	Yes		Yes
49519	Yes	Yes	Yes	Yes	Yes	Yes	No	Other
45312	Yes							
46703	Yes	No						No
48381	Yes	Yes	No	Yes	Yes	No	No	Yes
46234	Yes	Yes	No	Yes	Yes	Yes		Yes
45092	Yes	Yes	No	No	No	No	No	No
45112	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Other
45205	Yes	Yes	No	No	No	No	Yes	Other
45060	Yes	Yes	No	No	Yes	No	No	Other
47360	Yes	Yes	No	No	No	No	No	Yes
45763	Yes	Yes	No	No	Yes	Yes		Yes
45111	Yes	Yes	No	No	No	No		Other
TOTAL Yes	49	40	10	15	25	23	12	17

Q2.7 What percent of Fall 2009 dual enrollment sections were taught by

Q2.7.1 Part-time instructors hired from existing ISD teachers?

Q2.7.2 College faculty members whose primary employer is the College?

Q2.7.3 Part-time instructors not employed full-time by ISD or College?

Q2.8 Of total Fall 2009 dual enrollment section, please list the number that were offered at the following locations:

Q2.8.1 At the high school campus

Q2.8.2 On the college campus

Q2.8.3 Online only

Q2.8.4 Other

Survey ID	Q2.7.1	Q2.7.2	Q2.7.3	Q2.8.1	Q2.8.2	Q2.8.3	Q2.8.4
45081	87%	5%	8%	500	34	23	
47033	70%	5%	25%	95			
45133	36%	58%	6%	140	3	15	
45113	37%	24%	39%	79	12		
48214	27%	73%	0%	137			
47181	14%	62%	24%	62			12
45157	11%	76%	13%	46	7		
46216	50%	20%	30%	136	31	43	
45350	49%	34%	17%	38	1	23	24
45083	60%	30%	10%	27		46	
45309	23%	59%	18%	58	110	25	
46135	0%	42%	58%	19	24		
45131	1%	31%	68%	67	32		12
47096	26%	12%	62%	457	62	2	1,647
46100	55%	25%	20%	46	15	23	
45308				205	16	83	
47567	38%	52%	10%	58	35	7	
47143	74%	26%	0%	19	5	2	
45096							
46217	10%	58%	31%	135			1
45290	54%	17%	29%	500	60	2	
45160	40%	60%	0%	98	94	105	
45072	30%	49%	21%	77	59	26	
45108	0%	100%	0%		10		
46726	60%	0%	40%	12		8	
47067	100%	0%	0%	222			
47013	21%	49%	30%	18		1	2
45095							
45084							
45251	35%	17%	48%	72		4	12
45080	54%	25%	21%	18	2	4	
47819	41%	46%	13%	53	81	58	
46807							
45854	63%	35%	2%	100			
47014	35%	65%	0%	81	2	10	
45822	0%	67%	33%	22	73		22
49071	56%	44%	0%	104		76	
46262	64%	30%	6%	791	78	2	
49519	29%	70%	1%	146	32	18	
45312							
46703							
48381	99%	0%	1%	97			
46234	95%	5%	0%	100			
45092	12%	73%	15%	8		5	46
45112	16%	63%	21%	37	1		
45205	62%	26%	12%	102		41	
45060	15%	60%	25%	14	30	30	25
47360	44%	56%	0%	52	1	2	34
45763	25%	68%	7%	47	8	36	59
45111	46%	46%	8%	57	4		
Number of Colleges	N/A			43	29	28	12
TOTAL SECTIONS				5,152	922	720	1,896

- Q3.1 Do you have a single point of contact at the college (or at each college if the institution is a multicollge system) for the dual enrollment program?
- Q3.2 Do ISD's assign personnel to assist the college with coordination of the dual enrollment program?
- Q3.5 Do you have a current memorandum of understanding (MOU) with each ISD participating in your dual enrollment program?
- Q3.6 Do you participate in joint planning that includes both college and ISD personnel?
- Q3.8 Does the college recover faculty salary cost from the ISD if college faculty are sent to high schools?
- Q3.9 Can you identify dual enrollment students in your student information system?
- Q3.10 Can you identify dual enrollment sections in your student information system?
- Q4.2 Do you provide services to parents of dual enrollment students?
- Q6.6 Are you participating with Virtual College of Texas (VTC) for dual enrollment?

Survey ID	Q3.1	Q3.2	Q3.5	Q3.6	Q3.8	Q3.9	Q3.10	Q4.2	Q6.6
45081	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	
47033	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No
45133	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No
45113	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
48214	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes
47181	No	Yes	Yes	No	No	Yes	Yes	Yes	No
45157	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No
46216	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No
45350	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No
45083	No	Yes	Yes	No	No	Yes	Yes	No	No
45309	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No
46135	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No
45131	Yes	Yes	Yes	Yes	No	Yes	No	Yes	No
47096	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No
46100	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No
45308	Yes	No	Yes	Yes	No	Yes	Yes	No	No
47567	Yes	Yes	Yes	No	No	Yes	Yes	Yes	No
47143	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes
45096									
46217	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No
45290	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No
45160	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
45072	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes
45108	Yes	Yes	Yes	Yes		Yes	Yes	No	No
46726	Yes	Yes	Yes	Yes	No	Yes	No	No	Yes
47067	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No
47013	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No
45095	No	Yes	Yes	Yes	No	Yes	Yes	No	No
45084	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
45251	Yes	Yes	Yes	Yes	No	Yes	No	Yes	Yes
45080	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
47819	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No
46807								No	Yes
45854	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No
47014	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	
45822	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No
49071	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No
46262	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
49519	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
45312									
46703	Yes		Yes	Yes	No	Yes	No		No
48381	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes
46234	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
45092	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
45112	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
45205	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No
45060	Yes	Yes	No	Yes	No	Yes	Yes	Yes	
47360	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
45763	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
45111	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No
TOTAL Yes	43	44	46	44	3	47	43	33	16

T = Tuition, Regular
F = Fees, Regular
% = Reduction
W = Waived

Survey ID	TUITION										FEES																					
	IN DISTRICT					OUT OF DISTRICT					IN DISTRICT					OUT OF DISTRICT																
	3.3.1 The College	% Reduced	3.3.2 The ISD	% Reduced	3.3.3 The students	% Reduced	3.3.4 Other	% Reduced	3.3.5 The College	% Reduced	3.3.6 The ISD	% Reduced	3.3.7 The students	% Reduced	3.3.8 Other	% Reduced	3.3.9 The College	% Reduced	3.3.10 The ISD	% Reduced	3.3.11 The students	% Reduced	3.3.12 Other	% Reduced	3.3.13 The College	% Reduced	3.3.14 The ISD	% Reduced	3.3.15 The students	% Reduced	3.3.16 Other	% Reduced
45081	W		W		W			W		W						W		W		W				W		W		W				
47033	W		W		W		W		50	W				50		W		100	W		W		W		W		W		50	W		
45133																																
45113			T		T					T		T						F		F						F		F				
48214	W		W		W		W		W		W			75		W		W		W		W		W		W		W		W		
47181	W											T				W														57		
45157					T							T								F												
46216			T		T					T		T						F		F						F		F				
45350	%		%		%			%		%		%																				
45083	%		37	%	37		37	%		37	%	37	%	37		W		100	W		100	W	100		W		100	W	100			
45309			W		W		W					67	%	67				W		W		W					83		83			
46135							25													F							F					
45131					T		W		100			T		W					F		W		100				F		W	100		
47096	W		W		W		W																									
46100	W		W		W		W		W		W		W		W		F		F		F		F		F		F		F			
45308	W		W		W		W		W		W		W		W		W		W		W		W		W		W		W			
47567					T		100					T		100						W		100					W		100			
47143			T		T														F		F											
45096																																
46217			T		T							T								F		F					F		F			
45290	W							W		100						W		100						W		53						
45160	%		1	%	68	%	20	W		11	%	1	%	45	%	14	W		40	W		100		W		100						
45072					W							W		W													W		W			
45108			T									T								F						F		F				
46726			T		T							T								F		F				F		F				
47067	W		W		W		W		%		35	%	35	%	35		W		W		W		W		W		W		W			
47013			T		W							T		T																		
45095							T																									
45084			%		%							T		T																		
45251			%		%		40																									
45080	T		T		T			T		T		T				F		F		F		F		F		F		F				
47819							%	57							%	29	W		W		W		W		W		W		W		W	
46807																																
45854					%		42																									
47014	T		%		30	%	30	T		T		%		30	%	30	T		F		W		W		F		W		W			
45822	%		50	%	50	%	50		%		50	%	50	%	50		%		50	%	50	%	50	%	50	%	50	%	50	%	50	
49071					W							W																				
46262	W		W		W		W									W		W		W		W		W		W		W		W		
49519			%		15			W		W		W						W,%		15				W		W		W				
45312																																
46703																																
48381					%		67					%		67													%		67			
46234			100																													
45092			T		T							T		T						F		F				F		F				
45112	W		W		W		W		W		W		W		W		F		F		F		F		F		F		F			
45205			T		T		T					T		T						F		F		F		F		F		F		
45060	T		T		T			T		T		T				F		F		F		F		F		F		F		F		
47360	%	T,W	59	%	T,W	59	W,%	T	59	T,W,%	59	T,W	59	T,W	59					F,W,%				F		F,W,%						
45763					T		100					T														F		F				
45111					T							T															F		F			

Notes: There was some inconsistency in reporting % Reduction column. Some respondents indicated the amount of \$\$ by which the tuition/fee was reduced, others appeared to have indicated a proportion of charges falling in that row and making the rows sum to 100%.

- Do not waive all or parts of tuition for *In District* students; regular tuition applies.
- Do not waive all or parts of tuition for *Out Of District* students; regular tuition applies.

Q3.4 Who purchases the textbooks for the dual enrollment students?

Survey ID	Who purchases the textbooks?	If other, please describe:
45081	The ISD	
45083	The ISD	
45308	The ISD	
47143	The ISD	
45108	The ISD	
45095	The ISD	
45084	The ISD	
46262	The ISD	
48381	The ISD	
46234	The ISD	
45111	The students	
48214	The students	
47181	The students	
45157	The students	
45131	The students	
45290	The students	
45251	The students	
47360	The students	
47033	The students	In some cases, high schools have purchased a set of texts.
45133	Other	Amarillo College leaves the textbook purchase decision with the high schools. Each school determines its own policy. The policies range from students purchasing books to schools purchasing books to grant purchases of books.
45113	The students	about 1/2 our schools purchase their books
46216	Other	Varies by ISD and student.
45350	Other	Some schools buy them but most have the students purchase them.
45309	Other	Varies with the ISD. The high school or ISD representative is asked to provide documentation regarding any funding support to the dual credit liaison who forwards the information to the CBC business office.
46135	Other	In most cases the students buy their own textbooks. In a small number of ISD's, the district purchases the textbooks for the students.
47096	Other	ISD or individual student responsibility.
46100	Other	This varies by school district. Some school districts purchase books for students and some do not.
47567	The students	Some ISDs buy books for the students.
45160	Other	The majority of textbooks are purchased by students. A small number of ISDs purchase textbooks, but this varies year to year.
45072	Other	It varies by ISD. At some ISD's the students purchase textbooks, and at others, the ISD purchases textbooks.
46726	Other	In some cases the ISD purchases the textbooks. In other cases, the students.
47013	The ISD	or the student
45080	Other	Both students and the ISD depending on the district
47819	Other	According to the school district, students may purchase their own text books or the District may pay for them. Some are scholarshipped locally.
45854	Other	ISD or student
47014	Other	Textbook purchases are varied. In some districts the ISD's purchase books and in other districts the students purchase them.
45822	Other	A few high schools provide the textbooks, particularly in technical areas. Generally, the students are responsible for purchasing their own textbooks.
49071	Other	Most of the high schools make the student buy the course materials, but a few purchase the books for their students.
49519	Other	It is a combination of ISD's and students who purchase textbooks for dual credit
45092	Other	In most ISDs students buy their own books, some ISDs pay all or part of book cost
45205	Other	Different ISDs have different policies. Some schools purchase the books and some require the student to buy.
45060	Other	Either the student or the ISD
45763	The students	Mostly students - in a few places, the ISD purchases books
47067	Other	Varies by ISD. We have early college offerings that pay for textbooks Early College HS - Victory/AldineQuest/Humble ISD Splendora ISD Early College HS
46703	Other	All of the above. College purchases for Early College High School.
46217	Other	This varies by ISD.
45112	Other	The acquisition of textbooks depends largely on the economic standing of the school district.
45096		
46807		
45312		

Notes. The text in the table is the untouched survey responses.

The responses have been categorized by the researchers using the following color-codes:

	The ISD
	The students
	Both the ISD and the students
	The College pays for early college courses only
	Could not classify / Did not respond

Locations where Students Services are offered to high school students:

Q4.1.1 Library Services

Q4.1.2 Counseling / Advising

Q4.1.2.1 Degree Plan (either for completing the core or a major)

Q4.1.2.2 Transfer

Q4.1.2.3 Scheduling

Q4.1.2.4 Career Counseling

Q4.1.2.5 Financial Aid / FAFSA

Survey ID	Q4.1.1			Q4.1.2			Q4.1.2.1			Q4.1.2.2			Q4.1.2.3			Q4.1.2.4			Q4.1.2.5		
	H	C	O	H	C	O	H	C	O	H	C	O	H	C	O	H	C	O	H	C	O
45081	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√			
47033	√	√	√	√	√		√	√		√	√		√	√		√	√		√	√	
45133	√	√	√		√	√		√	√			√	√		√	√	√	√		√	√
45113		√			√			√			√			√			√			√	
48214	√	√	√	√	√	√		√			√		√	√	√		√	√	√	√	√
47181	√	√	√		√			√			√			√			√			√	
45157		√	√	√	√		√	√	√	√		√	√		√	√		√	√	√	√
46216		√	√		√			√			√		√	√			√		√	√	
45350	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
45083	√		√	√	√	√	√		√		√	√	√		√	√			√	√	
45309		√	√		√	√	√					√	√			√			√	√	
46135		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
45131		√	√		√	√		√	√		√	√	√	√			√				
47096	√	√	√	√	√	√		√	√		√	√	√	√	√	√	√		√	√	√
46100		√	√		√	√		√	√		√	√		√	√		√	√	√	√	√
45308	√	√		√			√			√			√			√			√		
47567	√	√	√	√	√	√		√	√		√	√	√	√	√	√	√	√	√	√	√
47143	√	√	√	√	√			√	√		√		√	√	√	√	√			√	√
45096																					
46217	√	√	√	√	√		√	√		√	√		√			√			√	√	√
45290	√	√	√		√			√			√		√	√	√		√		√	√	√
45160	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
45072	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√				√	√	√
45108		√	√		√			√			√			√			√			√	√
46726	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
47067		√			√			√			√			√			√			√	
47013		√	√	√	√	√		√	√		√	√	√	√	√	√	√	√	√	√	√
45095																					
45084	√	√	√	√	√	√		√	√		√	√		√	√		√	√		√	√
45251	√	√	√	√	√	√		√	√		√	√	√	√	√	√	√	√		√	√
45080		√	√	√	√		√	√		√	√		√	√		√	√		√	√	
47819		√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
46807	√	√	√	√	√			√	√		√	√		√	√	√					
45854		√	√		√			√	√		√	√		√	√		√			√	
47014	√			√	√			√			√			√	√		√	√		√	√
45822		√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
49071	√	√	√	√	√				√	√	√										
46262	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
49519		√	√	√	√			√		√	√		√	√		√	√		√	√	
45312																					
46703		√	√		√	√													√		
48381	√	√		√				√			√		√	√		√	√			√	
46234		√	√	√	√																
45092	√	√		√	√		√	√		√	√		√	√		√	√		√	√	
45112	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
45205		√	√		√	√	√	√	√	√	√	√	√	√	√		√	√	√	√	√
45060		√	√	√	√		√	√	√	√	√	√	√	√	√		√		√	√	√
47360		√	√		√	√		√	√		√	√		√	√		√	√	√		
45763	√	√	√	√	√	√	√	√	√	√	√		√	√		√	√	√	√	√	√
45111		√	√		√	√		√			√	√		√			√			√	
TOTAL	26	44	41	32	44	23	20	40	26	21	41	23	35	38	24	27	38	19	27	37	28

H = HS Campus
C = College Campus
O = Online

Locations where Students Services are offered to high school students:

Q4.1.3 Online Learning Systems (WebCT, Blackboard, etc.)

Q4.1.4 Technology Resources (i.e. information technology services, student email, computer labs)

Q4.1.5 Student Orientation

Q4.1.6 Tutoring

Q4.1.7 Online student portals to access services via the college website

Survey ID	Q4.1.3			Q4.1.4			Q4.1.5			Q4.1.6			Q4.1.7		
	H	C	O	H	C	O	H	C	O	H	C	O	H	C	O
45081	√	√	√				√	√	√						
47033	√	√	√	√	√		√	√		√	√		√	√	√
45133			√		√	√		√		√	√				√
45113		√			√			√		√					
48214	√	√	√	√	√	√			√		√	√			√
47181			√		√	√	√								√
45157	√	√	√	√	√	√	√	√			√	√			√
46216		√	√		√				√		√	√			
45350	√	√	√	√	√	√			√		√	√	√	√	√
45083	√	√	√	√	√	√				√			√	√	√
45309	√	√	√	√	√	√		√	√		√				
46135			√		√	√	√	√			√				√
45131			√	√	√	√	√				√	√			√
47096	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
46100	√	√	√	√	√	√		√	√		√	√	√	√	√
45308	√	√	√	√	√	√	√			√		√	√	√	√
47567			√		√	√		√	√	√	√	√		√	√
47143	√	√	√	√	√	√		√			√		√	√	√
45096															
46217	√	√	√	√	√			√	√	√	√	√			√
45290	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
45160	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
45072	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
45108		√	√		√	√	√	√			√			√	√
46726	√	√	√	√	√	√	√	√			√				√
47067		√			√			√			√				√
47013	√	√	√		√	√		√	√	√	√	√	√	√	
45095															
45084	√	√	√	√	√	√		√	√		√	√	√	√	√
45251	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
45080	√	√	√	√	√	√	√	√	√		√		√	√	√
47819			√		√	√	√	√	√		√	√			√
46807		√	√		√	√					√				
45854	√	√	√		√	√		√	√		√	√		√	√
47014		√			√		√			√				√	
45822	√	√	√	√	√	√	√	√		√	√	√	√	√	√
49071		√	√		√	√					√			√	√
46262		√	√	√	√	√	√		√	√	√				√
49519		√	√		√	√		√	√		√				√
45312															
46703		√	√		√	√		√	√		√	√			
48381		√			√	√		√	√		√				
46234															
45092	√	√		√	√						√	√			√
45112	√		√	√	√	√	√		√	√		√	√	√	√
45205	√	√	√		√	√		√	√		√	√	√	√	√
45060		√	√		√	√	√	√			√				√
47360		√	√		√	√					√	√			
45763		√	√	√	√	√	√	√	√	√	√		√	√	√
45111			√		√			√	√		√	√			
TOTAL	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	24	38	41	24	44	36	20	31	27	17	40	25	18	23	34

H = HS Campus
C = College Campus
O = Online

Q5.3 Please indicate the number of universities (if any) that are offering dual enrollment sections in your taxing district.

Survey ID	High School Campus	University Campus	Online
45081			
47033			2
45133		1	
45113	1		1
48214		4	
47181			
45157			2
46216			
45350			
45083			
45309			1
46135			1
45131			2
47096			
46100	1		
45308			
47567			
47143			1
45096			
46217			1
45290	1		3
45160	1	1	1
45072			2
45108		1	
46726			1
47067			
47013	2		2
45095	1	1	2
45084			2
45251			
45080	1		
47819	1	1	10
46807			
45854			
47014			2
45822			
49071	3	2	2
46262		1	1
49519			
45312			
46703			
48381		1	
46234			
45092			
45112			1
45205			
45060			
47360	2		1
45763			2
45111			2
Total number of Colleges in whose taxing districts Universities offer dual enrollment sections	10	9	23

Q6.3 Number of unduplicated course offerings for Fall 2009

Q6.4 Number of ISD's participating in your dual enrollment program for Fall 2009

Q6.5 Number of high schools participating in your dual enrollment program for Fall 2009

Survey ID	Q6.3		Q6.4		Q6.5	
	Total	Dual Only	In Taxing District	Outside Taxing District	In Taxing District	Outside Taxing District
45081						
47033	395	22	1	5	2	6
45133	659	34	10	16	14	16
45113	271	17	6	39	6	39
48214	984	137	5	22	30	31
47181	408	29	2	34	4	40
45157	288	15	1	3	2	3
46216	546	36	2	18	5	13
45350	412	26	1	21	1	22
45083	143	19	1	14	1	14
45309	334	25	3	30	3	30
46135	288	8	5	2	5	4
45131	592	8	11	2	20	3
47096	1,345	323	13	1	74	1
46100	96	10	6	10	11	9
45308	651	62	11		46	
47567	147	31	1	14	1	14
47143	360	19	1	1	2	1
45096						
46217	386	29	28	13	28	13
45290	1,066	96	4	3	49	15
45160	347	67	3	21	3	21
45072	858	50	7	16	7	22
45108	439	10	2	1	4	1
46726	534	10	1	8	4	8
47067	971	38	11	5	41	5
47013	1,695	64	19		27	
45095	197	36	1	4	4	4
45084	1,694	208				
45251	312	15	7	21	7	27
45080	284	38	5	9	5	9
47819	459	31	3	16	3	16
46807	170	21	3	12	3	12
45854	332	21	1	24	1	24
47014						
45822	817	47	6	18	11	27
49071	2,011	152	9	74	9	79
46262	549	85	20		52	
49519	218	43	8	12	10	13
45312						
46703	345		1			
48381			1	13	1	13
46234	925	40	7	2	11	2
45092	229	8	3	19	3	19
45112	340	59	17	10	15	10
45205	503	22	6	16	7	16
45060	197	37	3	21	4	24
47360	271	17	7	20	7	20
45763	196	31	3	25	3	25
45111	349	13	6	9	6	11
TOTAL	24,613	2,109	272	624	552	682
AVERAGE	547	48	6	15	13	17

Q7.2 For FTIC's who were your former dual enrollment students in a prior academic year, what was the average number of college credit hours earned prior to enrolling as an FTIC in Fall 2009?

Q7.2.1 What was their average incoming cumulative GPA (college courses only)?

Q7.4 Please list the total number of certificates and degrees awarded by your college to dual enrollment students upon or before high school graduation for Academic Year 2009.

Survey ID	Q7.2	Q7.2.1	Q7.4 Certificates	Q7.4 Associate Degrees
45081				
47033	5	2.58		3
45133	16	2.76		
45113				
48214	10	2.69		
47181				
45157				1
46216	10	3.15		
45350				2
45083	9	3.15	5	
45309		2.57		
46135				
45131	11	2.77		
47096	13	2.87	23	259
46100			17	62
45308	10	3.03		4
47567	10	2.64		
47143	9	2.84		
45096				
46217	11	2.31	8	4
45290	9	2.66		15
45160	12	2.93	15	
45072	11	2.67		
45108	10	2.78	28	
46726	3	2.22	6	
47067				1
47013	8	3.09		
45095	16	3.11		
45084				
45251	7	2.79		
45080	13	3.28		
47819	11	2.54		
46807			2	
45854	13	2.99		
47014				
45822	12	2.46	17	11
49071	32	2.92		3
46262	4	2.00	19	37
49519	11			
45312				
46703				
48381				
46234				
45092	8	1.78		
45112	16	2.94		
45205	14	3.08	8	3
45060	12	2.97		
47360	8	2.56		
45763	8	3.12		1
45111	13	2.65		
TOTAL	365	N/A	148	406
N	33	33	11	14
AVERAGE	11	2.75	13	29