Introduction
  • Longitudinal Analysis
Methodology
  • Respondent Characteristics
Survey Questions
  • Future Plans
  • Motivation
  • Familiarity: Before and After
    • Information Sessions
  • Support and Effectiveness
  • Improvements and Satisfaction
Key Findings
  • Longitudinal Analysis
  • Break-Out: Aligning Expectations
  • Break-Out: Tie Between Familiarity and Satisfaction
Recommendations
Wrap Up
In the following report, Hanover Research (Hanover) presents the findings of a College and Career Access Pathways (CCAP) Program Improvement Survey administered on behalf of the Orange County community college. The survey was administered in October-December of 2019. The same survey was also administered last year in November/December of 2018, and is referenced in this report.

The purpose of this survey is to understand:

- Students’ experiences with dual enrollment (DE).
- Students’ satisfaction with DE.
- Areas for improvement.
- Changes since last year’s survey.

Respondents must be a dual enrollment student.

Hanover removed respondents who: did not provide any substantive responses, provided low-quality responses, or did not qualify to take the survey, leaving a total of 521 respondents for the final analysis.
• The following report includes key insights from the survey, along with visualizations.

• Similar questions between years (2018 and 2019) were combined for comparative purposes. For more details relating to this process refer to the report appendix.

• Statistically significant difference (95% confidence level) between one or more groups are noted with an asterisk (*).

• The survey was fielded online using the Qualtrics survey platform, accessible on desktops, laptops, and mobile devices.

• Sample sizes vary across questions as some questions only pertain to a subset of respondents.

• Conclusions drawn from a small sample size (n<20) should be interpreted with caution.

• For full aggregate and segmented results, please consult the accompanying data supplement.

• “Don’t Know” or “Not Applicable” responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express opinion.

• Percentages may sum to exceed 100% for questions where respondents could select more than one answer option.

• Data labels for values less than 5% are removed from figures to improve legibility.
RESPONDENT CHARACTERISTICS
## Respondent Characteristics (2018 and 2019)

<table>
<thead>
<tr>
<th>Type of DE Student (n=521-614)</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan to pursue a higher degree*</td>
<td>81%</td>
<td>92%</td>
</tr>
<tr>
<td>Plan to pursue employment</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>Former DE student*</td>
<td>10%</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age (n=521-614)</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>13-14*</td>
<td>18%</td>
<td>26%</td>
</tr>
<tr>
<td>15</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td>16</td>
<td>15%</td>
<td>17%</td>
</tr>
<tr>
<td>17*</td>
<td>50%</td>
<td>39%</td>
</tr>
<tr>
<td>18 and over</td>
<td>6%</td>
<td>4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DE College (n=521-614)</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cypress College</td>
<td>50%</td>
<td>48%</td>
</tr>
<tr>
<td>Santa Ana College*</td>
<td>43%</td>
<td>36%</td>
</tr>
<tr>
<td>Santiago Canyon College*</td>
<td>0%</td>
<td>15%</td>
</tr>
<tr>
<td>Irvine Valley College*</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>Orange Coast College</td>
<td>0%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Coastline Community College</td>
<td>0%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Other college</td>
<td>0%</td>
<td>1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High School (n=521-614)</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oxford Academy</td>
<td>29%</td>
<td>30%</td>
</tr>
<tr>
<td>Santa Ana Unified*</td>
<td>34%</td>
<td>26%</td>
</tr>
<tr>
<td>Orange*</td>
<td>0%</td>
<td>15%</td>
</tr>
<tr>
<td>Cypress*</td>
<td>3%</td>
<td>8%</td>
</tr>
<tr>
<td>Western High School</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Anaheim Union High School</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Kennedy High School</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Los Alamitos Unified*</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>Fullerton Joint Union High*</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Magnolia*</td>
<td>5%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Irvine United*</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Tustin Unified*</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>Anaheim Elementary SD</td>
<td>&lt;1%</td>
<td>0%</td>
</tr>
<tr>
<td>Other School</td>
<td>11%</td>
<td>11%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race/Ethnicity (n=497-588)</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td>Asian</td>
<td>35%</td>
<td>34%</td>
</tr>
<tr>
<td>White</td>
<td>16%</td>
<td>13%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Prefer not to respond</td>
<td>4%</td>
<td>3%</td>
</tr>
</tbody>
</table>
SURVEY QUESTIONS
PLANS AFTER HS GRADUATION

The vast majority of respondents plan on continuing their education after graduating from High School.

What are your plans after you graduate from high school?

- 4-year college or university: 79%
- Community college where I am currently taking classes: 10%
- Another 2-year community or technical college: 7%
- Vocational or apprenticeship program: 1%
- Full-time employment: 1%
- Military or other national service: 1%
- Other: 2%

n=521

Note: The response items in the chart above have been abbreviated. For full response options, please refer to the accompanying data supplement.
How many dual enrollment courses are you currently taking?

- 0 courses: 7%
- 1 course: 71%
- 2 courses: 20%
- 3 or more courses: 2%

How many dual enrollment courses have you completed?

- 0 courses: 53%
- 1 course: 24%
- 2 courses: 10%
- 3 courses: 2%
- 4 courses: 4%
- 5 courses: 2%
- 6 courses: 2%
- 7 or more courses: 1%
MOTIVATION FOR TAKING DE COURSES

The primary motivation for taking dual enrollment courses is to minimize the time and money it takes to complete a 4-year degree.

Why did you choose to take dual enrollment courses?

- Transfer credit to a 4-year university: 73% (2018: 68%)
- Save money on college tuition expenses: 51% (2018: 40%)
- Minimize the time to complete a college degree: 46% (2018: 37%)
- Preparation for a career in my area of interest: 39%
- Transfer credit to a community college: 33%
- Suggestion of a teacher, parent, friend, etc.: 31%
- Courses of interest not available at my high school: 12%
- Not challenged in my high school courses: 7%
- Other: 5%

n=519

Note: The response items in the chart above have been abbreviated. For full response options, please refer to the accompanying data supplement.
How familiar were you with the following aspects of the dual enrollment process prior to enrolling?

- Not at All Familiar
- Slightly Familiar
- Moderately Familiar
- Very Familiar
- Extremely Familiar

### Tracking your performance (n=517)
- 11% Not at All Familiar
- 18% Slightly Familiar
- 23% Moderately Familiar
- 30% Very Familiar
- 18% Extremely Familiar

### Expectations of college courses (n=512)
- 10% Not at All Familiar
- 17% Slightly Familiar
- 32% Moderately Familiar
- 26% Very Familiar
- 15% Extremely Familiar

### Grading process (n=515)
- 13% Not at All Familiar
- 17% Slightly Familiar
- 33% Moderately Familiar
- 25% Very Familiar
- 13% Extremely Familiar

### Getting information about dual enrollment (n=514)
- 11% Not at All Familiar
- 26% Slightly Familiar
- 31% Moderately Familiar
- 24% Very Familiar
- 8% Extremely Familiar

### Registering for college courses (n=515)
- 27% Not at All Familiar
- 20% Slightly Familiar
- 32% Moderately Familiar
- 15% Very Familiar
- 6% Extremely Familiar

### Application process (n=513)
- 28% Not at All Familiar
- 23% Slightly Familiar
- 28% Moderately Familiar
- 15% Very Familiar
- 5% Extremely Familiar

### Transferring credit to another college (n=509)
- 44% Not at All Familiar
- 24% Slightly Familiar
- 21% Moderately Familiar
- 21% Very Familiar
- 7% Extremely Familiar
PARTICIPATION IN DE INFORMATION SESSION

Two-thirds of respondents participated in an information session before signing up for (or beginning) dual enrollment (this represents an increase when compared to 2018 when only 48% of respondents indicated that they participated in an information/orientation session). The most common reason for not participating include: not being aware of the session, not having a session at one’s school, and scheduling conflicts.

Did you participate in an information session (orientation session) before signing up for, or beginning, dual enrollment?

- Yes, in person: 60%
- Yes, online: 6%
- No: 33%

Why did you not participate in an information session?

- Not aware of a session: 61%
- No session at my school: 30%
- My schedule did not allow me to attend a session: 15%
- I was able to get information online: 9%
- Other: 8%

Note: The response items in the chart above have been abbreviated. For full response options, please refer to the accompanying data supplement.
**Familiarity of College-Related Skills Following DE**

How familiar are you with the following as a result of your experiences in dual enrollment?

- Not at All Familiar
- Slightly Familiar
- Moderately Familiar
- Very Familiar
- Extremely Familiar

<table>
<thead>
<tr>
<th>Skill</th>
<th>Not at All Familiar</th>
<th>Slightly Familiar</th>
<th>Moderately Familiar</th>
<th>Very Familiar</th>
<th>Extremely Familiar</th>
</tr>
</thead>
<tbody>
<tr>
<td>The consequences for missing class, assignments, etc.</td>
<td>5%</td>
<td>8%</td>
<td>22%</td>
<td>36%</td>
<td>29%</td>
</tr>
<tr>
<td>Study habits needed to be successful in college</td>
<td>9%</td>
<td>26%</td>
<td>40%</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>The expectations of college-level coursework</td>
<td>8%</td>
<td>30%</td>
<td>37%</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>Interacting with college instructors</td>
<td>6%</td>
<td>16%</td>
<td>33%</td>
<td>28%</td>
<td>16%</td>
</tr>
<tr>
<td>Learning where and how to get academic support</td>
<td>9%</td>
<td>18%</td>
<td>32%</td>
<td>27%</td>
<td>13%</td>
</tr>
<tr>
<td>Understanding the college grading system</td>
<td>8%</td>
<td>19%</td>
<td>32%</td>
<td>26%</td>
<td>14%</td>
</tr>
<tr>
<td>Applying to college</td>
<td>14%</td>
<td>21%</td>
<td>34%</td>
<td>20%</td>
<td>11%</td>
</tr>
<tr>
<td>Understanding college transcripts</td>
<td>18%</td>
<td>26%</td>
<td>33%</td>
<td>16%</td>
<td>7%</td>
</tr>
<tr>
<td>Learning how to transfer credits to other colleges</td>
<td>36%</td>
<td>26%</td>
<td>23%</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

0%  20%  40%  60%  80%  100%
I was able to get information online to help me with the dual enrollment application process. (n=487)

I received support from college staff when I applied for dual enrollment. (n=492)

The college staff were helpful in supporting me with the dual enrollment process. (n=499)

The application and dual enrollment requirements were clear. (n=499)

I received support from teachers and counselors at my high school when I applied for dual enrollment. (n=496)

The teachers and counselors were helpful in supporting me with the dual enrollment process. (n=500)
EFFECTIVENESS OF DE

Please rate your level of agreement with the following statements.
"My dual enrollment..."

- Strongly Disagree - Somewhat Disagree - Neither Agree nor Disagree - Somewhat Agree - Strongly Agree

...courses have made me more familiar with academic expectations in college. (n=495)

...experience makes me more confident in my academic ability. (n=489)

...courses prepared me for college and/or a future career. (n=486)

...courses help me feel more comfortable with the level of difficulty in coursework at the college level. (n=495)

...instructors have given me the individual support I need to complete the coursework and meet my learning needs. (n=492)

...courses have helped me improve my study skills. (n=494)

...course expectations are higher than my high school courses. (n=496)

...assignments and exams are more comprehensive than the assignments in my other high school courses. (n=491)

...courses are more challenging than my high school classes. (n=493)
## Improvements Due to DE

How has your experience in dual enrollment helped you improve in the following areas?

- **Did Not Improve**
- **Slightly Improved**
- **Moderately Improved**
- **Greatly Improved**

<table>
<thead>
<tr>
<th>Area</th>
<th>Did Not Improve</th>
<th>Slightly Improved</th>
<th>Moderately Improved</th>
<th>Greatly Improved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking responsibility for my actions (n=485)</td>
<td>16%</td>
<td>33%</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>Persisting through challenges (n=486)</td>
<td>5%</td>
<td>16%</td>
<td>40%</td>
<td>39%</td>
</tr>
<tr>
<td>Thinking critically (n=490)</td>
<td>6%</td>
<td>16%</td>
<td>39%</td>
<td>39%</td>
</tr>
<tr>
<td>Seeking information to make informed decisions (n=479)</td>
<td>6%</td>
<td>16%</td>
<td>40%</td>
<td>37%</td>
</tr>
<tr>
<td>Prioritizing tasks (n=484)</td>
<td>6%</td>
<td>20%</td>
<td>47%</td>
<td>28%</td>
</tr>
<tr>
<td>Interacting with teachers (n=483)</td>
<td>10%</td>
<td>19%</td>
<td>39%</td>
<td>32%</td>
</tr>
<tr>
<td>Time management (n=490)</td>
<td>11%</td>
<td>22%</td>
<td>40%</td>
<td>27%</td>
</tr>
<tr>
<td>Seeking support services on my own (n=483)</td>
<td>10%</td>
<td>24%</td>
<td>34%</td>
<td>31%</td>
</tr>
</tbody>
</table>

Note: The response items in the chart above have been abbreviated. For full response options, please refer to the accompanying data supplement.
OVERALL SATISFACTION WITH DE AND AREAS FOR IMPROVEMENT

How would you rate your overall level of satisfaction with your dual enrollment experience?
- Completely Dissatisfied
- Somewhat Dissatisfied
- Neither Satisfied nor Dissatisfied
- Somewhat Satisfied
- Completely Satisfied

![Satisfaction Bar Chart]

Which of the following changes do you feel would lead to the biggest improvement in the dual enrollment program?
- More course offerings: 57%
- Offering internships in conjunction with DE: 47%
- Educating freshmen, sophomores, and their families about DE: 42%
- Ensuring courses meet students’ interests: 31%
- More support services for students in dual enrollment: 29%
- Providing clearer guidelines for the program: 23%
- Improving current course offerings: 15%
- More engaging course instructors: 13%
- Improving marketing of the program: 10%

Note: The response items in the chart above have been abbreviated. For full response options, please refer to the accompanying data supplement.
KEY FINDINGS
Respondents are satisfied with DE program and found it useful.

- 83% of all respondents from the current school year (2019) are “somewhat” or “completely satisfied” with the DE program.
  - The percentage of respondents who report that they are “completely satisfied” with their DE experience increased from 22% in 2018 to 46% in 2019.
- Respondents value being able to “ease in” to college classes through DE.
  - Most respondents in the DE program are only taking one DE course at a time.
  - A majority of respondents became “very” or “extremely familiar” with the consequences of missing class, successful study habits, and the expectations of college-level coursework as a result of their DE experience.
  - 81% of respondents agree that their DE experience made them more confident in their academic abilities.
- Respondents value DE so much that they would like to see it expanded—a majority of respondents (57%) would like to see the DE program offer more course offerings, and just under half (47%) would like DE to offer internship/training opportunities.
• Respondents value being able to “ease in” to college classes through DE.
  • Most respondents in the DE program are only taking one DE course at a time.
  • A majority of respondents became “very” or “extremely familiar” with the consequences of missing class, successful study habits, and the expectations of college-level coursework as a result of their DE experience.
  • 81% of respondents agree that their DE experience made them more confident in their academic abilities.

How do we help weigh the balance between helping students ease into college courses and providing a consistent and effective pathway?

One-off Courses
- Provide students with a strategic path forward
- Students become familiar with college expectations

Effective Pathways
- Builds out pathway ideas
LONGITUDINAL ANALYSIS
2019 respondents have a more positive view of DE when compared to 2018 respondents.

- Respondents in 2019 are more likely to indicate that they chose to take DE courses in order to transfer credit to a 4-year university, to save money on tuition expenses, and to minimize the time it takes to complete a college degree.

- Respondents in 2019 indicate that they were more familiar (i.e., “very” or “extremely familiar”) with several aspects relating to DE prior to enrolling.
  - Application process (20% vs. 15%)
  - Expectations of college courses (42% vs. 35%)
  - Grading process (38% vs. 30%)
  - Tracking performance (i.e. grades, transcripts, GPA) (48% vs. 39%)

- Respondents in 2019 indicate that are more familiar (i.e., “very” or “extremely familiar”) with the following college skills as a result of DE.
  - Expectations of college-level coursework (59% vs. 53%)
  - Study habits to be successful in college (61% vs. 53%)
  - The consequence of missing class (65% vs. 57%)

### Why did you choose to take dual enrollment courses?

<table>
<thead>
<tr>
<th>Reason</th>
<th>2019 (n=519)</th>
<th>2018 (n=613)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to be able to transfer credit to a university (4-year university) when I graduate from high school*</td>
<td>73%</td>
<td>68%</td>
</tr>
<tr>
<td>I want to save money on college tuition expenses*</td>
<td>51%</td>
<td>40%</td>
</tr>
<tr>
<td>I want to minimize the time to complete a college degree*</td>
<td>46%</td>
<td>37%</td>
</tr>
</tbody>
</table>
2019 respondents have a more positive view of DE when compared to 2018 respondents.

- Respondents in 2019 are more likely to agree (i.e., “somewhat” or “strongly agree”) that...
  - The application and DE requirements were clear (76% vs. 69%)
  - DE courses prepared them for college and/or a future career (80% vs. 75%)
  - DE courses helped them improve their study skills (70% vs. 60%)
  - DE experience made them more confident in their academic ability (81% vs. 65%)
  - DE experience made them more familiar with academic expectations in college (86% vs. 77%)
  - DE experience made them feel more comfortable with the level of difficulty in coursework at the college level (78% vs. 72%)

- Respondents in 2019 were more likely to participate in an information/orientation session prior to beginning DE (67% vs. 48%).

- Respondents in 2019 are more likely believe that an area of improvement in the DE program is providing clearer guidelines for the program (23% vs. 16%).

My Dual Enrollment...

(% "Somewhat agree" + % “Strongly agree")

![Bar chart showing differences between 2019 (n=486-495) and 2018 (n=576-585) respondents on various aspects of DE experience.](chart)
Respondents that are “neither satisfied nor dissatisfied” with their DE experience are generally less familiar with the DE program.

- They are less likely than either satisfied and dissatisfied students to indicate that they are familiar with specific DE and college-related concepts (e.g., application process, registering for courses, and the expectations of college coursework) both before and after their DE experiences.
- They are less likely (when compared to satisfied students) to attend an information/orientation session prior to beginning their DE program (54% vs. 69%).

Dissatisfied respondents are less likely to find value in the DE program.

- Dissatisfied students are less likely (when compared to satisfied students) to have plans to continue their education at a 4-year university (65% vs. 81%).
- Dissatisfied students are less likely (when compared to satisfied students) to indicate that their academic skills improved as a result of taking DE courses (e.g., prioritizing tasks, interacting with teachers, thinking critically, etc.).
- When asked how the DE program could be improved, dissatisfied students are less likely (when compared to satisfied students) to select more course offerings (33% vs. 61%), but they are more likely to select more engaging course instructors (30% vs. 11%).

Which of the following changes do you feel would lead to the biggest improvement in the dual enrollment program?

- Students satisfied with DE experience (n=413)
- Students neither satisfied nor dissatisfied with DE experience (n=56)
- Students dissatisfied with DE experience (n=30)

<table>
<thead>
<tr>
<th>Change</th>
<th>Satisfied</th>
<th>Neither satisfied nor dissatisfied</th>
<th>Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>More course offerings*</td>
<td>43%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>Offering internships in conjunction with DE*</td>
<td>30%</td>
<td>30%</td>
<td>50%</td>
</tr>
<tr>
<td>Educating freshmen, sophomores, and their families about DE opportunities</td>
<td>48%</td>
<td>43%</td>
<td>30%</td>
</tr>
<tr>
<td>Ensuring courses meet students’ interests</td>
<td>34%</td>
<td>31%</td>
<td>17%</td>
</tr>
<tr>
<td>More support services for students in dual enrollment</td>
<td>30%</td>
<td>29%</td>
<td>27%</td>
</tr>
<tr>
<td>Providing clearer guidelines for the program*</td>
<td>34%</td>
<td>21%</td>
<td>27%</td>
</tr>
<tr>
<td>Improving current course offerings</td>
<td>27%</td>
<td>15%</td>
<td>11%</td>
</tr>
<tr>
<td>More engaging course instructors*</td>
<td>30%</td>
<td>18%</td>
<td>11%</td>
</tr>
</tbody>
</table>

^Interpret with caution
**Break-Out: Familiarity and Satisfaction**

With a clear tie between familiarity and satisfaction, how do we improve upon student awareness of DE as well as the pathways?

How can we improve program information sessions and components related to programs to continue increasing satisfaction?

Respondents that are “*neither satisfied nor dissatisfied*” with their DE experience are generally less familiar with the DE program.

- They are less likely than either *satisfied* and *dissatisfied* students to indicate that they are familiar with specific DE and college-related concepts (e.g., application process, registering for courses, and the expectations of college coursework) both before and after their DE experiences.

- They are less likely (*when compared to satisfied students*) to attend an information/orientation session prior to beginning their DE program (54% vs. 69%).

Which of the following changes do you feel would lead to the biggest improvement in the dual enrollment program?

Students satisfied with DE experience (n=413)

Students neither satisfied nor dissatisfied with DE experience (n=56)

Students dissatisfied with DE experience (n=30)

<table>
<thead>
<tr>
<th>Change</th>
<th>Satisfied</th>
<th>Neither Satisfied</th>
<th>Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>More course offerings*</td>
<td>43%</td>
<td>33%</td>
<td>30%</td>
</tr>
<tr>
<td>Offering internships in conjunction with DE*</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>Educating freshmen, sophomores, and their families about DE opportunities</td>
<td>43%</td>
<td>33%</td>
<td>30%</td>
</tr>
<tr>
<td>Ensuring courses meet students' interests</td>
<td>31%</td>
<td>30%</td>
<td>29%</td>
</tr>
<tr>
<td>More support services for students in dual enrollment</td>
<td>30%</td>
<td>27%</td>
<td>27%</td>
</tr>
<tr>
<td>Providing clearer guidelines for the program*</td>
<td>34%</td>
<td>30%</td>
<td>29%</td>
</tr>
<tr>
<td>Improving current course offerings</td>
<td>27%</td>
<td>18%</td>
<td>17%</td>
</tr>
<tr>
<td>More engaging course instructors*</td>
<td>30%</td>
<td>27%</td>
<td>18%</td>
</tr>
</tbody>
</table>
Although respondents are highly satisfied with the DE program, there are two main areas for improvement.

**DE Information Sessions**
- Despite improving significantly since 2018, a third of respondents (33%) indicate that they did not participate in an information/orientation session prior to beginning the DE program. The principal reasons include **not being aware of a session** (61%), **not having a session available at their school** (30%), and **scheduling conflicts** (15%).
- Some areas where respondents have relatively little familiarity prior to enrolling in DE include **transferring credit to another college** (see below), the **application process**, and **registering for college courses**.

**Transfer Credit Process**
- Most respondents (73%) indicate that a reason for enrolling in the DE program is to be able to transfer college credit to a 4-year university following HS.
- Almost half of respondents (44%) indicate that they were “not at all familiar” with transferring credit to another college **prior to enrolling**.
- Respondents did not markedly improve their familiarity following the DE program. Over a third of respondents (36%) indicate that they are “not at all familiar” with learning how to transfer credits to other colleges **as a result** of their DE experience.
RECOMMENDATIONS
Continue encouraging students to attend orientation/information sessions prior to enrolling in the DE program. While participation in the DE orientation/information session has increased since last year, there is still a sizable minority of DE students that do not attend the information session. Since the most commonly cited reason for not attending these sessions is a lack of awareness, consider sending more reminders to students and parents in advance of these sessions. These sessions should address some aspects of DE that respondents are least familiar with, including the application process, college credit transfer, and registering for college courses.

Designate more resources to helping DE students with college credit transfers. The most commonly cited reason for enrolling in DE is to complete college credits that can be transferred to a 4-year university. Despite this, respondents indicate being relatively unfamiliar with the credit transfer process both before and after their DE program. Consider providing additional training for staff and greater documentation to help when meeting with students to review the process.

Offer more courses and associated pathways to interested students. Over half of respondents indicate that the DE program could be improved by offering more courses. Most respondents have not completed even one DE course, and it’s possible that this is because of limited course availability. Additionally, some respondents indicate that they would like to see internships/training programs offered in conjunction with DE. As students identified the desire to see internships/training programs offered two years in a row, colleges should assess whether such an internship/training program for all students, not just CTE students, is possible and consider linking them to related pathways.
Based upon the results seen here today, does this resonate with what you are experiencing with involved stakeholders?
Thank you.

CONTACT
Emily Kelleher
Content Director, Higher Education

E: ekelleher@hanoverresearch.com
P: 202.350.4725
hanoverresearch.com