



## Dual Enrollment Survey of Student Engagement (*DESSE*)

# Self-Directed Workshop Guide

# TABLE OF CONTENTS

Introduction.....3

Part I.....5

    Senior Leadership Workshop Guide

Part II.....13

    High School and College Program Leader Workshop Guide

Appendix.....18

*DESSE* Focus Areas by Survey Item

# Introduction

Dual enrollment has the power to transform student pathways from high school to college and beyond. By expanding access, deepening academic engagement, and strengthening connections to careers, dual enrollment programs play a pivotal role in preparing students for success in both higher education and the workforce.

The Dual Enrollment Survey of Student Engagement (*DESSE*) Self-Directed Workshop is designed to help school districts and colleges maximize the impact of dual enrollment by centering the student experience. This two-part workshop guide provides tools and frameworks that support data-informed decision-making, equity-driven program design, and strategic alignment across institutions.

## Workshop Structure

This self-directed workshop consists of two complementary parts, each tailored to a distinct leadership audience:

### Part I: For Senior Leaders

School district superintendents, college presidents, provosts, and senior administrators will explore how dual enrollment can align with broader institutional priorities, advance equity goals, and strengthen college-going cultures.

### Part II: For Program Leaders

High school principals, counselors, college deans, and program directors will engage with strategies for implementing and improving dual enrollment programs, with a focus on student supports, instructional quality, and seamless pathways.

## Core Tools

Participants in both parts of the workshop are encouraged to use the following tools, which should be included in the full workshop packet:

- » **Dual Enrollment Survey of Student Engagement (*DESSE*) Data-** This survey provides insights into how students experience dual enrollment, highlighting opportunities to enhance engagement, belonging, and academic growth. (NOTE: Workshop facilitator will need to provide *DESSE* data for participants.)
- » ***DESSE* Education to Workforce Framework Crosswalk-** This crosswalk maps student engagement findings onto broader education-to-career outcomes, helping leaders and practitioners connect ongoing program improvements to long-term student success. (NOTE: Workshop facilitator will need to provide the *DESSE* E-W Crosswalk for participants.)

## Purpose

Through this workshop, leaders at all levels will:

- » Use student voice and engagement data to guide decisions.
- » Identify strategies to strengthen dual enrollment access, equity, and quality.
- » Align dual enrollment programs with broader educational and workforce goals.
- » Collaborate across K-12 and higher education sectors to create lasting impact.

# Part I: Dual Enrollment Student Experience Self-Directed Workshop for School District & College Leaders

## Purpose:

To create a structured conversation space for high school and community college leaders to review key information, identify shared priorities, and co-develop improvement strategies for the dual enrollment student experience.

## Activity: Self-Directed Workshop for School District & College Leaders (2 hours)

This workbook guides leaders in using their Dual Enrollment Survey of Student Engagement (*DESSE*) results alongside the Education-to-Workforce (E-W) Framework Crosswalk to develop actionable strategies that improve student outcomes. This activity may be done in a large group setting or by dividing participants into several small groups. Upon completion, participants will have developed actionable strategies to share with program leaders.

## Preparation and Materials Needed:

- » Your institution's *DESSE* results (overall + disaggregated by subgroup)
- » The *DESSE* E-W Crosswalk
- » This workbook (print or digital)

# Step One: Review Your *DESSE* Data (30 minutes)

**Goal:** Use your *DESSE* data to select 1–3 focus areas where student results raise concerns or opportunities. (NOTE: See Workbook Appendix: *DESSE* Focus Areas by Survey Item.)

**Individual Review:** Mark your three strongest and weakest focus area results. Record your results in the chart below. (15 minutes)

| Strongest Focus Area | Weakest Focus Area                 |
|----------------------|------------------------------------|
| ex. Stigma           | ex. Academic Advising and Planning |
|                      |                                    |
|                      |                                    |
|                      |                                    |
|                      |                                    |
|                      |                                    |

### Mixed small-group discussion:

- » Which focus areas are clearly strong?
- » Where are the biggest opportunities for improvement?
- » Explore root causes. Why are students reporting what they are reporting?
- » Are there results that surprise you?

**Whole-group share:** Take note of any key discussion points below.

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# Step Two: Build a Data Narrative (15 minutes)

**Goal:** Using your *DESSE* data, complete the chart below by identifying 3–5 connected data points that explain your story of dual enrollment student engagement.

| <i>DESSE</i> Focus Area          | <i>DESSE</i> Data Point                                 | What This Suggests About Student Experience              |
|----------------------------------|---------------------------------------------------------|----------------------------------------------------------|
| ex. Academic Advising & Planning | ex. 60% of students have not met with a college advisor | ex. Students are not receiving adequate college advising |
|                                  |                                                         |                                                          |
|                                  |                                                         |                                                          |
|                                  |                                                         |                                                          |
|                                  |                                                         |                                                          |
|                                  |                                                         |                                                          |

**Equity Check:** What disproportionalities do you see? Who is thriving, and who is not?

## Step Three: Connect *DESSE* Focus Areas to E-W Indicators (15 minutes)

**Goal:** Identify how the student experiences captured through *DESSE* reflect system conditions that may impact students' success as they progress from early education through their career.

Use the *DESSE* E-W Crosswalk to identify which E to W indicator(s) align with your focus areas.

| <i>DESSE</i> Focus Area              | Linked E-W Indicators         | Sectors (K-12, Postsecondary, Workforce) List all that apply | <i>DESSE</i> Datapoint                                      | What system condition(s) impact this Focus Area/E-W Indicator?                     |
|--------------------------------------|-------------------------------|--------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------------------|
| ex. Academic Advising and Counseling | ex. CTE Pathway Concentration | ex. K12, Postsecondary                                       | ex. 60% of students have not used college/career counseling | ex. Dual enrollment students at my college do not have dedicated academic advisors |
|                                      |                               |                                                              |                                                             |                                                                                    |
|                                      |                               |                                                              |                                                             |                                                                                    |

# Step Four: Strategy Development (30 minutes)

**Goal:** Move from data to possible actions.

- » As a group, brainstorm evidence-based practices that could improve each focus area.
- » Use the *DESSE* Focus Areas identified earlier to pick at least one focus area per small group.
- » List **possible strategies** under that focus area (no filtering yet—capture all ideas).

Brainstorm possible strategies, then prioritize 2–3 high-impact, feasible ones.

| Strategy Idea                                 | Sector Lead (K–12/ College/Workforce) | Key First Steps (90 days)                    | Resources Needed                             | Potential Barriers                                             | Success Measure                                     |
|-----------------------------------------------|---------------------------------------|----------------------------------------------|----------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------|
| ex. Reassign academic advisors to dual credit | ex. College                           | ex. Determine dual enrollment advising needs | ex. \$\$-Salary for dual enrollment advisors | ex. Not enough college advisors to reassign to dual enrollment | ex. Addition of a dedicated dual enrollment advisor |
|                                               |                                       |                                              |                                              |                                                                |                                                     |
|                                               |                                       |                                              |                                              |                                                                |                                                     |
|                                               |                                       |                                              |                                              |                                                                |                                                     |

## Step Five: Action & Monitoring (30 minutes)

**Goal:** Turn ideas into actionable plans.

- » Identify the **specific *DESSE* result** you want to improve.
- » Select one strategy from your brainstorm list (Step 4).
- » Fill out the **Strategy Planning Chart** below:
  - **Priority Focus Area-** What are you seeking to improve/enhance?
  - **Proposed Strategy-** What will you do to enhance student outcomes?
  - **Timeline-** How much time is needed?
  - **Responsible Parties-** Who will be involved?
  - **Resources Needed-** Staff, Funding, Software, etc.
  - **Indicators to Monitor-** How will you measure success?

**Strategy Planning Chart**

| Priority Focus Area                | Strategy                                  | Timeline    | Responsible Parties                                             | Resources Needed                               | Indicators to Monitor                                        |
|------------------------------------|-------------------------------------------|-------------|-----------------------------------------------------------------|------------------------------------------------|--------------------------------------------------------------|
| ex. Academic Advising & Counseling | ex. Add dedicated Dual Enrollment Advisor | ex. 90 days | ex. College Dual Enrollment Director, College Advising Director | ex. Funding for Dual Enrollment Advisor Salary | ex. Reassignment/hiring of dedicated dual enrollment advisor |
|                                    |                                           |             |                                                                 |                                                |                                                              |
|                                    |                                           |             |                                                                 |                                                |                                                              |

## Step Six: Reflection & Commitments (Wrap Up)

**Goal:** School District and College Leaders will commit to clearly communicating the identified strategies to their teams and supporting the teams in developing aligned action plans and ensuring the team has the guidance, resources, and accountability needed for successful implementation.

**Communicate Strategies Clearly:** The School District/College Leader will share the identified strategies with their teams in a transparent and accessible way, ensuring that every member understands the priorities and the desired outcomes.

**Facilitate and Support Action Planning:** The School District/College Leader will guide their teams in developing action plans that align with the strategies, providing necessary resources, removing barriers, and committing to ongoing support for successful implementation.

## Part II: Dual Enrollment Student Experience Self-Directed Workshop for High School and College Program Leaders

### Purpose:

This self-directed workshop empowers high school principals, counselors, and dual enrollment leaders to apply district and college recommended student success strategies that strengthen pathways and outcomes for their students.

### Activity: Self-Directed Workshop for High School and College Program Leaders (2 hours)

This workbook guides high school and college program leaders in translating school district and college leader-level *DESSE* Education to Workforce framework strategies into concrete school and program-level actions with clear roles, responsibilities, and timelines. This activity may be done in a large group setting or by dividing participants into several small groups. Upon completion, participants will have developed actionable strategies to implement at their respective institutions.

### Preparation and Materials Needed:

- » Leader summary of priorities/strategies (from first workshop)
- » *DESSE* survey results (school-level, if available)
- » The *DESSE* E-W Crosswalk
- » This workbook (print or digital)

# Step One: Review Leader Priorities (30 minutes)

**Review** *DESSE* survey results and the strategies identified by senior school district and college leaders detailed in the Leader Summary of Priorities/Strategies. (15 minutes)

**Mixed small-group discussion:** (15 minutes)

- » Which focus areas are clearly strong?
- » Where are the biggest opportunities for improvement?
- » Explore root causes. Why are students reporting what they are reporting?
- » Are there results that surprise you?

How does your review of *DESSE* survey data align with the strategies identified by senior school district and college leaders?

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# Step Two: Translate Priorities into Local Actions (30 minutes)

Break each leader-level strategy into specific school-level actions.

| Leader-Identified Strategy | Local Action Step | Who Will Do This? | Resources Needed | Timeline (Start–Finish) |
|----------------------------|-------------------|-------------------|------------------|-------------------------|
|                            |                   |                   |                  |                         |
|                            |                   |                   |                  |                         |
|                            |                   |                   |                  |                         |

# Step Three: Role Alignment & Collaboration (15 minutes)

Ensure actions connect across roles (principal, counselor, director, advisor).

| Strategy Area | School Role(s) | College Role(s) | Joint Actions Needed |
|---------------|----------------|-----------------|----------------------|
|               |                |                 |                      |
|               |                |                 |                      |
|               |                |                 |                      |

# Step Four: Anticipate Barriers & Supports (15 minutes)

Identify challenges and plan for supports.

| Strategy Area | Possible Barriers | Supports/Assets | Partners to Engage |
|---------------|-------------------|-----------------|--------------------|
|               |                   |                 |                    |
|               |                   |                 |                    |
|               |                   |                 |                    |

# Step Five: Define Success Measures (15 minutes)

Decide what success will look like at the school/program level.

| Strategy Area | Success Indicators | How Will We Measure? | Frequency of Review |
|---------------|--------------------|----------------------|---------------------|
|               |                    |                      |                     |
|               |                    |                      |                     |
|               |                    |                      |                     |

# Step Six: Action Plan & Commitments (15 minutes)

Each team creates a mini action plan to guide implementation.

| Strategy Focus | Concrete Actions | Responsible Parties | Timeline | Monitoring & Feedback Plan |
|----------------|------------------|---------------------|----------|----------------------------|
|                |                  |                     |          |                            |
|                |                  |                     |          |                            |
|                |                  |                     |          |                            |

# Step Seven: Reflection & Communication (Wrap Up)

One immediate action we will take this month:

How we will share this with our school/college teams:

How we will report progress to district/college leaders:

## DESSE Focus Areas

| Focus Area                        | DESSE Items                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academic Advising and Planning    | <p>26. Are you aware of the following services provided by this college?</p> <p style="padding-left: 20px;">a. Academic advising/counseling</p> <p>27a. During the past year, how often have you used academic advising/counseling services?</p> <p style="padding-left: 20px;">27a1. When you used academic advising/counseling services, what did you discuss? (<i>Mark all that apply</i>)</p> <ul style="list-style-type: none"> <li>(a) Developing an academic plan that specifies which courses you are required to take to complete a college certificate or degree</li> <li>(b) Continuing your degree at this community college after graduating high school</li> <li>(c) Which courses will transfer toward your intended program or major at a 4-year college</li> <li>(d) How college courses are different than high school courses</li> <li>(e) How well you are doing in your dual enrollment courses</li> <li>(f) Academic support services (tutoring, writing center, math skill lab, etc.) available to you at the college</li> <li>(g) Your commitments outside of school (work, family obligations, extra-curricular activities, etc.) to determine how many dual enrollment courses to take</li> <li>(h) When your next advising session should be</li> <li>(i) Your career interests</li> <li>(j) Average earnings for careers in which you are interested</li> <li>(k) Entering the workforce after high school</li> <li>(l) Other (please specify)</li> </ul> <p>28a. How satisfied have you been with your use of academic advising/counseling services during the last year?</p> |
| Academic Challenge                | <p>23. Do the instructors of the dual enrollment classes you are taking or have taken this academic term expect less, about the same, or more than the instructors of the non-dual enrollment high school classes you have taken?</p> <p>24. Are the assignments in the dual enrollment classes you are taking or have taken this academic term less challenging, about the same, or more challenging than the assignments in the non-dual enrollment high school classes you have taken?</p> <p>25. Have you struggled academically in the dual enrollment classes you are taking or have taken this academic term?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Active and Collaborative Learning | <p>17. Thinking about the dual enrollment courses you are taking right now or have taken this academic term, about how often have you done each of the following?</p> <ul style="list-style-type: none"> <li>17a. Asked questions in class or contributed to class discussions</li> <li>17c. Worked with other students on projects during class</li> <li>17d. Worked with classmates outside of class to prepare class assignments</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| Focus Area              | DESSE Items                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Barriers to Persistence | <p>32. Which of the following have you discussed with someone who works for this college?</p> <ul style="list-style-type: none"> <li>a. Financial assistance for dual enrollment courses (help paying for dual enrollment courses, supplies, and books)</li> <li>b. Financial assistance for college after high school graduation (help paying for college after graduating high school)</li> <li>c. Basic needs assistance (help with food, housing, transportation, child care, etc.)</li> <li>d. Mental health services</li> <li>e. None of the above</li> </ul> <p>33. Which of the following make it difficult to take dual enrollment courses through this college?</p> <ul style="list-style-type: none"> <li>a. Access to technology</li> <li>b. Accessing information or resources on college website</li> <li>c. Being academically underprepared</li> <li>d. Cost</li> <li>e. Scheduling conflicts</li> <li>f. College registration process</li> <li>g. Where the courses are offered</li> <li>h. Transportation</li> <li>i. Balancing workload between dual enrollment and non-dual enrollment courses</li> <li>j. None of the above</li> <li>k. Other (please specify)</li> </ul> |
| Career Counseling       | <p>9. Why are you taking dual enrollment courses through this college?</p> <ul style="list-style-type: none"> <li>l. To explore potential careers or college programs/majors</li> </ul> <p>17. Thinking about the dual enrollment courses you are taking right now or have taken this academic term, about how often have you done each of the following?</p> <p>17g. Talked about career plans with an instructor</p> <p>26. Are you aware of the following services provided by this college?</p> <ul style="list-style-type: none"> <li>b. Career counseling</li> </ul> <p>27a. During the past year, how often have you used academic advising/counseling services?</p> <p>27a1. When you used academic advising/counseling services, what did you discuss?</p> <ul style="list-style-type: none"> <li>(i) Your career interests</li> <li>(j) Average earnings for careers in which you are interested</li> </ul> <p>27b. During the past year, how often have you used career counseling services?</p> <p>28b. How satisfied have you been with your use of career counseling services during the last year?</p>                                                                          |
| Course Taking           | <p>12. Did someone who works for the college help you determine the dual enrollment courses you are taking right now or have taken this academic term?</p> <p>12a. Who or what helped you determine the dual enrollment courses you are taking right now or have taken this academic term? <i>(Mark all that apply)</i></p> <ul style="list-style-type: none"> <li>a. Someone who works for your high school</li> <li>b. Friends, peers, or classmates</li> <li>c. Family members</li> <li>d. College website</li> <li>e. High school website</li> <li>f. Other: _____</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

| Focus Area                                 | DESSE Items                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Taking</b><br><i>(continued)</i> | <p>5. During this academic term, how many dual enrollment courses are you taking...</p> <ol style="list-style-type: none"> <li>Face-to-face (a class in which all instruction is face-to-face in a classroom)</li> <li>Online (a class in which all instruction is online)</li> <li>Hybrid (a class that is a mixture of face-to-face and online instruction)</li> <li>Virtual (a class in which students are in a physical classroom, but the instructor is in a remote location)</li> </ol> <p>13. In which of the following subject areas have you taken or are you currently taking dual enrollment courses?</p> <ol style="list-style-type: none"> <li>Humanities (English, arts, foreign languages, communications, journalism, etc.)</li> <li>Social Sciences (history, psychology, economics, criminal justice, government, etc.)</li> <li>Science (anatomy, biology, biotechnology, chemistry, physics, etc.)</li> <li>Technology (animation, computer science, robotics, nanotechnology, digital communications, etc.)</li> <li>Engineering</li> <li>Math (algebra, statistics, calculus, etc.)</li> <li>Business (entrepreneurship, accounting, etc.)</li> <li>Career and Technical Education/CTE (agriculture, information technology, health sciences, culinary, law enforcement, automotive technology, skilled trades, etc.)</li> <li>College Success/First-Year Experience (FYE) Course</li> <li>Other (please specify)</li> </ol> <p>16. Who teaches the dual enrollment courses you are taking right now?</p> <p>34. How do you prefer to take your dual enrollment courses?</p>                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Getting Started</b>                     | <p>7. From what source did you first learn about the opportunity to take dual enrollment courses?</p> <ol style="list-style-type: none"> <li>Someone who works for this college</li> <li>Someone who works for your middle or high school</li> <li>Friends, peers, or classmates</li> <li>Family members</li> <li>Digital or print materials from the college (college website, social media, billboards, advertisements, etc.)</li> <li>Digital or print materials from your middle or high school (middle or high school website, social media, billboards, advertisements, etc.)</li> <li>Other (please specify)</li> </ol> <p>8. Who most encouraged you to start taking dual enrollment courses?</p> <ol style="list-style-type: none"> <li>Someone who works for this college</li> <li>Someone who works for your middle or high school</li> <li>Friends, peers, or classmates</li> <li>Family members</li> <li>Self</li> <li>Other (please specify)</li> </ol> <p>9. Why are you taking dual enrollment courses through this college?</p> <ol style="list-style-type: none"> <li>To provide a boost to your high school grade point average or class rank</li> <li>To take courses for Career and Technical Education (CTE) training (agriculture, information technology, manufacturing, health sciences, law enforcement, skilled trades, etc.)</li> <li>To earn credit toward a certificate or industry credential</li> <li>To earn college credit</li> <li>To earn an associate degree while in high school</li> <li>To save money on college</li> <li>To take more challenging courses</li> <li>To take more interesting courses</li> <li>To take courses that are not available at your high school</li> <li>To take courses that better fit your schedule</li> <li>To see what it is like to be a college student</li> <li>To explore potential careers or college programs/majors</li> <li>Other reasons not listed above (please specify)</li> </ol> |

| Focus Area                                   | DESSE Items                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Getting Started</b><br><i>(continued)</i> | <p>10. Did you participate in an orientation for dual enrollment courses through this college?</p> <p>11. How was the process to initially sign up for dual enrollment courses offered through this college?</p> <p>12. Did someone who works for the college help you determine the dual enrollment courses you are taking right now or have taken this academic term?</p> <p>12a. Who or what helped you determine the dual enrollment courses you are taking right now or have taken this academic term? <i>(Mark all that apply)</i></p> <ul style="list-style-type: none"> <li>a. Someone who works for your high school</li> <li>b. Friends, peers, or classmates</li> <li>c. Family members</li> <li>d. College website</li> <li>e. High school website</li> <li>f. Other: _____</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Goals</b>                                 | <p>9. Why are you taking dual enrollment courses through this college?</p> <ul style="list-style-type: none"> <li>a. To provide a boost to your high school grade point average or class rank</li> <li>b. To take courses for Career and Technical Education (CTE) training (agriculture, information technology, manufacturing, health sciences, law enforcement, skilled trades, etc.)</li> <li>c. To earn credit toward a certificate or industry credential</li> <li>d. To earn college credit</li> <li>e. To earn an associate degree while in high school</li> <li>f. To save money on college</li> <li>g. To take more challenging courses</li> <li>h. To take more interesting courses</li> <li>i. To take courses that are not available at your high school</li> <li>j. To take courses that better fit your schedule</li> <li>k. To see what it is like to be a college student</li> <li>l. To explore potential careers or college programs/majors</li> <li>m. Other reasons not listed above (please specify)</li> </ul> <p>37. What do you plan to be doing 6 months after you graduate from high school?</p> <ul style="list-style-type: none"> <li>a. Attending a community or technical college</li> <li>b. Attending a 4-year college or university</li> <li>c. Working for pay</li> <li>d. Being in the military</li> <li>e. Undecided</li> <li>f. Other (please specify)</li> </ul> <p>37a. Which community or technical college do you plan to attend? <i>(Only displays if response to Item 37 is A)</i></p> <p>37b. Which college or university do you plan to attend? <i>(Only displays if response to Item 37 is B)</i></p> <p>37c. What are your reasons for planning to attend a 4-year college or university instead of a community college? <i>(Only displays if response to Item 37 is B)</i></p> |
| <b>Instructor Expectations</b>               | <p>18. Thinking about the dual enrollment courses you are taking right now or have taken this academic term, how many of your instructors did the following?</p> <ul style="list-style-type: none"> <li>18c. Provided a syllabus on the first day of class</li> <li>18d. Clearly explained class grading policies</li> <li>18e. Clearly explained the class attendance policy</li> <li>18f. Clearly explained academic and student support services available at this college</li> </ul> <p>23. Do the instructors of the dual enrollment classes you are taking or have taken this academic term expect less, about the same, or more than the instructors of the non-dual enrollment high school classes you have taken?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

| Focus Area                  | DESSE Items                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Motivation and Preparedness | <p>20. I am motivated to do what it takes to succeed in my dual enrollment courses.</p> <p>21. My academic background has prepared me to succeed in my dual enrollment courses.</p> <p>35. While in high school, have you taken any of the following types of courses?</p> <ul style="list-style-type: none"> <li>a. Advanced Placement (AP)</li> <li>b. International Baccalaureate (IB)</li> <li>c. Cambridge (AICE)</li> <li>d. None of the above</li> </ul> <p>38. Has taking dual enrollment courses through this college made you less confident or more confident that you could be successful in college after high school?</p>                                                                                                |
| Sense of Belonging          | <p>18. Thinking about the dual enrollment courses you are taking right now or have taken this academic term, how many of your instructors did the following?</p> <ul style="list-style-type: none"> <li>18a. Learned your name</li> <li>18b. Had activities to introduce students to one another</li> </ul> <p>19. I feel like part of the community at this college.</p> <p>29. Because you are currently taking or have taken dual enrollment courses, have you participated in any college-sponsored activities (organizations, campus publications, student government, intramural sports, etc.)?</p>                                                                                                                              |
| Stigma                      | <p>30. Prior to taking dual enrollment courses, what was your opinion of attending a community college after high school?</p> <p>31. Has your dual enrollment experience changed your perception about attending a community college?</p> <ul style="list-style-type: none"> <li>a. It made my perception worse</li> <li>b. It made my perception better</li> <li>c. No</li> </ul> <p>31a. What about your dual enrollment experience changed your perception about attending a community college for the worse? <i>(Only displays if response to Item 31 is A)</i></p>                                                                                                                                                                |
| Student Effort              | <p>17. Thinking about the dual enrollment courses you are taking right now or have taken this academic term, about how often have you done each of the following?</p> <ul style="list-style-type: none"> <li>17a. Asked questions in class or contributed to class discussions</li> <li>17b. Worked on a paper or project that required integrating ideas or information from various sources</li> <li>17h. Worked harder than you thought you could to meet an instructor's standards or expectations</li> <li>17i. Come to class without completing readings or assignments</li> <li>17l. Not turned in an assignment</li> </ul>                                                                                                     |
| Student-Faculty Interaction | <p>17. Thinking about the dual enrollment courses you are taking right now or have taken this academic term, about how often have you done each of the following?</p> <ul style="list-style-type: none"> <li>17e. Discussed grades or assignments with an instructor</li> <li>17f. Asked for help from an instructor regarding questions or problems related to a class</li> <li>17g. Talked about career plans with an instructor</li> <li>17h. Worked harder than you thought you could to meet an instructor's standards or expectations</li> <li>17j. Communicated with an instructor through the course website or email</li> <li>17k. Received timely feedback (written or oral) from instructors on your performance</li> </ul> |

| Focus Area                                               | DESSE Items                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Student-Faculty Interaction</b><br><i>(continued)</i> | <p>18. Thinking about the dual enrollment courses you are taking right now or have taken this academic term, how many of your instructors did the following?</p> <p>18a. Learned your name</p> <p>22. I know how to get in touch with my dual enrollment instructors outside of class.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Support Services</b>                                  | <p>18. Thinking about the dual enrollment courses you are taking right now or have taken this academic term, how many of your instructors did the following?</p> <p>18f. Clearly explained academic and student support services available at this college</p> <p>25. Have you struggled academically in the dual enrollment classes you are taking or have taken this academic term?</p> <p>25a. Has someone from this college contacted you when you have struggled academically with your dual enrollment coursework to help you get the assistance you need?</p> <p>26. Are you aware of the following services provided by this college?</p> <ul style="list-style-type: none"> <li>a. Academic advising/counseling</li> <li>b. Career counseling</li> <li>c. Tutoring</li> <li>d. Writing, math, or other skill lab</li> <li>e. Transfer counseling to a 4-year college or university</li> <li>f. Services for students with disabilities (physical, learning, mental health, autism etc.)</li> </ul> <p>27a. During the past year, how often have you used academic advising/counseling services?</p> <p>27a1. When you used academic advising/counseling services, what did you discuss? (<i>Mark all that apply</i>)</p> <ul style="list-style-type: none"> <li>(a) Developing an academic plan that specifies which courses you are required to take to complete a college certificate or degree</li> <li>(b) Continuing your degree at this community college after graduating high school</li> <li>(c) Which courses will transfer toward your intended program or major at a 4-year college</li> <li>(d) How college courses are different than high school courses</li> <li>(e) How well you are doing in your dual enrollment courses</li> <li>(f) Academic support services (tutoring, writing center, math skill lab, etc.) available to you at the college</li> <li>(g) Your commitments outside of school (work, family obligations, extra-curricular activities, etc.) to determine how many dual enrollment courses to take</li> <li>(h) When your next advising session should be</li> <li>(i) Your career interests</li> <li>(j) Average earnings for careers in which you are interested</li> <li>(k) Entering the workforce after high school</li> <li>(l) Other (please specify)</li> </ul> <p>27b. During the past year, how often have you used career counseling services?</p> <p>27c. During the past year, how often have you used tutoring services?</p> <p>27d. During the past year, how often have you used writing, math, or other skill lab services?</p> <p>27e. During the past year, how often have you used transfer counseling services?</p> <p>27f. During the past year, how often have you used services for students with disabilities?</p> <p>28a. How satisfied have you been with your use of academic advising/counseling services during the last year?</p> <p>28b. How satisfied have you been with your use of career counseling services during the last year?</p> <p>28c. How satisfied have you been with your use of tutoring services during the last year?</p> <p>28d. How satisfied have you been with your use of writing, math, or other skill lab services during the last year?</p> |

| Focus Area                                    | DESSE Items                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Support Services</b><br><i>(continued)</i> | <p>28e. How satisfied have you been with your use of transfer counseling services during the last year?</p> <p>28f. How satisfied have you been with your use of services for students with disabilities during the last year?</p> <p>32. Which of the following have you discussed with someone who works for this college?</p> <ul style="list-style-type: none"> <li>a. Financial assistance for dual enrollment courses (help paying for dual enrollment courses, supplies, and books)</li> <li>b. Financial assistance for college after high school graduation (help paying for college after graduating high school)</li> <li>c. Basic needs assistance (help with food, housing, transportation, child care, etc.)</li> <li>d. Mental health services</li> <li>e. None of the above</li> </ul> |