



## **Dual Enrollment for Equitable Completion (DE4EC) Sample Year 1 & Year 2 Learning and [e]Valuation Interviews & Focus Group Questions**

### **Sample Research Questions:**

RDP Consulting offers sample questions used to engage the following stakeholder groups as part of the *Dual Enrollment for Equitable Completion (DE4EC)* initiative's Year 1-2 learning and [e]valuation efforts. These questions were designed to explore equitable dual enrollment approaches, policies, and practices and their impact on students, the participating institutions, and the K12-community colleges partnerships.

1. K12 and community college partnership administrators and staff (Page 2)
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4. College students who completed dual enrollment coursework (Page 5)

### **Research Purpose:**

Define equitable dual enrollment, elevate effective practices for this approach, and catalyze its adoption and expansion.

### **Areas of Inquiry:**

- What constitutes equitable dual enrollment
- Which dual enrollment outreach and recruitment strategies resonate for historically underrepresented students and their families
- Which program elements help or hinder students' progress and success (in postsecondary education)
- How does dual enrollment participation benefit students who are historically underrepresented in postsecondary education
- What constitutes an effective partnership and what facilitates and impedes the advancement of equitable dual enrollment programs

## ***Dual Enrollment for Equitable Completion (DE4EC)*** **Administrator and Staff Interviews**

*Sample questions for community college and high school dual enrollment administrators and staff*

### **PROGRAM & PARTNERSHIP OVERVIEW:**

- What was the catalyst for implementing a dual enrollment program?
- Are there policy or operational barriers to ensuring the students with the greatest need for access to postsecondary education take advantage of the program?
- What is unique in how outreach and recruitment is conducted to ensure these groups are identified and have access to your program?
- What would you say about the partnership between the college and the district/school(s) and what has worked well or needs improvement?

### **PROGRAM STRUCTURE:**

- How many students total participated in your equity-minded dual enrollment program last academic year?
- Where and when are the courses offered?
- Are the courses part of an academic pathway or are they standalone courses?
- Who teaches dual enrollment courses?
- Who provides academic support services to students?
- How is your program funded, e.g., personnel costs, students' supplies, and textbooks?

### **STUDENTS AND THEIR EXPERIENCE:**

- Let's imagine now that I am a potential student. What would make me a good candidate for the program? What do you say to me to encourage my participation?
- What steps do I need to take to enter the program? Are there requirements or parameters for participation? Are there fees?
- I have just been accepted to be part of your program / partnership. What would my typical day / week / semester be like?

### **BENEFITS AND CHALLENGES:**

- What do you view as the benefits and potential challenges to having a dual enrollment program that is connected to the California Community College system? For community colleges, K-12 districts, families, and students?

### **SCALABILITY AND REPLICABILITY:**

- How does your program monitor, support, staff, and sustain dual enrollment?
- What should be scaled up or replicated by other dual enrollment partnerships / programs? Approaches, strategies, resources, practices, and policies?

## ***Dual Enrollment for Equitable Completion (DE4EC)*** **Faculty and Teacher Interviews**

*Sample questions for dual enrollment instructors*

### **MOTIVATION, COURSE SELECTION, PEDAGOGY:**

- What would you say is the number one reason you decided to be a part of the dual enrollment program/to teach a dual enrollment course?
- Which courses do you teach/have you taught?
- How did you qualify or were you selected to teach this course? Who recruited you to teach in the program? How did you decide which course to teach?
- Assuming you have students from diverse backgrounds with varying degrees of academic preparation, how do you approach helping everyone to be successful?

### **OUTREACH AND ENROLLMENT:**

- Do teachers/faculty support dual enrollment outreach? In other words, are you specifically trying to recruit students into the program? How so?
- What makes a good candidate for dual enrollment? How do you outreach to my caregivers/family to explain the advantages of dual enrollment?
- What steps do students need to take to enter the program? Are there requirements or parameters for participation (e.g., GPA, grade level, letters of recommendation)?

### **BENEFITS AND CHALLENGES:**

- What do you view as the benefits and challenges to having a dual enrollment program or teaching a dual enrollment course that is connected to the California Community College system?
- How do specific dual enrollment program features help students' be successful in college and career?

## ***Dual Enrollment for Equitable Completion (DE4EC)*** **High School Student Focus Groups**

*Sample questions for high school students who are in dual enrollment*

### **INTRODUCTION:**

- How did you learn about dual enrollment opportunities at your high school?
- What would you say is the number one reason why you decided to be a part of dual enrollment?
- If you had to describe dual enrollment to a friend who knew very little about it, what would you tell them?

### **BENEFITS AND CHALLENGES:**

- What do you think are some of the general benefits of being a dual enrollment student? What are the drawbacks?

### **PROGRAM STRUCTURE:**

- How did you select the college course you are completing / have completed? Are these classes part of an academic pathway—a series of classes that help you earn a certificate, credential, degree, and/or prepare to transfer to a university?
- Did the classes you selected help you think more about your long-term career or college goals?
- In what ways do your college course lectures, reading assignments and/or homework help you gain and strengthen skills and knowledge you may need to work in a particular job or career? If so, how?
- In what ways do your college course lectures, reading assignments and/or homework incorporate or speak to your lived experiences, culture, community, and identity?
- Are there classes you would like offered that have not been? If yes, what are they?

### **STUDENTS AND THEIR EXPERIENCE:**

- What have you done to successfully manage and balance the effort required for your high school classes and college coursework?
- What have you learned and from whom about what it takes to be a successful college student?
- What was your experience with the community college? For example, how would you describe the enrollment process? What was your experience accessing resources, getting class materials like textbooks, dealing with any issues around credit transfer/grades, etc.?
- How would you describe your relationships with your high school teachers / college course instructors who are teaching the college classes?
- How has taking college courses helped you stay focused on your high school studies?

## ***Dual Enrollment for Equitable Completion (DE4EC)*** **College Student Focus Groups**

*Sample questions for dual enrollment graduates who are attending college*

### **INTRODUCTION:**

- How did you learn about dual enrollment opportunities at your high school?
- What would you say is the number one reason why you decided to be a part of dual enrollment?

### **BENEFITS AND CHALLENGES:**

- While you were in high school, what do you think were the benefits of being a dual enrollment student? What were the drawbacks?

### **THE STUDENT EXPERIENCE:**

- Were there any dual enrollment counselors, teachers, instructors, etc. who helped you understand how to be a successful college student?
- Now that you are enrolled in college, what is most challenging about your college coursework? How did your dual enrollment courses prepare you for these challenges?
- Looking back, was there anything dual enrollment could have done better to prepare you for college?
- Tell me a little bit about how you interact with your college instructors. What did you learn from your dual enrollment experience that helped you understand how to relate to college instructors?
- Do you feel your dual enrollment coursework represented your culture and community? In other words, was there diversity, equity, and inclusion in the curriculum? How so?
- What has helped you stay in college? What has motivated you to stay directed, focused, and engaged?