



CHECKLIST OF TYPES OF DATA TO TRACK IN DUAL ENROLLMENT PROGRAMS

1. To be reported to Chancellor of the California Community Colleges for CCAP agreements:

- ☐ Total number of students by school enrolled in each CCAP agreement
 - ☐ aggregated by gender
 - ☐ aggregated by ethnicity
- ☐ Total number of community college courses enrolled in
 - ☐ by participants
 - ☐ by course category & type
 - ☐ by school
- ☐ Total number of successful CCAP course completions
 - ☐ by course category & type
 - ☐ by school
- ☐ Total number of full-time equivalent students generated by CCAP partnership community college district participants

2. Cost of offering each class (FTES minus salary)


3. Students enrolled by population other than gender/ ethnicity

- ☐ Students with disabilities as percentage of disabled student body
- ☐ English language learners as percentage of ELL student body
- ☐ Low socio-economic students (free and reduced lunch program) as percentage of low SES student body
- ☐ Foster youth as percentage of foster youth student body
- ☐ Homeless students as percentage of homeless student population body

4. Student profile

- ☐ Grade/ age
- ☐ First DE class/ ongoing DE student
- ☐ Students' prior academic preparation (GPA)
- ☐ How students are selecting/ being selected for DE classes
- ☐ Students enrolled by ethnicity as percentage of student body by ethnicity
- ☐ Students enrolled by gender as percentage of student body by gender

5. Student outcomes

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- Success rates between courses by geographical location
 - Success rates for DE students compared with community college students in same courses
 - Savings for DE students compared to what they would have paid to take the same course at the community college after graduation from HS, or at a CSU or UC

6. Student voice

- Motivation for choosing to take a DE class
- Participation in DE information session
- College success skills they developed in the DE class
- Supports received
- Perceptions of impact of DE class
- Improvements in study skills due to DE
- Overall satisfaction with DE
- Areas of improvement needed for DE

7. Longitudinal data

- Students continuing at community college after HS
- Student pass rate for college-level math in HS/ 1st year in college
- Students continuing in same pathway at community college
- Students completing certificate/ AS degree/ transfer degree
- Destination/ major of DE students attending 4-year university after HS
- Destination of DE students not continuing in post-secondary education after HS