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**DUAL CREDIT AND EXAM-BASED COURSES
FAST RESPONSE SURVEY SYSTEM**

This survey is authorized by law (P.L. 103-382). While participation in this survey is voluntary, your cooperation is critical to make the results of this survey comprehensive, accurate, and timely.

Definition of Dual Credit and Exam-Based Courses

This survey includes questions about several different types of courses that are sometimes found in secondary schools: dual credit courses (postsecondary options), and exam-based courses (advanced placement (AP) courses, and International Baccalaureate (IB) courses). These are defined for this survey as follows:

- **AP courses** are defined as courses that follow the content and curricular goals as described in the AP Course Description booklets, developed and published by the College Board. A qualifying score on an AP exam may give the student college credit or advanced standing in a college in the subject area in which the course/exam was taken.
- **IB courses** compose a 2-year liberal arts curriculum that leads to a diploma and meets the requirements established by the International Baccalaureate program. Students taking these courses are in grades 11 and 12 and must meet all requirements and pass examinations in each subject area in order to receive the IB diploma. In some schools, students who are not seeking the IB diploma are allowed to take individual IB courses.
- **Dual credit** is defined for this survey as a course or program where high school students can earn both high school and postsecondary credits for the same courses. Postsecondary institutions include public and private 2- or 4-year colleges or universities, community colleges, and technical or vocational schools. Credits may be earned either immediately upon course completion or "in escrow" upon postsecondary enrollment at a specific institution. The dual credit options must either be legislated by your state or have an articulated or formal written agreement between your school and a postsecondary institution. These might include courses with an academic focus or courses with a career and technical focus.

The time frame for this survey is the 2002-03 12-month school year. This includes courses during the summer of 2002 or the summer of 2003, depending upon how records are kept at your school.

This survey is designed to be completed by the person(s) most knowledgeable about your school's AP, IB, and dual credit courses. This is often the director of school guidance counselors.

IF ABOVE INFORMATION IS INCORRECT, PLEASE MAKE CORRECTIONS DIRECTLY ON LABEL.

Name of person completing form: _____ Telephone: _____

Title/position: _____ E-mail: _____

Best days and times to reach you (in case of questions): _____

THANK YOU. PLEASE KEEP A COPY OF THIS SURVEY FOR YOUR RECORDS.

PLEASE RETURN COMPLETED FORM TO:

WESTAT
Attention: 7166.31 - Waits
1650 Research Boulevard
Rockville, Maryland 20850

IF YOU HAVE ANY QUESTIONS, CONTACT:

Tiffany Waits
800-937-8281, ext. 3829 or 301-294-3829
Fax: 800-254-0984
E-mail: TiffanyWaits@westat.com

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I. Advanced Placement and International Baccalaureate Courses

1. During the 2002–03 12-month school year, did your school offer any **Advanced Placement (AP) courses** (as defined on the front of this questionnaire)?
 Yes..... 1 No..... 2 (Skip to question 3.)
2. During the 2002–03 12-month school year, what was the total number of enrollments in AP courses at your school? (Enrollments may include duplicated counts of students, i.e., a student should be counted for each AP course in which he/she was enrolled.) _____ Enrollments
3. During the 2002–03 12-month school year, did your school offer the **International Baccalaureate (IB) program** (as defined on the front of this questionnaire)?
 Yes 1 No 2 (Skip to question 5.)
4. During the 2002–03 12-month school year, what was the total number of enrollments in the IB courses at your school? (Enrollments may include duplicated counts of students, i.e., a student should be counted for each IB course in which he/she was enrolled. Include all students who took IB courses, regardless of whether or not they were seeking the IB diploma.) _____ Enrollments

II. Courses for Dual Credit

5. During the 2002–03 12-month school year, did your students take any courses for which they could earn dual credit (as defined on the front of this questionnaire) with any postsecondary institutions? (Include public and private 2-year and 4-year colleges and universities, community colleges, and technical or vocational schools.)
 Yes 1 No 2 (Stop. Complete respondent section on front and return questionnaire.)
6. During the 2002–03 12-month school year, were any aspects of the courses for dual credit (e.g., entrance requirements, maximum number of credits) determined by any state legislation or policy?
 Yes 1 No 2 (Skip to question 8.) Don't know..... 3 (Skip to question 8.)
7. Does the state legislation or policy on courses for dual credit determine any of the following? (Circle one on each line.)

	Yes	No	Don't know
a. Student eligibility/entrance requirements for enrollment in courses taken for dual credit	1	2	3
b. Maximum number of courses students can take for dual credit per semester or academic year	1	2	3
c. Tuition and/or fees students pay to participate in courses for dual credit	1	2	3
d. Tuition and/or fees districts pay for students to participate in courses for dual credit	1	2	3
e. Requirements students must meet in order to continue taking courses for dual credit.....	1	2	3
f. Types of courses students can take for dual credit	1	2	3
g. How postsecondary credit is awarded to students taking courses for dual credit.....	1	2	3
h. Qualifications of high school teachers who teach courses offered for dual credit.....	1	2	3

8. Not including any state or specific postsecondary entrance requirements, has your school established any requirements that students must meet in order to enroll in courses for dual credit?
 Yes..... 1 No..... 2 (Skip to question 10.)
9. Has your school established any of the following requirements that students must meet in order to enroll in courses for dual credit? (Circle one on each line.)

	Yes	No	Don't know
a. Teacher recommendation.....	1	2	3
b. Grade level (for example, only juniors or seniors are allowed to take courses for dual credit)	1	2	3
c. Minimum GPA.....	1	2	3
d. Minimum score on standardized tests	1	2	3
e. Other (specify).....	1	2	3

Courses for Dual Credit Taught Through Distance Education

10. During the 2002–03 12-month school year, did your students take any courses for dual credit that were **taught primarily through distance education**? (Include any dual credit courses where the students and teachers are separated by location. Courses can be offered through audio, video, or Internet or other computer technologies.)
 Yes..... 1 No..... 2 (Skip to question 12.)

11. During the 2002–03 12-month school year, what was the total number of high school enrollments in dual credit courses that were taught through distance education? (*Enrollments may include duplicated counts; i.e., a high school student should be counted for each course in which he/she was enrolled for dual credit. Include only students from your school.*) _____ Enrollments

Courses for Dual Credit Taught on Your High School Campus

12. During the 2002–03 12-month school year, did your students take courses for dual credit that were **taught on your high school campus**?

Yes..... 1 No..... 2 (*Skip to question 19.*)

Please answer the following questions about courses for dual credit with an academic focus and those with a career and technical/vocational focus that were **taught on your high school campus** during the 2002–03 12-month school year. *Do not include distance education courses.* If your students did not take any courses for dual credit with an academic focus or with a career and technical/vocational focus at your high school, circle “2” for “No” in the appropriate column in question 13 below and leave the rest of that column blank.

- Courses with an **academic** focus are those such as English, history, and foreign languages.
- Courses with a **career and technical/vocational** focus are those such as computer maintenance technology and automotive technology.

Courses for dual credit TAUGHT ON YOUR HIGH SCHOOL CAMPUS 2002–03 12-month school year	Course focus	
	Academic	Career and technical/vocational
13. During the 2002–03 12-month school year, did your students take any courses for dual credit with this course focus that were taught on your high school campus? 1 = Yes 2 = No (<i>If “2” is circled, leave the rest of that column blank.</i>)	1 2	1 2
14. During the 2002–03 12-month school year, what was the total number of high school enrollments in courses for dual credit that were taught on your high school campus? (<i>Enrollments may include duplicated counts; i.e., a high school student should be counted for each course in which he/she was enrolled for dual credit.</i>)	Number of enrollments _____	Number of enrollments _____
15. Were any of the courses for dual credit part of a <i>sequence of courses</i> (i.e., students take a series of courses in a specific content area, for example, math, history, nursing, or automotive technology), for which they receive both high school and postsecondary credit? 1 = Yes 2 = No	1 2	1 2
16. Were any of the courses for dual credit “cafeteria style” (i.e., students can select individual courses from a wide range of courses for which prerequisites are met)? 1 = Yes 2 = No	1 2	1 2
17. Who were the instructors of the courses for dual credit that were taught at your school? (<i>Circle one.</i>) 1 = Both high school and postsecondary instructors 2 = High school instructors only 3 = Postsecondary instructors only	1 2 3	1 2 3
18. Were students awarded postsecondary credit immediately upon completion of courses, or were students offered “credit in escrow,” meaning that they must enroll in a specific postsecondary institution after high school graduation in order to receive the credit? (<i>Circle all that apply.</i>) 1 = Immediately upon completion of courses 2 = Credit in escrow 3 = Other (<i>specify</i>) _____	1 2 3	1 2 3

Courses for Dual Credit Taught on the Campus of a Postsecondary Institution

19. During the 2002–03 12-month school year, did your students take courses for dual credit that were **taught on the campus of a postsecondary institution**? (Include public and private 2-year and 4-year colleges and universities, community colleges, and technical or vocational schools.)

Yes..... 1 No..... 2 (Stop. Complete respondent section on front and return questionnaire.)

Please answer the following questions about courses for dual credit with an academic focus and those with a career and technical/vocational focus that were **taught on the campus of a postsecondary institution** during the 2002–03 12-month school year. Do not include distance education courses. If your students did not take any courses for dual credit with an academic focus or with a career and technical/vocational focus at a postsecondary institution, circle a “2” for “No” in the appropriate column in question 20 below and leave the rest of that column blank.

- Courses with an **academic** focus are those such as English, history, and foreign language.
- Courses with a **career and technical/vocational** focus are those such as computer maintenance technology and automotive technology.

Courses for dual credit TAUGHT ON THE CAMPUS OF A POSTSECONDARY INSTITUTION 2002–03 12-month school year	Course focus	
	Academic	Career and technical/vocational
20. During the 2002–03 12-month school year, did your students take any courses for dual credit with this course focus that were taught on the campus of a postsecondary institution? 1 = Yes 2 = No (If “2” is circled, leave the rest of that column blank.)	1 2	1 2
21. During the 2002–03 12-month school year, what was the total number of high school enrollments in dual credit courses that were taught at a postsecondary institution? (Enrollments may include duplicated counts; i.e., a high school student should be counted for each course in which he/she was enrolled for dual credit.)	Number of enrollments _____	Number of enrollments _____
22. Were any of the courses for dual credit part of a <i>sequence of courses</i> (i.e., students take a series of courses in a specific content area, for example, math, history, nursing, or automotive technology), for which they receive both high school and postsecondary credit? 1 = Yes 2 = No	1 2	1 2
23. Were any of the courses for dual credit “cafeteria style” (i.e., students can select individual courses from a wide range of courses for which prerequisites are met)? 1 = Yes 2 = No	1 2	1 2
24. What was the most common student composition for the courses for dual credit taught on the campus of a postsecondary institution? (Circle one.) 1 = Only high school students 2 = High school and postsecondary students	1 2	1 2
25. Were students awarded postsecondary credit immediately upon completion of courses, or were students offered “credit in escrow,” meaning they must enroll in a specific postsecondary institution after high school graduation in order to receive the credit? (Circle all that apply.) 1 = Immediately upon completion of courses 2 = Credit in escrow 3 = Other (specify) _____	1 2 3	1 2 3

Thank you. Please keep a copy for your records.