Comprehensive Program Review Report

Program Review - Dual Enrollment

Program Summary

2021-2022

Prepared by: Brandon Hildreth, director for dual enrollment.

What are the strengths of your area?: Dual and concurrent enrollment continues to be two of the fastest-growing programs at COS. Both programs contribute to one of the fastest-growing populations at COS – high school students.

There are many strengths to these pre-college programs. Both programs improve outreach efforts, increase enrollment, maintain high success rates, improve curriculum pathways between feeder high schools and COS, and improve college readiness among high school students in Tulare and Kings Counties.

A. Outreach

COS has maintained dual enrollment partnerships with eight school districts and 21 high schools across Tulare and Kings Counties. These partnerships offer college courses across several academic/career-related disciplines in several modalities (e.g., in-person, online, hybrid). Most classes are singleton; however, most are within linked-learning academies/pathways. We continuously see an increase in the number of sections offered at feeder high schools. However, we saw a slight dip in spring 2021 because students were less motivated to enroll in online college classes. The rise in the fall offering is because of in-person instruction.

Fall 2021 - 72
Spring 2021 - 59
Fall 2020 – 66 sections
Spring 2020 – 60 sections
Fall 2019 – 60 sections
Spring 2019 – 49 sections
Fall 2018 – 55 sections

Lastly, this year entered College and Career Access Pathway agreements with the following five school districts:
- Exeter Unified School District
- Lindsay Unified School District
- Visalia Unified School District
- Tulare Joint-Union School District

B. Enrollment

High school enrollment continues to increase each year. Currently, there is no way to differentiate between dual and concurrently enrolled students accurately; however, below provides 5-year data on the steady increase of high school students enrolling in COS courses. Below is the unduplicated high school enrollment at the census for past academic years (spring, summer, and fall).

2020-2021 – 2,270
2019-2020 - 2,022
2018-2019– 1,711
2017-2018– 1,463
2016-2017– 1,219

2015-2016 - 914

Gender - New data reveals that females enrollment is increasing. In contrast, male enrollment is decreasing.
Female enrollment has increased by 10.7% since the 2016-2017 academic year.
Male enrollment has decreased by 14.3% since the 2016-2017 academic year.

Race/Ethnicity - Data on enrollment based on race/ethnicity remains constant.

C. Student Success

The success rate remains very successful in dual enrollment classes. Below are the success rates of high school students in past academic years. Although the past two years success rates remained constant, high school students have become increasingly more successful since the 2015-
2016 academic year.

2020-2021 – 92%
2019-2020 - 92%
2018-2019– 90%
2017-2018– 88%
2016-2017– 85%
2015-2016 - 84%

D. High School and College Curricula Alignment

Dual enrollment partnerships aids in aligning School Districts' to COS to help improve college pathways.   We continuously work with school districts and regional organizations (e.g., TK College and Career Collaborative, Central Valley Higher Education Consortium) to strengthen pathways to COS and careers across Tulare and King Counties.

E. College Transition

Dual enrollment gives high school students firsthand experiences with policies, practices, expectations, responsibilities, support services, learning management systems present at colleges and universities. Data suggest that approximately 50% of high school students that enroll in COS classes while in high school attend COS as first-time first-year students. Therefore, allowing them to learn about what to expect when they enroll at COS.

What improvements are needed?: A. Continuously streamline information and processes between COS and partnering high schools.

Although we have made many advancements towards streamlining processes and distributing information between COS and partnering high schools, there are always areas we can improve on. Attempting to synchronize practice across high schools is challenging since each has its own identity and culture. These efforts should be ongoing as the landscape of dual enrollment and school personnel/students are continuously changing.

B. Improve students' familiarity with their student information

High school students still struggle with how to obtain information regarding their Banner ID# and MyGiant username. Many students have expressed not receiving welcome emails from COS, which includes this information. Compounding this issue, many do not know who to contact at COS to retrieve this information. Also, students often confuse their OpenCCC Account Number with their COS Banner ID#, which causes students to think they have applied to COS when they have not.

C. Familiarize students with COS services and technology

Although this was an issue before COVID19, it has amplified the need to familiarize students with COS services and technology. High School students are not fully aware of COS services and struggle with MyGiant Login and navigating Canvas.

Describe any external opportunities or challenges.: A. COVID-19

Although many of the classes have returned to face-to-face, students are still will ongoing COVID19 pandemic.

B. Availability of Seats in COS Classes

Despite the growth in high school student enrollment in college classes, many still struggle each semester to find spaces in classes at their priority registration date. Because many high school students seek to take the same courses, class space is limited and competitive. Many students who cannot get into classes either miss opportunities or enroll at COS and attend other community colleges.

C. COS Faculty Preparedness to Support High School Students

Many high school students took advantage to enroll in COS classes during the pandemic since most were online. With more students enrolled, it revealed that many faculty felt unprepared to support high school students. Many faculty were unfamiliar with laws and policies regarding high school students and questioned the services they were eligible to use on campus. In addition, many faculty are not aware that many high school students do not attend orientation. Therefore, high school students are less likely than other groups to understand policies, practices, and how to navigate COS technology.

Overall SAO Achievement:
Changes Based on SAO Achievement:
Outcome cycle evaluation:

Action: Additional Admissions and Registration Training for High School Administrators

Increase the number of workshops that provide high school administrators with an overview of dual enrollment admission and registration processes as well as best practices.

Leave Blank:
Implementation Timeline: 2019 - 2020, 2021 - 2022
Leave Blank: 10/01/2019
Leave Blank: 05/01/2020
Identify related course/program outcomes:
Person(s) Responsible (Name and Position): Brandon Hildreth
Rationale (With supporting data): High school administrators are primarily responsible for managing the admission and registration paperwork advise high school students on COS processes. By creating additional training for high school administrators, willreduce the number of registration errors (i.e. missing admission applications, incomplete forms, miss advising students on registration procedures) and help reduce the additional work placed on Admission & Records staff.
Priority: Medium
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates
Update Year: 2020 - 2021   10/12/2020
Status: Continue Action Next Year
Since we moved from manual registration to student self-registration, we conducted several workshops in the fall and spring to help administrators and dual enrollment teachers facilitate this process. We will resume these workshops as deemed necessary.
Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

Program Review - Dual Enrollment

District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

Action: Create SAO for Dual Enrollment for 2020-2021 Program Review

Create SAO for Dual Enrollment for 2020-2021 Program Review

Leave Blank:
Implementation Timeline: 2019 - 2020, 2021 - 2022
Leave Blank: 10/01/2019
Leave Blank: 10/01/2020
Identify related course/program outcomes:
Person(s) Responsible (Name and Position): Brandon Hildreth
Rationale (With supporting data): As mentioned in the program narrative no SAO has been created for high school students. By determining SAO, will help guide future program reviews.
Priority: Low
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action
Updates

Update Year: 2020 - 2021   10/12/2020
Status: Continue Action Next Year
Due to competing forces, this was not a priority this year. Will continue the effort next year.
Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

Action: Begin Examining Ways to Differentiate Between Concurrent, Dual, and CCAP Students within Banner

Begin discussion with Computer Services and the Office of Admission and Records to explore mechanisms from differentiating between the various types of high school students enrolled at COS.

Leave Blank:
Implementation Timeline: 2019 - 2020, 2020 - 2021
Leave Blank: 08/12/2019
Leave Blank: 05/01/2020
Identify related course/program outcomes:
Person(s) Responsible (Name and Position): Brandon Hildreth, director for Dual Enrollment, Office of Admission & Records, and Computer Services
Rationale (With supporting data): Currently, there is no system in place that differentiates between the three different types of high school students enrolled at COS. Each group has its own set of enrollment policies. Having a system that will differentiate the three groups will improve COS systems (i.e. billing, registration), tracking, and reporting on these three groups of student types. The priority for this is increasing because more students are becoming CCAP students, in which this groups have certain
Priority: High
Safety Issue: No

Program Review - Dual Enrollment

External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2020 - 2021   10/12/2020
Status: Continue Action Next Year
We all met in August of 2019 at an annual Elucian meeting, and we decided that Elucian will looking into how other community colleges with Banner differentiate between the two student groups. Some preliminary conversations were had, but it is still unclear how we should approach this problem. Unfortunately, COVID19 created new priorities for computer services, so this will have to be tabled until things return to normal.
Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

Action: Hire a Dual/Concurrent Enrollment Specialist

Hire a dual and concurrent enrollment specialist to help manage dual and concurrent enrollment student admissions and registration needs.
Leave Blank:
Implementation Timeline: 2019 - 2020, 2020 - 2021
Leave Blank:
Leave Blank:
Identify related course/program outcomes:
Person(s) Responsible (Name and Position): Brandon Hildreth
Rationale (With supporting data): As mentioned in the narrative, high school students is one of the fast growing populations at COS. Currently, managing the the registration process at COS has been a collaboratively done between the Dual Enrollment Office and the Admission and Records Office. The current volume of processing permission forms for dual and concurrently enroll students puts strains on staff from both office.   In addition, currently there is no staff person responsible for overseeing the affairs of concurrently enrolled students. This position would help centralize high school admission and registration needs. In addition, it will help provide a point of contact for high schools administrators and students, when registration needs and issues arise.
Priority: High
Safety Issue: Yes
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022   09/14/2021
Status: Action Completed
The Admissions and Records Office hired an Admissions Manager to oversee the processing of dual and concurrent forms.
Impact on District Objectives/Unit Outcomes (Not Required):

Update Year: 2020 - 2021   10/12/2020
Status: Continue Action Next Year
Despite the growth of the program, no new staff position(s) have been created. Will continue the action to the next academic

Program Review - Dual Enrollment

year.
Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Personnel - Classified/Confidential - Hire a Dual/Concurrent Enrollment Specialist that will help manage dual and concurrently enrolled high school students admissions and registration needs. (Active)

Why is this resource required for this action?: As mentioned in the narrative, high school students is one of the fast growing populations at COS. Currently, managing the registration process at COS has been a collaboratively done between partnering highs school administrators, the director for dual enrollment, and the admission and records office staff. The current volume high school students admission and registration needs (i.e. processing permission forms for dual and concurrently enroll students) puts strains on all parties involved. Also, because these processes are managed by so many people, it create gaps in services. Lastly, there is no staff person responsible for overseeing the affairs of concurrently enrolled students; which consequently creates gaps in the service we provide for that subset of high school students.. This position would help centralize high school admission and registration efforts and needs. In addition, it will help provide a point of contact for high schools administrators and student when registration needs and issues arise

Notes (optional): The functions of the role would include roles such as: verifying admissions, processing dual and concurrent enrollment permission forms, assist students in updating permissions (if necessary), process prerequisite override forms, and assistance in ensuring that high school/college class rosters are accurate. Since conducting dual enrollment applications across 22 high schools can be challenging, this task may be split between the director of dual enrollment.

The position can be housed in either the Welcome Center of the Admission and Records Office. I would encourage that this person would be accessible to high schools and knowledgeable of high school administrators, dual/concurrent enrollment processes, and experience working in K-12 setting (preferred).

The cost for a classified 12 month at current salary range 32-2 is $48,816.00 plus benefits at 29.5916% $14,445.44 plus health cost $18,516.50
Total cost at current rates $81,777.94
Cost of Request (Nothing will be funded over the amount listed.): 81777.94

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

Action: Expanding Online Course Offerings for High School Students

Survey partnering high school and school district leaders to determine a set of COS courses that could be offered online and fulfil A-G requirements at the CSU and UC systems. The goal is to have at least 3 course that represents 1 of the A-G areas.
Leave Blank:
Implementation Timeline: 2020 - 2021
Leave Blank:
Leave Blank:
Identify related course/program outcomes:
Person(s) Responsible (Name and Position): Brandon Hildreth
Rationale (With supporting data): The availability of faculty is one of the biggest barriers for expanding dual enrollment courses at our partnering school districts. Although students can attend classes on our campus through concurrent enrollment, many students do not have the resources/reliable transportation to attend classes on our campus or cannot fit college courses in their school schedule.   Online courses would make classes more accessible to student across school districts. High schools will have the opportunity to share a set of courses, instead of being responsible for filling a class individually. Lastly, we are learning that our high school population are excelling in an online environment, which has reduce the hesitation and concern around online

college courses for high school students.

This action will supports the District Goal 1.1.4: "Increase opportunity to maximize concurrent and dual enrollment"
Priority: Medium
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2020 - 2021	09/14/2021

Status: Continue Action Next Year
We increased the number of classes offered through our dual enrollment partnership. We add six new sections from fall 2020 to fall 2021

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 1.1 - The District will increase FTES by 1.75% over the three years

Action: Resources for Economically Disadvantaged High School Students

Provide textbook vouchers for concurrently enrolled high school students that are economically disadvantaged students.

Leave Blank:
Implementation Timeline: 2020 - 2021
Leave Blank:
Leave Blank:
Identify related course/program outcomes:
Person(s) Responsible (Name and Position): Brandon Hildreth
Rationale (With supporting data): Concurrently enrolled high school students are responsible for purchasing textbooks for the classes that they are enrolled in at COS. Although school district are responsible for purchasing textbooks for dual enrollment courses offered on their sites, course offerings vary across high schools, which limits the access to higher education for some high schools. The average college textbook is ~$100, which can be a determining factor on whether a student decides to enroll in a course. Since their is a lot of uncertainty around the financial stability of the region post COVID19, coupled with a region that is already considered low-income, this opportunity will make college courses more accessible to high school students in the region. We have currently secured $5,000.00 for a textbook program through the COS foundation for this year, but it is a one-time award. We do not have data on this program yet, as we will launch the textbook program in the spring of 2021.
Priority: Low
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2020 - 2021	09/14/2021

Status: Action Completed
$5,000 in textbook vouchers were given to eligible high school students.

Impact on District Objectives/Unit Outcomes (Not Required):

Program Review - Dual Enrollment

Resources Description

Adjustment to Base Budget - Textbook Voucher Program (Active)

Why is this resource required for this action?: Concurrently enrolled high school students are responsible for purchasing textbooks for the classes that they are enrolled in at COS. Although school district are responsible for purchasing textbooks for dual enrollment courses offered on their sites, course offerings vary across high schools, which limits the access to higher education for some high schools. The average college textbook is ~$100, which can be a determining factor on whether a student decides to enroll in a course. Since their is a lot of uncertainty around the financial stability of the region post COVID19, coupled with a region that is already considered low-income, this opportunity will make college courses more accessible to high school students in the region. We have currently secured $5,000.00 for a textbook program through the COS foundation for this year, but it is a one-time award. We do not have data on this program yet, as we will launch the textbook program in the spring of 2021.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 5000

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 1.1 - The District will increase FTES by 1.75% over the three years

Action: Educate High School Students on How to Access Student Information and COS Portals

Host workshops in the fall and spring that educate high school students on obtaining student information (e.g., Banner ID#, usernames) and access MyGiant and BannerWeb.

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Brandon Hildreth

Rationale (With supporting data): High school students still struggle with how to obtain information regarding their Banner ID# and MyGiant username. Many students have expressed not receiving welcome emails from COS, which includes this information. Compounding this issue, many do not know who to contact at COS to retrieve this information. Also, students often confuse their OpenCCC Account Number with their COS Banner ID#, which causes students to think they have applied to COS when they have not.

Although these were issues before COVID19, it has amplified the need to familiarize students with COS services and technology. High School students are not fully aware of COS services and struggle with MyGiant Login and navigating Canvas.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

Action: Recruitment Activities for High School Students

Program Review - Dual Enrollment

Work with high schools to develop various recruitment activities to attract students to dual and concurrent enrollment

Leave Blank:
Implementation Timeline: 2021 - 2022
Leave Blank:
Leave Blank:
Identify related course/program outcomes:
Person(s) Responsible (Name and Position): Brandon Hildreth
Rationale (With supporting data): Administrators from high schools have expressed that they struggle with students committing to enroll in COS classes. Students will initially express an interest when surveyed but do not commit to enroll during priority registration. For dual enrollment classes, this consequently causes many to fall below anticipated enrollment.
Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 1.1 - The District will increase FTES by 1.75% over the three years
District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents