

Comprehensive Program Review Report



Program Review - Dual Enrollment

Program Summary

2020-2021

Prepared by: Brandon Hildreth, director for dual enrollment.

What are the strengths of your area?: The Dual Enrollment Program continues to be a rapidly growing program at the College of the Sequoias (COS), which provides pre-college opportunities to local high school students.

The Dual Enrollment Programs has many strengths in the areas of: outreach; enrollment; student success; curriculum alignment between high schools and the college district; high school teacher preparation; and college transition.

A. Outreach

As of the 2019-2020 academic year, the Dual Enrollment Program has established partnership with 8 school districts and service over 21 high across Tulare-King counties. The programs offers college courses across several academic/career-related disciplines, and are either part of students high school graduation requirement or part of a linked-learning academy/pathway. We have seen a steady increase in sections offered:

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 5 school districts:

- Exeter Unified School District
- Lindsay Unified School District
- Visalia Unified School District
- Tulare Joint-Union School District
- Woodlake Unified School District

B. Enrollment

COS has continuously and significantly increased enrollment each year in high school enrollment. Currently there is no way to differentiate between dual and concurrently enrolled students; however, below provides 5-year data on the steady increase of high school student enrolling in COS courses.

2019-2020 Unduplicated High School Students - 2,022
2018-2019 Unduplicated High School Students - 1,711
2017-2018 Unduplicated High School Students - 1,463
2016-2017 Unduplicated High School Students - 1,219
2015-2016 Unduplicated High School Students - 914

*Based on Fall/Spring/Summer Enrollment @ Census

Data on enrollment based on gender is constant, with females being the highest group among high school students

Female 2018-2019: 60.79%
Female 2019-2020: 60.7%
Male 2018 - 2019: 38.2%
Male 2019-2020: 35.6%

Data on enrollment based on race/ethnicity remains constant; however there has been a slight increase in Hispanic students and a decrease in White students. COS enrollment data reflects the enrollment demographics of our feeder schools.

African American - 1.3%
Asians - 2.5%
Filipino - 1.4%
Hispanic - 61.2%
Multi-ethnicity - 7.1%
Native American 0.3%
Pacific Islander - 0.1%
Unknown - 3.2%
White - 22.8%

*Based on 2019-2020 data

C. High School and College Curriculum Alignment

One of the additional benefits of dual enrollment partnerships is that it aids in high school and college curriculum alignment. When determining dual enrollment courses, many high schools have created pathways to COS through dual enrollment courses that are connected to career/academic pathways/academies at the high school. The office is continuously working with school districts on ways to strength pathways to COS and curriculum that prepares students for college and their discipline of interest.

D. High School Teacher Preparation

The Dual Enrollment program has a total of 24 high school teachers that have been hired as COS adjunct instructors to teach dual enrollment courses. There was a slight dip in high school instructors because of job exits, but the school districts are working to refill those positions. Since these high school teachers are considered COS faculty, their role within academic department help high schools align with college curriculum. Their role also aid in reinforcing the College's expectation that dual enrollment students are recognized as College students, and to ensure that the integrity and rigor of dual enrollment courses are comparable to other COS courses. Lastly, dual enrollment instructors play a vital role in helping students differentiate between the responsibilities of high school versus college.

E. College Transition

The Dual Enrollment Program continues to give high school students firsthand experiences with policies, practices, expectations, responsibilities, support services, and technology portals present at COS, as well as, other colleges and universities. Since it is estimated that 50% of high school students that enroll in COS classes while in high school attend COS as first-time first-year students, the dual enrollment program provides students with opportunities that aid in transition to COS and beyond.

(1) High school students can enroll in up to 11-units without any financial obligation. Students that enroll in 12-units or more will be financially responsible for the cost of the 1-unit difference. Textbooks and course material fees associated with dual enrollment courses are covered by the school district

What improvements are needed?: A. Continuously work to 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 23 high schools is challenging, since each high school has its own identity and culture. These efforts should continue to be ongoing as the landscape of dual enrollment as well as school personnel/students are continuously changing.

B. Career Technical Education Dual Enrollment Courses.

Before AB 705, the COS' goal of dual enrollment was to get high schools students through the English pathways quicker, since

English courses were a gateway to many courses. Since AB 705 made transfer level English more accessible, and ENGL 001 (without support) is offered at most high schools within our service area, we have been able to expand to other courses. These courses are mostly general education, with very few being CTE courses. Because of initiatives such as the K12 Strong Work Force, there is a push by our high school partners to explore offering more CTE courses through dual enrollment.

C. Familiarize students with COS services and technology

Although this was an issue prior to COVID19, it has amplified the need for more work on familiarizing students on COS services and technology. Dual enrollment efforts are managed between the COS and partnering high schools, with little involvement of the student. Familiarizing students in these two areas will ensure that they can participate fully as COS students and to prepare them for college.

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

In the spring of 2020, the novel coronavirus (COVID19) became a major health pandemic in the United States, and Tulare-King Counties became one of the hardest hit areas in the state. In response, COS, much like other institutions in the US, moved all of its courses (including dual enrollment courses) and services online. Our high school partners also moved their courses to remote, which consequently complicated the alignment between the college and high school schedule.

As we enter the 2020-2021 academic year, we are still operating remote - COS as well as our partnering high school. This has changed how we communicate/distribute information, schedule courses, and how we support/prepare students. Since we are uncertain of how long we will be in this pandemic, the future is uncertain and we are making the adjustments as best as we can. On a positive note, we have not seen a significant decrease in enrollment our course offerings.

B. Expanding Online Dual Enrollment Courses

COVID19 forced all dual enrollment courses to move from in-person classes to online this academic year. Online dual enrollment courses are not widely embraced by educators, because of their low success rates among certain student populations. Also, students have also expressed challenges adapting to an online environment. Since students are currently doing well in online courses, it has changed many educators' perceptions on this course format. I anticipate seeing an increase of online course offerings, since online courses make early credit college more accessible to students, since the availability of faculty can be barriers to expanding dual enrollment programs at high school sites.

C. Increasing demand for dual enrollment courses that are part of academic and career pathways at local high schools.

Academic and career pathways/academies with dual enrollment courses embedded are in high demand at our service high schools. Currently, we offer dual enrollment courses that align with animal science, business, graphic design, and health/pre-medicine; but there are several academies/pathways without college course alignment.

There is a wide range of reasons why some academies/pathways/linked-learning are without courses. Some of those include, but not limited to availability of qualified high school teachers; high school facilities/equipment that do not match the those of the COS, lack of an appropriate COS course that aligns with high school curriculum). Since this an area that COS is underserving our high schools, many have either entered or seeking to enter into partnership with neighboring community college district to service their needs.

D. California Department of Education – California College/Career Indicators (California School Dashboard)

The College/Career Indicators measure how well local education agencies (LEAs) and schools are preparing students for likely success after graduation. Schools are rank prepared, approaching prepared, and not prepared, based on having high school graduates that meet one of the many measures for college and career readiness. One of the measures is the number of high school graduates that have completed dual enrollment work while in high schools.

Because high schools want to receive a “prepared” ranking, they are aggressively seeking opportunities where they can connect students to dual enrollment courses. Especially the students that are not in honors or advanced placement courses. As I mentioned earlier, COS tries to meet the demand of the high schools; but, when we do not, it create opportunities for neighboring community colleges to offer dual enrollment courses in our district.

E. AB 30 – College and Career Access Pathway Partnerships (CCAP)

AB 30, which replaced AB 30, authorize the governing board of community college districts to enter into a CCAP partnerships with the governing board of school districts with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduate rates, or helping high school pupils achieve college and career readiness. The bill would authorize high school students to enroll in up to 15 units per term, would authorize community college districts to exempt special part-time and full-time students taking up to a maximum of 15 units per term from specific fee requirements.

CCAP agreements are utilized across the State to connect traditionally underrepresented and non-college bound high school students to college and career technical education. This is a very popular form of a dual enrollment agreement used between community colleges and high school districts, because it authorizes exemption to tuition and fees and allows courses tied to CCAP agreements to be restricted to high school students only (community colleges are legally required to be open to the public)

These agreements may become more widely used and requested by our high school partners.

Overall SAO Achievement: N/A

Changes Based on SAO Achievement: N/A

Outcome cycle evaluation: N/A

Action: Additional Admissions and Registration Training for High School Administrators

Increase the number of workshops that provides high school administrators with an overview of dual enrollment admission and registration processes as well as best practices. There will be a total of four workshops, two workshops in the fall and spring, which will be held before each registration period.

Leave Blank:

Implementation Timeline: 2019 - 2020

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): As mentioned in the program narrative, high school administrators are primarily responsible for managing the admission and registration processes for dual enrollment students at their high school. By creating additional training for high school administrators, this may reduce 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: Action Completed

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

District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices

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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

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 have been created for dual enrollment. By determining SAO, this 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: Survey Dual Enrollment Instructors to Assess Knowledge Gaps and Needs

Will work with the Office of Research, Planning, and Institution Effectiveness to create and administer a survey that will assess dual enrollment instructors knowledge gaps and needs.

Leave Blank:

Implementation Timeline: 2019 - 2020

Leave Blank: 09/15/2019

Leave Blank: 01/01/2020

Identify related course/program outcomes:

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

Rationale (With supporting data): Since most dual enrollment instructors are full-time high school teachers, their work schedule often does not permit for them to attend professional development opportunities planned by the College (i.e. new faculty orientation, dialogue days, etc.) as well as division meetings. These missed opportunities may have created knowledge gaps among instructors in the areas of institutional policies, teaching pedagogies, curriculum, faculty expectations and responsibilities. This survey will help determine where gaps exist so that a professional development training can be tailored to meet the unique need of dual enrollment instructors.

Priority: Medium

Safety Issue: No

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External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2020 - 2021

10/12/2020

Status: Action Completed

A survey was administered in fall 2019 to dual enrollment instructors that are full-time high school teachers, which identified knowledge gaps across three areas: curriculum and services; technology, and student support services.

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

Related Documents:

[Dual Enrollment Instructor Survey Data \(1\).pdf](#)

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: Discipline-Specific Workshop for Dual Enrollment Instructors

Plan a workshop in spring 2020 for all dual enrollment instructors that are discipline specific. This training will also address knowledge gaps identified in the survey administered to dual enrollment faculty in fall 2019.

Leave Blank:

Implementation Timeline: 2019 - 2020

Leave Blank: 10/01/2019

Leave Blank: 05/01/2020

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Brandon Hildreth, director for dual enrollment; division chairs and academic deans

Rationale (With supporting data): This will be a Saturday workshop that will allow for dual enrollment instructors to engage with COS faculty to learn about curriculum design, teaching pedagogies, faculty expectations and more. This workshop will also provide an opportunity to address any knowledge gaps identified in the survey sent to faculty in the fall. Lastly, this will also help ensure the integrity of dual enrollment courses as well as improved the connections between dual enrollment faculty and their respective academic divisions.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2020 - 2021

10/12/2020

Status: Action Discontinued

A workshop was schedule in spring 2019 but due to COVID19, the workshop was rescheduled. The workshop will be held on Friday, November 6, 2020.

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

Link Actions to District Objectives

District Objectives: 2018-2021

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

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

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: Implementation of Web Registration for Dual Enrollment Students

Implement web registration for all dual enrollment students. This will included adding and dropping classes, as well as, using add-codes to add class during the late-add registration period.

Leave Blank:

Implementation Timeline: 2019 - 2020

Leave Blank: 09/06/2019

Leave Blank: 05/31/2020

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Brandon Hildreth, director for dual enrollment

Rationale (With supporting data): The increasing number of dual enrollment students coupled with the high frequency of registration forms being filled out incorrectly, it has created significant work-flow challenges for the Admission & Records Staff. Moving to a web-registration model will help streamline processes between partnering high schools and the college district. In addition, it will give high school students first-hand experiences in register for college classes, which was a missed opportunity in the manual registration process.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2020 - 2021

10/12/2020

Status: Action Discontinued

We launched web registration for dual enrollment students fall 2019 for spring 2020 registration. Since then, students have been able to successfully and independently complete registration functions (e.g. add, drop, check placement, etc.) through Banner Web. We will continue this approach moving forward.

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

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: 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:

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Update on Action

Updates

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 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 high 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

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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:

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:

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):

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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