





DUAL ENROLLMENT HANDBOOK

Building and Scaling Effective Practices for Leadership and Implementation Teams



CALIFORNIA COMMUNITY COLLEGES





CAREER EDUCATION





















IRVINE VALLEY





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INTRODUCTION

The Orange County Pathways and Early College Credit Regional Scale Up project aims to develop effective K-14 partnerships and career pathways by increasing access to dual enrollment programs that save students time and money, and allow them to get a head start on college. Collaboration of high school and community college partners in dual enrollment can significantly improve college going and completion, employment and earnings, and address equity and achievement gaps among traditionally underrepresented and under-resourced student groups.

With support from the Strong Workforce Program and funding from the California Community Colleges Chancellor's Office, the region prioritized the development of a dual enrollment handbook. The goal for this publication is to provide the information needed by colleges and K12 partners to help them conduct strategic implementation of dual enrollment, and take the next steps in scaling up their dual enrollment program.

The handbook comprises four chapters with information specific to: a leadership team (administrators tasked with launching or expanding a dual enrollment program); an implementation team (the point people at the high school and college responsible for running a program); faculty; and students and parents. Certain sections of content are cross-referenced between the chapters, as they contain information relevant to more than one audience. Each section of the handbook contains multiple case studies and resources – nearly 100 resources in total across the handbook. Many are drawn from the Orange County community colleges, and some are best practices from across the state. At the end of the leadership and implementation team chapters are addendum with customizable forms for dual enrollment teams to adapt for their own colleges, plus checklists for teams to use.

A team of dual enrollment practitioners from across the region were convened by the California Coalition of Early and Middle Colleges (CCEMC) to gather these resources for the handbook, each working on different areas of specialty. The conclusion of the document credits the work of these team members. The documents, web links and flyers they collected are referenced within the four chapters.

We hope you find these best practices and tools helpful as you work on the next steps for advancing your dual enrollment program.

Stephanie Feger, *Project Director* Karen Miles, Ed.D., *Editor*

THE LEADERSHIP TEAM

INTRODUCTION

This chapter is written for leadership teams to explain the scope of the work needed to make dual enrollment scalable and sustainable. Your college and K12 partners may just be starting the process, or you may be scaling up your program. In either case, this guide can provide you with some ideas and models to make your program more successful.

A more intentional and strategic dual enrollment program requires a leadership team from both the community college and K12 working together before the implementation team begins its work. It then requires an ongoing commitment from the leadership team to meet on a monthly basis in order to review data and conduct future planning. Many dual enrollment programs start as grassroots efforts, with requests initially coming from high schools and then colleges offering early college credit classes depending on the willingness and availability of departments and instructors.



KEY ISSUES

It is important to recruit college and K12 team members with decision-making capabilities on both sides of the leadership team - administrators whose job it is to develop a vision for others to implement, and stakeholders with the authority to approve an intersegmental program, as the Boards of both the community college and the K12 district will need to be brought into the decision-making.

There are decisions to be made about what type of early college credit to offer, and which classes should be made available to students. Who will teach and who will support students are other important considerations. Policies, agreements, and memorandums of understanding will need to be drafted covering many topics, data will need to be gathered to evaluate the success of the program, and plans will need to be made to expand offerings so that the program grows.

IN THIS CHAPTER WE COVER:

- Team formation/ ongoing planning
- Vision/ purpose
- Types of early college credit
- Courses to offer
- Faculty
- Student supports
- Organizational readiness
- Data/ program evaluation
- Scaling up



FRAMING QUESTIONS

There has been a lot of research on the impact of dual enrollment on high school students and their outcomes, and with the advent of Guided Pathways as a framework for student success, research is also being conducted on the types of data leadership teams should be gathering and reviewing.

The Community College Research Center developed a list of key questions from community college leaders on improving dual enrollment (DE) using the Guided Pathways framework:

- What courses are our dual enrollment students taking and how are they selecting them?
- Are our dual enrollment students gaining momentum in a program of study in high school (HS)?
- How do results vary by HS and program of study?
- How do results vary for students by race, income, gender, and geography?
- Are dual enrollment students passing collegelevel math and critical program courses either in HS or in their first year in college, after HS?
- Are dual enrollment credits being applied to students' degree programs?
- What are the course-taking patterns and outcomes among dual enrollment students who continued at the college after HS?
- Where do dual enrollment students go to college after HS, how many return to the college, and what's happening with dual enrollment students who don't go to college?
- How many students end up earning college credentials, from which institutions, and in what majors?

Many of these data points can only be gathered by longitudinal studies, but without paving the way to capture these longer-term outcomes, leadership teams cannot know whether the programs they have developed are equitable and successful for all students.

RESOURCE

How Do We Measure Student Success in Dual Enrollment Programs?

Additional equity questions for leadership teams to answer are:

- Are our dual enrollment courses only serving our most academically prepared students?
- What are the equity goals we are going to set for our dual enrollment classes?
- How can we focus our recruitment to better serve traditionally underserved students?
- What supports can we provide to students who are less prepared academically, in order for them to experience success in a dual enrollment class?
- How can the dual enrollment program better serve special populations? (students with disabilities, foster youth, English learners)

Additional questions for teams include:

- How do we ensure effective dual enrollment program delivery for students taking college courses online?
- What has been successful in gaining buy-in for dual enrollment with the associations and unions at the high school and college?

TEAM FORMATION/ ONGOING PLANNING

When considering team formation, it is important to include:

COLLEGE

K12

President/ VP Dean - Student Services Dean - Academic Affairs Dean of Dual Enrollment (DE) College DE counselor College DE Director HR* Union rep* Academic Senate rep* Superintendent/ Asst. Superintendent Principal Assistant Principals Director of Secondary Education Educational/Instructional Services rep CTE Director High school counseling lead HR* Union rep*

*For initial meetings

There is a need when initially creating a dual enrollment program to understand and overcome possible hesitation and skepticism, and to provide facts and data from other DE programs to counter myths and assumptions. Without an openness to provide that space, the program may be undermined at a later date. It is important politically to achieve consensus in order to create a sustainable program. The Board on both sides need to be champions of the program. It is also important to have student and parent voice included.

Your college may work with multiple school districts, or different schools within a district, and they may be at different places as far as the type of implementation they have or want. The type of dual enrollment that works in one school or district may not work in another, at least initially, and so the leadership team will need to set goals accordingly. There is often a lot of transition in administration, and so it is important to have a welldesigned system so that the DE leadership team can continue to do its job despite changes in personnel. A designated point person to take and disseminate notes from meetings will need to be appointed. The partners need to understand each others' realities: for example, the college needs to understand the local high school districts' goals, challenges, leadership, demographics, etc. The high schools need to understand the changing initiatives that the colleges are working under, and the funding issues they face. The two entities need to learn to speak the same language: K12 uses credits whereas the college uses units; apportionment in K12 is called Average Daily Attendance (ADA) and in the colleges full-time equivalent students (FTES). The partners need to understand each others' metrics for accountability: for example, using metrics from the CA School Dashboard, a high school graduate who has earned a C- or better in two 3-credit college courses is deemed "Prepared" for the CCRI (College and Career Readiness Indicator); and colleges are being held accountable (and funded now) based on student progression and success rather than on enrollment. It takes time to build a strong working relationship, and there needs to be trust between team members. Both flexibility and consistency are therefore key.

RESOURCE

Launching Dual Credit Options (Coast Community College District)

SET VISION/ PURPOSE OF PROGRAM

The college and their K12 partners may have different rationale for why they want to launch or expand a dual enrollment program. Even if they both say that they want what is best for the students, that may mean different things to each institution. The college would like to close the transition gap with the high school, as over half of the students who apply to community colleges in the United States drop out before the first day of class.¹ If students start taking community college classes in high school, and realize that they are capable of succeeding in college, the hope is that more of them will attend the college. The California Community College Chancellor's Office Vision for Success goals and metrics must be a point of reference, and Guided Pathways are now part of the picture - the college may want the high school students to have taken a college and career exploration class and decided on a meta-major before they arrive at the college campus.

The high school/district may want the college credit for students, but it may want dual enrollment classes that also fulfill A-G requirements, the sequence of high school courses that students must complete to be minimally eligible to attend a California (UC) and California State University (CSU). The school/district may also be concerned about its College and Career Readiness Indicators (as measured by the California School Dashboard), and want to improve those metrics for low SES students, for example. Some K12 districts are now requesting DE classes specifically for special populations such as English Learners and students with Individualized Education Plans for instruction, and 504 plans for accommodations, in order to close achievement gaps. Understanding the rationale for each institution, and understanding each others' metrics is critical to decisions that are made later around which classes to offer.

RESOURCES

Inside Higher Ed Report on California Dual Enrollment UC Davis Research Brief Unlocking Potential (Career Ladders Project) College & Career Preparedness Indicators CCI Dashboard Flyer Dual Enrollment Cost Comparison - (HS DE Versus Community College/ UCs/ CSUs)

Vision for Success Metrics



1 eab.com/fightorflight

FISCAL CONSIDERATIONS

What is the value versus the cost of dual enrollment? Research in Texas by the American Institutes for Research found: "The individual and societal benefits generated by participating in dual credit education are five times the cost of delivering this type of program." The costs to the colleges and high schools providing the programs also need to be taken into account, however. The college may eventually be able to generate revenue through its DE program, but in the initial stages, it will need to first become viable. Many grant funding opportunities have become available for development or expansion of dual enrollment programs over the last few years, including through the California Career Pathways Trust Grant and through Strong Workforce Program funding.

In order to be able to calculate its return on investment per class offered and share this information with stakeholders, the college will need to know whether its dual enrollment implementation team is being funded completely through the class offerings, or whether other funding streams will need to support it in the initial stages. The basic calculation colleges can use is that they receive approximately \$5,700 for 1 FTES = 10 DE enrollments. At a certain point, the college may be able to generate revenue on the DE courses, but when it does not need to increase FTES, such as in times of budget decreases, there still need to be good reasons to continue to offer the dual enrollment courses, and it is important to view DE as a methodology to prepare underserved students for college, no matter where they eventually choose to go. Dual enrollment students and enhanced non-credit students receive a higher apportionment rate per FTES than college-aged students under the new funding formula.



CASE STUDY

At Cypress College, they have been able to scale up their dual enrollment program over the last 4 years. In 2016-17 they were offering 10 sections of 8 courses, with 193 enrollments, providing the college with 9.947 FTES. By 2019-20 they were offering 102 sections of 45 courses with 2,200 enrollments, providing the college with 205.2 FTES, or equivalent to over \$1 million of revenue. The student success rate over the four years is 91.3%.

RESOURCE

Example of a Dual Enrollment ROI Calculation Enrollment Management Metrics Primer



CASE STUDY

Cypress College also offers the option of cross-listed classes for students, with the proviso that the classes have been advertised and there is no wait list for them. Classes that do not fill, but are identified as fulfilling the college's Guided Dual Enrollment Pathways Program selection of courses, are available for high school students.

Departments determine in advance how many seats do not usually fill and can be set aside for the high schools. The class is created with two class codes: one for the college students, one for the high schools. The high school class is coded as dual enrollment for auditing purposes (so that students will not be charged a health fee, etc.).

The faculty member teaching the class receives two separate rosters for the same class. The college promotes the cross-listed classes together with its other regular dual enrollment classes, and collaborates in developing content for the high schools to advertise courses on their own websites. This methodology has prevented many low-enrollment classes from being cancelled, and the high school student success rate in all types of dual enrollment classes at Cypress College is over 90 percent. They estimate about one-third of the high school DE students are in embedded DE classes during the regular high school day, one-third take classes at the high school outside the regular bell schedule, and one-third take the college's cross-listed classes, many during the summer.

TYPE OF DUAL ENROLLMENT/ CONCURRENT ENROLLMENT

There are multiple forms of early college credit, and different reasons why college/ high school partnerships might choose to use them. The three main types of dual enrollment are: embedded classes offered during the high school bell schedule at the high school; classes offered outside the bell schedule at the high school; classes offered at the college campus. High school students receive both high school and college credit for dual enrollment classes offered at the high school during the regular high school bell schedule. Classes offered outside the regular bell schedule at the high school, or classes taken at the college campus provide college credit which can be accepted by the high school as also fulfilling a class requirement.

Some partnerships offer summer classes online, at the high school campus, or on the college campus. Dual enrollment can be done as a College and Career Access Pathway (CCAP) agreement under AB288/ AB30 legislation, or a non-CCAP agreement (see table in Faculty chapter, page 4). Classes can be taught by high school teachers who meet the college's minimum qualification requirements, or by full-time or adjunct college faculty. Some dual enrollment classes have both a college faculty and high school teacher in the class simultaneously. Some partnerships believe this model to be unsustainable, as two people are being paid to teach the same class, which makes this model of offering the class costly for the college. This methodology is sometimes used with a college adjunct new to teaching in the high school working with a high school teacher who does not meet the college's minimum qualifications. It serves as a way to help the college instructor understand the culture and classroom management needs of teaching in a high school, and to ensure that the new class/ new instructor are successful. Other partnerships have the college instructor teaching three days per week and the high school instructor providing guided practice with the students the other two days of the week, as their model.

Equity of access to the classes is extremely important. Dual enrollment classes offer a no-cost opportunity for underrepresented and low SES (Socioeconomic Status) students to earn college credit. This is why many partnerships try to offer their classes embedded in the regular high school bell schedule, as otherwise students may have commitments that prevent them from participating in a DE class (after-school activities, jobs, babysitting responsibilities for their younger siblings, etc). Transportation to school for an early morning class may be too difficult for a family's schedule, as may a later pick-up time.

INSTRUCTIONAL MINUTES

When partnerships begin their planning, it is critical that they understand the daily instructional minutes required for high schools if they are hoping to offer classes during the regular bell schedule. For the high school to receive its full ADA (equivalent to college FTES), students need to have 240 minutes per day of regular high school classes. For example, a high school without a block schedule could receive full ADA for a student taking four sections of high school coursework; colleges could take apportionment for sections beyond (typically two more in a six period school day). If the school/ district decides to claim three-quarters ADA, students need to receive instruction for 180 minutes. It is critical that the process for doing this is thoroughly documented, so that the high school/ college team can come out clean in an audit. When East Los Angeles College was setting up its expansive dual enrollment program, they worked with the school district counseling coordinators, and offered professional development to schools on the topic of instructional minutes.

Some DE partnerships use the model of early college high school, middle college, or academy, and students enter a two or four year program where many of their classes are dual enrollment. Golden West College offers a program where DE students take two college classes each year for four years for the IGETC pathway (general education class requirements to transfer to a University of California (UC) or California State University (CSU).

RESOURCES

Wendy McCaskill Interview on CCAP Minutes Scheduling Time Examples Garden Grove Unified School District

COURSES TO OFFER

There are many considerations when DE leadership teams decide on the types of classes to offer to students. Sometimes schools will have certain requests for classes to link Career Technical Education (CTE) academies to the college's programs, or to help support their A-G efforts. They may want to offer remedial math or English classes to help their students prepare for college-level classes, or classes that can count towards high school graduation. High schools can provide the college with data on current class-taking patterns of their students, showing which classes are popular after school or over the summer, which can help to drive decisions about offerings and which classes would fill easily (these include classes like statistics, world languages or visual & performing arts).

Sometimes colleges will want high schools to offer Intersegmental General Education Transfer Curriculum (IGETC) or introductory meta-major classes, or they want students to take college success or career exploration classes. Some high schools survey their students and/or parents to find out what types of classes they would like to take. Some requests from high schools are driven by what the UCs would like to see on high school transcripts. However, many students take Advanced Placement (AP) classes but not the exams, or they may get a grade on the AP exam which is not high enough to be accepted. So for many students, passing a DE class with its concomitant transferable college credit is a better option. Whichever methodology the partnership agrees on, it is good to have a strategy, to move away from what is sometimes described as "random acts of dual enrollment."² Students should be joining a pathway of at least two courses, not just taking an a la carte elective class. Some high schools base their decisions solely upon the cost of the textbooks, which underscores the importance of Open Educational Resources (OER) for the high school population.

(See "Planning for DE Class Choice" Resources link.)

It's important for colleges to help fix "broken" pathways, where the high school has students orphaned in CTE programs that do not connect to a community college. However new pathways that are planned, and existing programs that are being revised need to be based on labor market research, and the needs of the local workforce community should drive new course offerings, whether in the high schools or the colleges. These types of classes may be CTE classes such as water utility science, aviation or fire technology. Sometimes classes may not be considered seriously as there appear to be barriers to offering them, but some innovative DE teams have come up with solutions such as a regional biotechnology mobile lab to bring equipment and materials to the high school.

Different types of early college credit options need to be built into the strategy. AP classes and high school articulation using credit-by-exam, as well as non-credit classes may be additional options to consider, as well as dual and concurrent enrollment. There may also be some high school student populations who have transferable units issues, such as non-residents, and those with student visas. The college can help ensure equity of access for all students by waiving all fees.

RESOURCES

<u>Planning for DE Class Choice</u> Saddleback College Community Interest Survey

² https://www.careerladdersproject.org/wp-content/uploads/2018/10/The-Dual-Enrollment-Landscape-in-California_A-CLP-Working-Paper.pdf

FACULTY

The faculty teaching the DE classes need to be chosen carefully. If they are college faculty, they should be intrinsically motivated to teach high school students and be flexible, dynamic, and enthusiastic. High school teachers who meet the college's minimum qualifications, and who are being hired on as adjuncts need exposure to the college department and program in order to connect better. Faculty needs should be anticipated, otherwise they may struggle through teaching the DE course, and be unwilling to teach further sections. The faculty chapter of this handbook goes into detail on the types of support they need, including orientations, handbooks, professional development and information about the school site.

One of the main decision-making areas for the leadership team around faculty is their mode of compensation:

» Coastline College

At Early College High School (ECHS), Coastline pays for the instructors because they are college rather than high school faculty. The materials fees are paid by ECHS.

At Garden Grove USD (GGUSD), Coastline pays for the instructors, but only if the class is outside of the regular day (period 0 or 7th period after school). When the class is within the regular day, it is always taught by their HS teacher who also meets the college's minimum qualifications. GGUSD remains the compensating employer, which is better for full-time HS instructors because their salary is higher than the college's adjunct rate.

>> Golden West College

The college is working with four types of payment methods for DE instructors:

- Existing full-time faculty from college can be paid as usual. The DE class is simply an additional class for them as part of their load.
- 2. The high school teacher is paid as a college adjunct if they are teaching outside the bell schedule but within regular school day (0 or 7th period). If the school has met the instructional minute requirement, and the teacher has taught five periods, the college can pay for 0 or 7th period. For most students the class is before or after regular school but the high school does not collect revenue.

- 3. Some CTE faculty are paid hourly by the school district. They can be paid by the college directly for their DE class.
- 4. For high school instructors teaching classes embedded during the regular high school day, with the DE class as one of their regular five periods, the college pays a stipend to the school district, and then the district pays a stipend to high school teacher for additional college activities such as entering grades etc. Golden West College is in the process of making adjustments to existing CCAP agreements to reflect these fiscal decisions. The plan is to have the school districts invoice the college for the cost of instruction for the class. The college will pay the same amount as if it were paying the high school teacher directly. Colleges cannot dictate how much to pay for a teaching stipend, as typically stipends are addressed in bargaining agreements. The high school districts could do a calculation on how many hours the high school teacher is spending on college work. The stipend paid to the district can help pay towards textbooks used in the DE classes.

ACADEMIC RIGOR

The leadership team needs to develop a plan for bridge building and bringing faculty together across K12 and the community college to discuss teaching the DE classes. It is a best practice to share syllabi, examples of typical student work for A, B and C grade students, and to discuss evaluation of student work. Faculty can assess students in a variety of ways, including final exams, midterms, project work, portfolios, skills demonstrations by production of artifacts, or industry certifications. Development of rubrics for student assignments helps high school students understand what they are aiming for in a class, that way the grading is transparent, and they can easily see the areas where they need to improve. These steps help to maintain academic rigor.

The impact of introducing dual enrollment into a high school should not be underestimated: teachers may not be supplanted by DE offerings, and AP teachers and elective teachers should not lose instructional work load, "load" because of the introduction of new options for students. It behooves the leadership team to engage all stakeholders in discussions in order for the DE program to have a viable future.

The leadership team also needs to plan to set aside funding for professional development for faculty at orientations and other learning events throughout the year.

RESOURCES

Detailed information and examples of information that needs to be shared are available in the <u>Faculty</u> <u>chapter</u> of the handbook.

COLLEGE KNOWLEDGE FOR STUDENTS & PARENTS

Both high school students and their parents need to understand how dual enrollment works, the benefits and consequences of failing grades, and the supports available. It is quite hard for students to understand the difference in rigor and expectations between a high school class and a college class until they are actually in one.

Many colleges are now realizing the benefits of better communications to parents on dual enrollment: some are providing parent universities or parent orientations, and some of these orientations are now being made mandatory before a student can take a DE class.

RESOURCES

Detailed information and examples of information that needs to be shared are available in the <u>Student/</u> <u>parent chapter</u> of the handbook.

ORGANIZATIONAL READINESS

In order to build a DE program, the leadership team will need to make many decisions, as detailed earlier in this chapter, and will need to put the policies in place that allow the program to start and move forward. Here's a checklist of decision-making areas and topics for leadership teams to guide their early implementation.

- □ Board policies
- □ Union/ workload issues
- □ Composition and funding for DE implementation teams
- □ Type of DE to be offered
- □ CCAP agreements/ MOUs
- □ Data sharing

□ Weighted grades

- □ FERPA (Family Educational Rights and Privacy Act)
- □ A&R (Admissions and Records) enrollment & flagging
- □ Matriculation processes for DE students
- □ Waivers of college fees (parking, health center etc)
- □ Textbook funding options, e.g., open educational resources (OER), textbook loaning programs
- Differences in contact hours and where to place a student who withdraws

- Reimbursement from Chancellor's Office for CCAP agreements and FTES
- □ Staffing
- □ Faculty
- □ Recruitment of students
- □ Courses to be offered
- Process at high school/ college for processing student enrollment paperwork

RESOURCES:

DE Bay Area Administrator Handbook

Career Ladders Project DE Toolkit

DE Agreements East Side Teachers Association/ East Side Union High School District (<u>April & August</u>)

CCAP Partnership Agreement Coast Community College District

El Dorado USD/ Los Rios MOU

Butte-Glen/ CORE Charter School CCAP Agreement with Appended Instructor Agreement

Butte-Gen/ Inspire School Appendix to CCAP Agreement



DATA/ PROGRAM EVALUATION

There are many types of data that need to be gathered for sharing with different audiences for information and decision-making. The leadership team needs to be looking at end-of-semester data to see which classes were offered through the college (both dual enrollment and concurrent enrollment), numbers of students served, success rate of students, and cost of offering each class (FTES minus faculty salary) in order to make decisions about offerings the next semester.

Data should also be disaggregated by different student ethnicities and populations and evaluated to ensure that students are being served equitably. Some populations to track might be students with disabilities, English language learners, foster youth, homeless youth, and low socio-economic students (students eligible for the free and reduced lunch program). Data also need to be shared with local employers and the public on how the DE program contributes to the community. Another tracking identifier would be to disaggregate the student enrollments based on grade (or age) and whether or not they are first time or continuing DE students. Colleges could better determine or confirm student success and how their grade/age supports college level learning. It would also provide a better overview of pathway progression.

Data are needed to track how many students are transitioning successfully from high school into the community college, whether students are staying in the meta-major areas that link to their DE classes/ high school career pathways, and how many of them transfer successfully into related employment, or into a four-year university in the same discipline. Attempts are being made in K12 by the new K12 Pathway Coordinators to clean up coding for classes in CALPADS (California Longitudinal Pupil Achievement Data System) to align with the same coding used by the community colleges or programs, so that the data can be added into Cal-PASS Plus (California Partnership for Achieving Student Success) and students will be able to be tracked from secondary to post-secondary education.

For each CCAP partnership agreement, the community college district and school district must annually report to the Chancellor of the California Community Colleges:

- The total number of high school students by school enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws
- The total number of community college courses enrolled in by participants, by course category and type, and by school
- The total number and percentage of successful CCAP course completions, by course category and type, and by school
- The total number of full-time equivalent students generated by CCAP partnership community college district participants

Solden West College shared the types of DE data they collect and for which audiences:

Students and parents - This includes the types of classes the students can take, and the student success rates. The DE students outperform oncampus classes by 20 percent.

K12 partners - This includes the number of enrollees. NextGen Dynamic Forms, a platform that enables electronic signatures and document tracking, shows the workflow in real time. The dual enrollment team shares enrollment files with the district. They include some demographic information to better match students, since the college does not have student high school ID numbers. The high school ID number has subsequently been added as an optional question on NextGen. At the end of the semester, the college shares grade data.

Leadership team/ Boards/ community - This includes information on students served, demographics, which classes they took, success rates, how much revenue the college generated in FTES etc. Savings on students taking DE classes compared to taking them at the community college, or at CSUs and UCs.

>> Coastline Community College

The Director of Dual Enrollment presented to the Faculty Senate and the Coastline Management Team on the five-year success data of Early College High School (ECHS). The information showcased the economic impact that dual enrollment has made on students, making it possible for them to complete their undergraduate classes in only two to three years. Also, for all of the classes they took in the General Education Transfer pathway (IGETC), the high school student's success rate has been equal to or higher than that of regular Coastline students for the same classes.

While data sharing of student enrollment information and grades are addressed in the CCAP contract, North Orange County Community College District established a separate data sharing MOU with Anaheim Union High School District that is more detailed in the request for additional student demographics.

In the addendum, you will find a checklist for the types of data your colleges and schools might want to gather.

RESOURCES

AUHSD Data Sharing Agreement Data Sharing MOU Elk Grove Cradle to Career CA Plan for Data Sharing Data Collection and Momentum Strategies -Community Colleges CALPADS Fields Dual Enrollment State Course Codes (Aeries Student Information System) How to Tag DE Courses What are DE and Articulation Courses?



STUDENT VOICE AS A DATA GATHERING METHODOLOGY

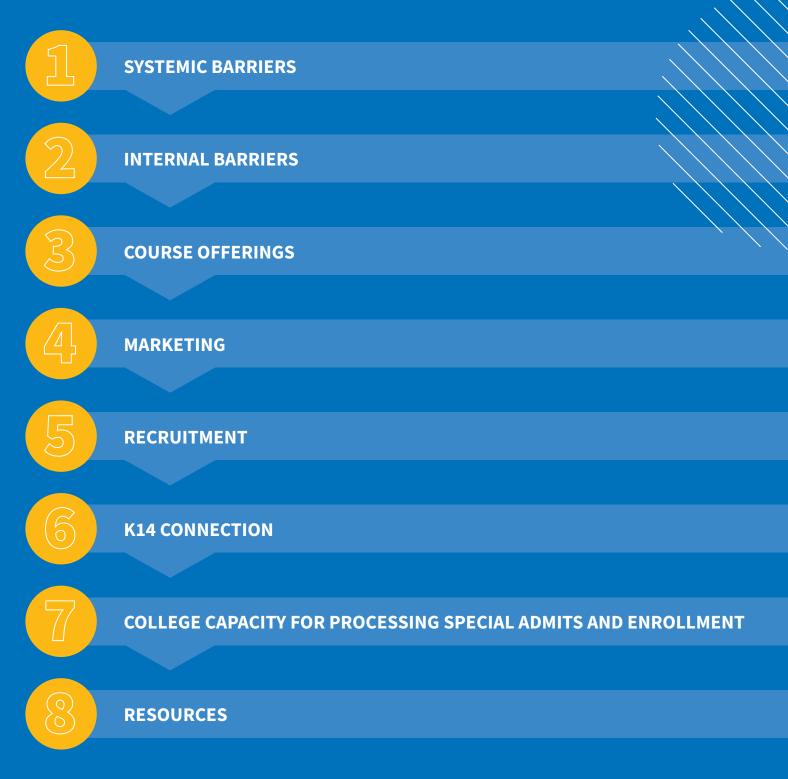
One of the important sources of feedback for the success of dual enrollment is from the high school students themselves. Working with Hanover Research, an Orange County regional CCAP survey was conducted in 2018 and in 2019 to better understand students' perceptions and experiences in DE courses. Students responding to the 2019 survey (n=521) indicated that transferring credit, saving money on college, and minimizing the time to completion were the top three reasons motivating them to participate in dual enrollment. A majority of students said that they developed college-related skills including consequences for attendance and assignments (65%); successful study habits (61%); and expectations of college level courses (58%) - all indicators of developing a college going culture. A large majority of students said that dual enrollment increased familiarity with academic expectations in college (87%), confidence in academic ability (80%), and preparation for college or future career (80%). But digging deeper into the data, most students responded that they were only taking one dual enrollment course. In scaling up dual enrollment, a question that Leadership teams should consider, is how to weigh the balance of easing students into college courses, but also provide consistent and effective pathways that will help students reach their goals and realize the benefits of dual enrollment.

CCAP survey tool

Email for faculty about survey distribution <u>CCAP survey parental consent form</u> <u>CCAP survey design</u> <u>CCAP program improvement survey results 2019</u> <u>CCAP longitudinal survey presentation</u>

HOW TO SCALE UP

After colleges have conducted their initial start-up of dual enrollment, with usually one or two classes at a high school, and they have made the program sustainable by maintaining consistent standards for the program, many of them want to scale up their DE programs. Their goal is to offer the benefits of DE to more students, and to be able to connect the students more securely to the college programs. Below are some topics for discussion when a college is getting ready to scale up:



SYSTEMIC BARRIERS

Has the college identified and eliminated barriers for students, parents, and high schools?

D INTERNAL BARRIERS

Has the college identified and addressed internal barriers to scaling DE? It may be that a college has had a Dean and one other staff person working on DE until this point, but expansion will not be possible without several dedicated team members.

COURSE OFFERINGS

Are colleges and their high school partners moving away from "random acts of dual enrollment" to a more systemic plan? Colleges can offer a four-year program to high schools instead of a la carte classes. College-level English and math can be embedded.

CASE STUDY

Golden West College counselors have created five introduction to metamajor classes which are being offered online in the fall for the first time they cover possible careers and labor market information, transfer options, and the students will create their education plans at the end of the class.

In the future colleges could embed these types of introductory sampler classes in high school DE programs.



Is the college using multiple forms of outreach to high school students and parents? The college/ high school partnership needs to ensure that recruitment materials are available in multiple languages according to their local demographics, and they should also be accessible. *(See also Student/ parent chapter on Outreach materials)*

Are colleges reaching out to specific student populations, especially low socio-economic students, English language learners, foster youth and students with disabilities?

K14 CONNECTION

Is the partnership team adequately promoting the message of students being on the college path (and the path into their meta-major) in high school? Cypress College explicitly build their relationships with K12 partners (see link to presentation in resources below). Santiago Canyon College embeds career coaches at their partner high schools to provide coaching, assessments, job readiness workshops, classroom presentations, provide assistance to DE students, help with career events and register students for the college (see link to presentation in resources below).

COLLEGE CAPACITY FOR PROCESSING SPECIAL ADMITS AND ENROLLMENT

How is the college going to streamline its cumbersome paper application processes? The California Community Colleges Chancellor's Office has approved that students only have to submit a special admit form once in high school to last all four years, but even so, there is a difference between processing forms for 300 students versus 1,500. If colleges move to an online system such as NextGen, with electronic forms for signatures, guides need to be created to explain the process to parents and students, and to ensure that both parents and students understand that they each have to create an account in the system.



Is the partnership leveraging grant funding opportunities on both the community college and K12 side to support dual enrollment, from regional and state entities?

RESOURCES

Golden West College's DE Application Website Cypress College Dual Enrollment Regional Network Presentation

Santiago Canyon College Career Coaches



ADDENDUM

THE LEADERSHIP TEAM DUAL ENROLLMENT TOOLKIT

TOOLKIT / RESOURCES

THE LEADERSHIP TEAM DUAL ENROLLMENT TOOLKIT

Below is a resource for your dual enrollment work: a checklist for data tracking. You may also add your customized files to the handbook addendum by following the instructions below.

RESOURCES:

Checklist for Data Tracking

- If you wish to add your customized files to the handbook addendum, simply:
- 1. Save your Word document as a PDF.
- 2. Open the downloaded handbook or handbook section.
- 3. Choose "Insert Pages" and navigate to your customized PDF pages.
- 4. Move new page into correct position in the appropriate addendum section.



THE IMPLEMENTATION TEAM

INTRODUCTION

This chapter is written for the implementation teams at both the community colleges and the high schools. They have the crucial day-to-day responsibility for operations for the program, but they are also well-situated to engage in continuous improvement, as they can identify problems in delivery of services and can devise or suggest ways to provide better dual enrollment experiences for stakeholders. Implementation teams will definitely find ideas and guidance in this chapter, but they should also refer to the other three chapters in this handbook for additional ideas on growing, scaling and improving their programs.



BACKGROUND

This chapter is written for dual enrollment implementation teams, who are charged with the day-to-day operations and success of their college's DE programs. These teams may comprise several members, and they have a wide range of responsibilities.

To manage dual enrollment is a complex task, as shown in the profile of a pathway director below. This profile was produced for the Orange County Strong Workforce Program Pathways & Early College Credit Regional Scale Up project, using the DACUM¹ (Developing A CUrriculuM) technique: practitioners in an occupational field identify the major areas of work and the constituent tasks that define successful job performance. The process embraces unrestricted brainstorming, yet yields a document that is both concise and structured. The final job description contains 47 discrete tasks².

The 6 overarching duties for the pathway director (and team) are:

- 1. Cultivate partnerships
- 2. Operationalize pathway components and requirements
- 3. Facilitate pathway delivery
- 4. Provide technical assistance
- 5. Promote evidence-based program improvement
- 6. Ensure regulatory compliance

Pathway Directors need knowledge of:

- California Education Code, Title 5 Regulations
- Collective bargaining agreements
- Communication skills, verbal and written
- Curriculum development and alignment
- Data systems (state and local)
- Evaluation concepts and techniques
- FERPA
- High school structures
- Instruction and student support services in K12 and community colleges
- K12, community college, university systems
- · Labor market information
- · Methods of class scheduling
- · Local and regional institutions
- Pathway concepts and models
- Project management
- Regional industries and trends
- Research methods
- Scheduling
- Secondary/Higher Education funding models

¹ Robert E. Norton, DACUM Handbook, (Columbus, Ohio: 1997). The DACUM process has been widely promoted by Robert E. Norton and the Center on Education and Training for Employment at Ohio State University.

² SWP pathway director profile

Skills required:

- Conflict resolution/mediation
- Customer service
- Data systems
- Data collection and analysis
- Develop and maintain personal relationships
- Facilitation
- Listening
- Microsoft Office Suite Applications
- Multi-tasking
- Navigating complex organizations
- Negotiating agreements

- Organization
- Planning
- Presentation techniques
- Prioritizing
- Problem solving
- Project management
- Public speaking
- Report and technical writing
- Research
- Time management

RESOURCES

Profile of a Pathway Director Report Santiago Canyon College DE Administrative Guidebook



KEY ISSUES

Setting up a dual enrollment program requires attention to many details, and requires relationship building over time, both with school districts and college departments, administrators, faculty and staff. Having a leadership team that provides structure and support to the implementation team is critical for promoting the college's vision and purpose of the program. However, the operations of the program, its sustainability and expansion lie with the implementation team.

IN THIS CHAPTER WE COVER:

- Managing an effective DE program
- Considerations for expansion or scaling

Additional models, ideas and information necessary for implementation are covered in chapters: Leadership Teams, Faculty, and Student/Parent



REFLECTION QUESTIONS FOR DUAL ENROLLMENT TEAMS

K12 connection

- Are you coordinating presentations at high schools with your Outreach, Counseling and Promise programs?
- Are you providing recruitment materials in multiple languages?
- Is your college thinking about employing college reps/ education advisors/ hybrid counselors to work at the high school sites?
- How is your team transitioning from paperwork to an online, electronic special admit process?
- Is there a universal class you can offer in all of your partner high schools? (For example, career exploration or college success)

Planning

- Does your DE team have a strategic plan for expansion?
- What data can you share with administrators to show the success of your program?
- Do you have a professional development plan for your team?
- How are high school counselors kept updated on new DE options?
- Do high school counselors have a clear understanding of how the college credit would apply for a transfer to a CSU/UC/ community college?

RESOURCES

Guided Pathways Begin in High School Toolkit Education Advisor Presentation by Norco College College HS Counselor Guide for Classes

ORGANIZATION

• Create a year-round calendar

In terms of simply running a DE program, the work is cyclical, and so one of the most important structures for an implementation team is a calendar that projects out one to two years, with critical dates and reminders built in. A month by month calendar is needed, with tasks for each team member that cover each high school, and which incorporates academic deadlines for enrollment, drop deadlines, data gathering etc.

Planned expansion of a DE program is tethered to deadlines around grant writing, Board meetings, the amount of time necessary to get new class approval, etc. With the advent of Guided Pathways and meta-majors, some of the DE expansion work will need to be closely tied to these new structures. There may be opportunities to create new introductory classes to offer to high schools that will allow students to sample pathways as part of their career decision-making process. (Golden West College counseling department has designed five of these classes that will debut for regular college students in fall 2020.) See addendum at the end of this chapter for a customizable calendar.

TYPES OF EARLY COLLEGE CREDIT

- A strategic plan of early college credit offerings may encompass different types of dual enrollment/ concurrent education/ high school articulation:
 - DE in 1st 6th periods
 - DE in 0 or 7th period
 - DE during summer school
 - DE as online
 - Early college high school (two or four years)
 - Concurrent enrollment on college campus/ online during semester
 - Concurrent enrollment on college campus/ online during summer
 - High school articulation
 - Cross-listed classes

Practitioners will need a strong understanding of the different types of early college credit options, the pros and cons of each, including which populations may be served by each and the college financial aid implications of each option. Different high schools may choose different methodologies. A spreadsheet detailing which types of DE are being used in which schools/ districts will be valuable. College classes carry different types of weighting in the high school, and it will be important for practitioners to understand these benefits and be able to explain them to the high school teams (see UC guidance document in resources section below).

RESOURCES:

Dual and Concurrent Enrollment Strategies CDE Career Ladders Project DE Toolkit UC DE Guidance Document



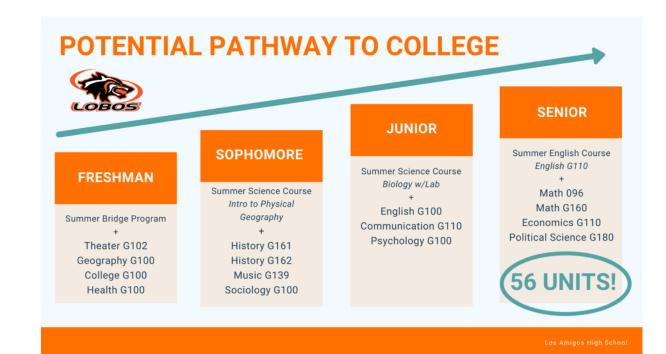
COURSE OFFERINGS

• Develop a portfolio for schools/ districts to show the different types of DE offerings that are possible

High schools and districts will want to have different types of DE and different classes to offer to their students - and these will change. Dual enrollment is not a static program due to changes in policy, student interest, and trends in regional labor markets. Conversely, the college departments may blow hot and cold on which classes they want to offer for DE.

From the Orange County regional CCAP survey, the data showed that most DE students were only taking one course. In order to benefit students more, colleges need to work with their partner schools to build better DE pathways, so that students can move beyond having a positive experience with a single college class, to moving forward on their chosen academic and career path. Cafeteria-style options, or "random acts of dual enrollment," are how many colleges start their DE programs, with classes being offered based on which high school teachers meet minimum qualifications, or which electives the high school principal thinks will fill, or how much a textbook for the course costs. The result of this type of dual enrollment process is a lack of alignment with college pathways and high school students with excess credits that they do not need.

It is more beneficial to offer DE classes aligned with a purpose. A thoughtful program can offer DE credit to students throughout their high school experience. In certain states, dual enrollment is a required offering, and some high schools require students to complete up to 16 community college DE units for high school graduation. California does not mandate dual enrollment as a policy, but neither does it put restrictions on which students can access DE classes. In Orange County, several colleges have transitioned to Early College pathways, with students taking classes throughout their high school years, and completing multiple college credits, either toward their college general education requirements or in their chosen career pathway areas. These credits can simultaneously fulfill high school graduation requirements or A-G requirements for the UC system. An example of this is from Golden West College, who partnered with Los Amigos High School to offer students the possibility of completing up to 56 college credits:



Before students access dual enrollment classes, some colleges require high school students to take a college/ student success class first to help them understand the difference in expectations between high school and college classes, and to prepare them for success in their DE classes. Other colleges prefer that students take a career exploration class in 9th grade so that they have an idea about who they are, what they want and how their interests can build into their future careers. The idea is to get them going in a direction, and by their senior year, to have a plan to reach their desired career goal destination. DE offers an opportunity for all students to transition into college knowing what they want their meta-major or major area to be, and why, and to have already completed credits in their chosen pathway.

TYPES OF DE CLASSES

- CTE pathway
- UC A-G Approved
- Required toward HS graduation
- IGETC (Intersegmental General Education Transfer Curriculum)
- Enrichment
- Support for special populations (IEP/ 504 etc)
- Career exploration
- College and career planning
- · Intro to meta-major

In the addendum, you will find a checklist for developing a portfolio of dual enrollment courses.

COMMUNICATION

• Use multiple media sources

Dual enrollment teams must communicate DE offerings to many stakeholders - not just high school students and their parents, but also faculty, counselors, administrators, Academic Senate, Boards and the community. Having an up-to-date website for the program with embedded videos, guides, downloadable forms etc. is vital. It is also essential to gather and share program data with those stakeholders - student enrollment numbers, student demographics, success rates, ROI for the college etc.

RESOURCES

GWC Dual Enrollment Update CCCD Board

Detailed information on outreach materials is available in the <u>Student/parent chapter</u> of the handbook.

Detailed information on types of data is available in the <u>Leadership chapter</u>.

DOCUMENTATION

Online matriculation

As a response to Covid-19 and the closure of schools and college campuses, many dual enrollment teams are making the leap to fully online orientation, enrollment and onboarding. Electronic signature forms are being developed for special admit purposes, and colleges are shifting to only requiring parental and student consent once for the student's entire dual enrollment high school experience. Platforms such as NextGen Dynamic Forms allow dual enrollment teams to see exactly where paperwork is "stuck" in the process, so that they can follow up with reminders for students. Principal or designee signatures also need to be gathered for CCAP agreements, verifying that each dual enrollment student has the ability to take advanced scholastic or vocational work.

Dual enrollment teams can partner with their Admissions and Records departments to coordinate "nudging" systems - reaching out to students who have applied to the college but who have not finished the process of enrolling in a class by sending email or text reminders. These systems are inexpensive, and reminders with links can be sent to multiple students or individuals.

RESOURCE
Designee approval letter Norco College

STUDENT SUPPORT

There are many ways that DE implementation teams can make the DE process smoother and more studentcentered. A report on equity-focused dual enrollment mathematics by WestEd³ recommends specific times of the semester when counselors from either the high school or the college need to be practicing intrusive, or intentional counseling, and reaching out to students (rather than waiting for referrals):

 a) Throughout the first several weeks of classes: Are students attending class, engaged, turning in assignments, and establishing the work habits they'll need to be successful? Early intervention is critical.

- b) After assessments (especially after the first exam): Are some students struggling and in need of additional support?
- c) Several weeks (or more) before the college's course drop deadline: Which students are at risk of not passing the course? Who needs support to get back on track? Who should consider dropping the course before the deadline?
- d) *The doldrums:* Pay attention to the ebbs in the year when student motivation can slip (for example, in the middle of the semester before spring break, or toward the end of the year for graduating seniors).

Here are some student support tips from Cypress College:

>> Recruitment

SE STUDY

• Use surveys to capture student interest in courses occuring in the upcoming semester to better project course sections, seat counts, faculty needs, etc.

>> Registration

- Proceed directly to registration after successful completion of student orientation
- Host registration workshops students can attend at their high school during lunch or afterschool
- Host registration workshops for high school students at the college campus if they missed a workshop at their high school campus
- Allow students to register online at home by emailing instructions with a tutorial link

>> Supplemental instruction

- Can the college support student success in any DE classes by offering supplemental instruction or tutoring?
- Will the college cover the cost, or can it be shared with the high school district?

Student progress

• Implement an Academic Progress Report system:

- Target important academic timeframes/periods as opposed to weekly progress reports
- This can increase buy-in from faculty by reducing perceived workload from faculty (i.e. before/after "W" drop deadlines, midterm, before end of term, etc. vs weekly)
- This system is used by many college programs such as EOPS (e.g. Fullerton & Cypress College), PLEDGE/ Promise (e.g. Fullerton College), other 1st year programs, etc.

>> Textbook costs

- Work with faculty to confirm textbook needs
- CCAP agreements usually include a textbook life cycle that exceeds what is used at the college campus

» For concurrent enrollment students in cross-listed classes

- Send communication reminders to students for:
- First day of class, time, and location
- Textbook pick-up reminder
- Available support services to students throughout key timeframes in the semester

3 Equity-Focused Dual Enrollment Mathematics: Lessons for Improving the Outcomes of Historically Underserved Students (2020); Dolle, J., Bowman, A., Hirschboeck, K., & Miles, K. San Francisco: WestEd

OTHER STUDENT SUPPORT TIPS

- *Recruitment:* If a career exploration course is offered in high school, i.e. Career Choices and Changes, Implementation teams can mine the career interest survey completed by students to obtain student career interests and share with the college.
- *Registration:* Offer live help hours staffed by college admission representatives

PROFESSIONAL DEVELOPMENT

It's helpful for DE practitioners to hear from other colleges how they implement their programs. Having a community of practice to ask questions of colleagues or share new ideas can provide an invaluable professional development opportunity. Statewide, the Career Ladders Project has recently started a virtual DE community of practice as a response to the need to move dual enrollment online owing to the Covid-19 pandemic. They have been offering a series of free webinars that have been archived on their website, and have created a Dual Enrollment Community of Practice on Basecamp, a free online space for DE practitioners to ask questions of others statewide, and to share resources. Additionally, there are a variety of statewide/ national conferences DE teams can attend and other professional development opportunities to access to hear about best practices others have developed:

NACEP

The National Alliance of Concurrent Enrollment Partnerships (NACEP) is the only national organization supporting programs, practitioners, and policy to advance concurrent and dual enrollment programs. nacep.org

CCEMC

The mission of California Coalition of Early and Middle Colleges (CCEMC) is to establish and document best practices that develop and sustain supportive environments to strengthen K12 and college partnerships, enabling high school students to transition successfully to post-secondary institutions college and career ready, with substantial college units earned through dual enrollment. dualenrollment.org

CCCAOE

The California Community College Association of Occupational Education is a state-wide, membershipdriven organization of career educators, faculty, staff, and administrators. Their focus is on CTE, including early college credit mechanisms.

cccaoe.org

Educating for Careers conference

Sponsored by the California Career Pathways Consortia and California Partnership Academies. Their focus is on CTE pathways from the K12 perspective.

2021.educatingforcareers.org

ADDENDUM

THE IMPLEMENTATION TEAM DUAL ENROLLMENT TOOLKIT

TOOLKIT / RESOURCES

THE IMPLEMENTATION TEAM DUAL ENROLLMENT TOOLKIT

Below are some resources for your dual enrollment work: customizable documents and checklists. You may also add your customized files to the handbook addendum by following the instructions below.

RESOURCES:

<u>Customizable CCAP agreement</u> <u>Customizable CCAP annual amendment</u> <u>Customizable dual enrollment calendar</u> <u>Checklist for portfolio development of DE courses</u>

If you wish to add your customized files to the handbook addendum, simply:

- 1. Save your Word document as a PDF.
- 2. Open the downloaded handbook or handbook section.
- 3. Choose "Insert Pages" and navigate to your customized PDF pages.
- 4. Move new page into correct position in the appropriate addendum section.

\sum

FACULTY

INTRODUCTION

This chapter is written for faculty who will be teaching dual enrollment courses. Faculty are critical to the success of the dual enrollment (DE) class, and significant support needs to be provided to them, whether they are college faculty teaching a new student population in a new setting, or high school teachers working as college adjunct faculty to teach the DE class.



KEY ISSUES

Many of the college-based faculty who teach DE courses tend to be adjunct, or part-time, faculty, who may be less connected with the college than their full-time colleagues. For this reason, all DE instructors need both a good orientation to the college and a specialized DE orientation, followed by ongoing professional development. If they come from the college campus, they will need logistical information about the high school where they will be teaching.

The instructor is also the key liaison for students to support services that will help them succeed in the college class. Finally, the instructors also have the responsibility of helping the DE students develop a strong self-concept of themselves as college students, capable not just of succeeding in this DE class, but also of attending college and succeeding there.

IN THIS CHAPTER, THEREFORE, WE COVER:

- Faculty orientation
- Faculty handbooks
- Professional development
- Necessary high school information
- Student supports
- Student drops
- Developing a college student identity

BACKGROUND

The hiring process for the instructors for the DE course has several requirements: if a college faculty member will be teaching at a high school, they will need to complete LiveScan fingerprinting and if the class is being offered during the regular bell schedule, they will need a subject area credential (or they will have to team teach with a credentialed teacher). If the high school instructor is hired as an adjunct to teach the college course, they need to meet the college district's minimum qualifications for that program area.

DE instructors need to understand that although there are two types of dual enrollment (covered in the case study for Santiago Canyon College/ Orange UHSD below), the high school students must be held to the same standards as college students, as per CCAP Education Code section 76004:

Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same standards of achievement, grading standards and be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on the COLLEGE campus.

Note: All referenced Sections from AB 288 (Education Code §76004)

FACULTY ORIENTATION

A college should provide an orientation for all faculty to attend within their corresponding divisions. If the faculty member teaching the college course is a high school teacher hired as an adjunct to teach the DE course, or they are a new adjunct to the college, it is important that they are oriented to college expectations and that they have an opportunity to interact with the college department faculty regarding DE course content, student learning outcomes and program content.

It is up to a DE program team to provide a separate dual enrollment orientation to ensure that ALL program faculty receive important information, such as the ways in which the credit transfers, so that they can advise the high school students how their credit "counts" at both the community college and for transfer to the four-year universities, plus for them to receive updates as programs grow or make changes.

Recommended topics to include in a faculty orientation include:

- overview of the college's vision & purpose of program
 (starting a new DE program in a new district; scale existing program)
- overview of what dual enrollment is and why it is important for the college, the high school and the students
- reminder on college policies and procedures as they apply to dual enrollment
- roster verification
- add/drop deadlines
- late adds
- add codes
- drop policies
- A&R forms that may be needed
- attendance policy
- academic dishonesty
- grading policy
- college course outline of record
- student learning outcomes
- student evaluation (exams, rubrics, projects etc)
- syllabus content
- student course evaluation
- audit of faculty
- available campus support services

- faculty absence procedures
- FERPA and parent interactions
- student code of conduct
- benefits & challenges of teaching dual enrollment students
- list of college contacts and resources
- Textbooks
 - how students get their textbooks
 - have faculty verify the textbook on file to be used in the program for their course
- High school campus information
 - Reminders that faculty will need to observe and reference (2) academic calendars, the college's and the high school district's calendar.
 - To be mindful that there may be special testing periods for students and that the faculty member may need to gauge their class during these periods
 - AP testing, finals week, or similar testing
 - Information on the designated dual enrollment high school contact for each campus
 - Reminder about travel time if faculty are arriving close to school start or end (parent and student traffic)
 - Tour of HS campus & introduction to HS administrators, counselors & teachers
 - The high school also needs to include new DE college faculty in live orientations and opportunities to collaborate with the high school staff
- College Disabled Student Support Services
 - The faculty member should announce to students that if they have an IEP, 504 plan, or other document that provides them with accommodations to let them know (in person, email, text, etc.)
 - Students may not understand what the college Disabled Student Services (DSS) is, as high schools tend to use other language that they may not identify as applicable to them
 - The dual enrollment program office should be able to assist students with the DSS application process

RESOURCES:

Cypress College Faculty Orientation PowerPoint Faculty Orientation Follow-up Email Example

DUAL ENROLLMENT OVERVIEW

(Santiago Canyon College/ Orange UHSD example)

Dual enrollment is a program that offers qualified high school students an opportunity to enroll in college-level coursework to earn college credits while they are pursuing their high school diplomas. Dual enrollment students can enroll in courses that are taught on their high school campus, at a community college campus or online. Dual enrollment is an approach to help a broad range of students make the transition from high school to college.

Dual enrollment courses are college courses that must ensure assignments and grading criteria are identical to, or are of comparable design, quality, and rigor to the equivalent campus-based course. Dual enrollment students should be treated as college students, with all of the privileges, responsibilities, and expectations associated with college-level academic work, behavior, and attendance. Santiago Canyon College is in partnership to execute dual enrollment courses using two methods:

- 1) College and Career Access Pathway Partnership under AB 288 and
- 2) Non-AB 288 Agreement.

The table lists differences instructors should become familiar with when teaching for the dual enrollment program.

ELEMENT	NON-AB 288/AB 30 AGREEMENT	CCAP PARTNERSHIP (AB 288/ AB30)
Purpose	Providing advanced scholastic and vocational training to students who are ready to undertake degree-applicable credit coursework.	Expanding dual enrollment for students who may not already be college bound or who are underrepresented in higher education.
Enrollment	Must be open to any regular college student for a minimum of 30 continuous days prior to the first meeting of class, and the district open enrollment policy and course description must be published in the catalog, schedule and any addendums. Offered on campus, online, or high schools. If course is located at a high school it is scheduled outside the regular school day.	Sections to be open only to the high school students of the high schools in the agreement when offered during the high school's "regular school day".
Units	Fall and Spring up to 12 units or, Intersession and Summer less than 6 units (5). Once student enrolls in 12 units Fall or Spring, or 6 units Intersession or Summer, the student will be responsible for tuition fees.	Allowed to enroll in up to 15 units (4 courses) per term.
Books and Materials	Purchased by the enrolled student.	Purchased by Orange Unified High School District.

CASE STUDY: DUAL ENROLLMENT OVERVIEW CONTINUED

HIGH SCHOOL STUDENTS AND DUAL ENROLLMENT

High school students who participate in the dual enrollment pathway are sometimes part of a cohort specifically selected to participate in the pathway. Selection and screening processes vary in the pathways, but dual enrollment pathway participants are deemed ready to handle college-level work and are expected to conduct themselves with the discipline and independence of community college students outside of the K12 age group. For such students, dual enrollment can be an introduction that helps them understand what college offers, may enhance aspirations and encourage future college attendance by showing students that they are indeed capable of doing college-level work. Dual enrollment can also lessen the time to a degree and reduce the cost of degree attainment. Some colleges choose to have their DE students take a college/ student success class before they enroll in other DE options. For example, Golden West College/ Garden Grove USD use COLL100 as their "first" DE course.



FACULTY HANDBOOKS

Many colleges provide their dual enrollment faculty with a handbook covering college expectations and information on responsibilities, plus all of the topics noted in the previous section on orientation. Here are some examples:

RESOURCES:

Irvine Valley College Faculty Manual Norco Faculty DE Handbook Butte College DE Handbook Cuyamaca Faculty Handbook

PROFESSIONAL DEVELOPMENT

The majority of faculty who teach dual enrollment courses tend to be adjunct, or part-time, faculty. While the college or their corresponding divisions may provide professional development for faculty it is unlikely to include aspects of dual enrollment and dual enrollment student populations. For this reason, the opportunity for dual enrollment professional development for faculty should be provided. Professional development can take many forms (webinar, seminar, workshop series, resource fair, etc.) and the format and facilitators most accessible or feasible for a program can be selected.

Career Ladders Project developed and made available resources for teaching in a dual enrollment classroom. The topic areas cover: pedagogy and working with adolescents; supporting English language learners and special populations; Federal privacy law related to dual enrollment.





- Cypress College offered (2) dual enrollment professional workshop in a series planned originally for faculty in spring 2019 and fall 2019. The series for spring 2020 was postponed in observance of the online transition challenges that occurred in response to COVID-19.
- New adjunct faculty highly valued the opportunity to connect with more seasoned dual enrollment faculty to discuss best practices and guidance/ advisement on unique DE student scenarios.

Here is the original content outline for the workshops:

» Audience: DE Faculty Assessment

- Existing or brand new faculty?
- What kind of orientation or on-boarding experience?
- Breakdown of faculty: high school teacher, CC faculty

>> Workshop Outline

SESSION 1

- Brief overview of available instructor resources and timelines for the semester.
- First phase of 360: self-evaluation or identification of areas for improvement in classroom instruction and outcomes.

 Discussion on teaching methodology: distribute book on pedagogy for college students (Teaching College, the Ultimate Guide to Lecturing, Presenting, and Engaging Students by Norman Eng; \$25.)

SESSION 2

- Revisit instructor resources and timelines briefly how is it going so far?
- Review and discuss analysis of DE survey stats develop a plan of action.
- Check in on book reading and review so far tie in a chapter to the stats results.

SESSION 3

- Wrap up book review and discussion on teaching methodologies – take away, practices so far.
- Discussion on looking at trends in student attendance, persistence, and grades.
- Final phase of 360: self-evaluation.

RESOURCES

Vignettes & Sample Scenarios on Faculty Absences for Different Types of DE

PD Opportunity Reminder Flyer

INFORMATION ON THE HIGH SCHOOL

For college campus faculty teaching at high school campuses, there is a lot of logistical information they need in order to be able to teach the DE class. A dual enrollment team will need to support their faculty by providing a checklist or information sheets with everything they need to know before their first class. These will need to be tailored for each individual faculty member.

Recommended topics to include in a checklist about the high school include:

- The high school instructional calendar
- Dates of special assemblies, field trips, testing, other events (needed before semester begins)
- Hybrid calendar showing important college dates such as drop deadlines
- Information on TB test/ fingerprinting for HS ID
- Parking information
- Campus map showing classroom and bathrooms
- High school campus tour should be provided by college's DE coordinator to meet administrators, counselors and teachers
- Where to check in each day in case of emergency
- Room keys
- Access to printing/ computers/ internet
- Procedure for bringing in guest speakers
- Procedure for obtaining classroom supplies
- List of emergency contacts

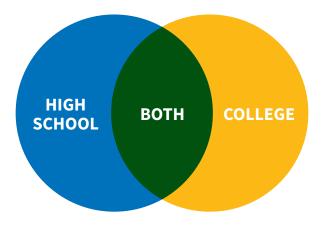
RESOURCES:

Sample Faculty Letter Campus Map HS Student/ teacher Calendar IVC High School Orientation Checklist in Handbook (page 5)

STUDENT SUPPORT SERVICES

The DE leadership team needs to have a clear plan for how students needing help can be supported, so that the faculty member knows where to refer students. The appropriate contact may be the dual enrollment authorized staff, high school counselor assigned to DE class, or college counselor assigned to DE class, or there may be a counselor from each institution. The same model may be true for tutoring support.

Counseling/tutoring support:



- Will there be one high school counselor assigned to intervene with students with attendance/ performance issues? Or will the student work with his/ her regular counselor?
- What would the process be for the faculty member to make that referral?
- What support will be offered for students needing tutoring? Will the faculty member provide the tutoring at certain times of the week, or will students be referred to a high school tutor or a college tutor?

Typical areas of concern may be:

- Poor attendance
- Many missing assignments
- Not completing homework
- In danger of not passing/ current non-passing grade
- Behavior
- Other



Cypress College shared a case study from one of its schools:

Dual enrollment counselors do more than advise students or create student education plans. We are the bridge between our dual enrollment students and the complex world of higher education. We collaborate with high school administrators, college faculty and staff in order to provide the best support services to our dual enrollment students. We support all our students by scheduling checkins, reminders, and counseling appointments throughout the semester. In addition, extra support is provided to students of concern so they can be successful in their courses.

In the Spring of 2018, we offered MUS 119C: History of Rock Music at Kennedy High School. Two weeks before the deadline to drop a class as a withdrawal, the MUS 119C instructor reached out to me and informed me that one of his students was having issues in his course. The instructor provided me with the student's grade progress and details about their issue. Once I had the student's information, I visited the high school in order to meet with the student in person to develop and discuss a success plan to finish the semester strong.

I tried to summon the student from one of their elective classes about three times, but the student didn't show up to counseling sessions I had planned. Since the student was not answering my summons notes, I reached out to the lead dual enrollment high school counselor about the student. The HS counselor summoned the student and we were able to meet with him.

Unfortunately, the student was having issues at home, which were impacting his academics. The three of us discussed a plan of action to assist the student succeed in the course as the student did not want to drop the course with a "W". The high school counselor decided to bring in the student's parents to make them aware about the situation. Delicately, the high school counselor and I explained the importance of the commitment the student made with dual enrollment and his college course. We explained that the grade was going to remain permanently on their student's college transcripts.

The parent agreed to support the student as much as possible at home, while I agreed to assist with time management and studying skills. Throughout the rest of the semester, I met with the student and stayed in contact with the MUS 119C instructor to learn about the student's progress. With our help and the student's hard work he went from failing the course to passing the class with a B.

This plan of action would have been very difficult if my supervisors hadn't created a collaborative relationship with the high school counselor and our faculty. These partnerships helped me assist the student to be successful in their MUS 119C course.

STUDENT DROPS

Clear processes also need to be set up around student drops. Dropping a student from the class is usually at the discretion of the faculty member, but in the case of high school students taking classes during the regular bell schedule, there will need to be an alternative class to place them in, so that students can still receive enough high school credit to complete the semester, even if they will not be getting college credit. This should have been built into the master schedule and the expectation that students may be joining a class part way through the semester communicated to the high school teachers of those alternative classes, so they have a plan in place to bring a student up to speed so that the student can still receive full credit for the semester.

Drops should not be a surprise. A student should have received counseling prior to a drop, and some high schools send home a contract for their DE students if they are struggling, so that parents are also aware of the student's current grade and that they are possibly not going to be able to stay in the class.

Coordination around college drop deadlines should also happen. A system should be in place to alert struggling students to be able to drop without a "W" on their transcript, and if they want to drop later in the semester and receive a "W" on their transcript, rather than a failing grade, they need to understand the possible implications of that "W" on their transcript in terms of academic progress and financial aid. Even if these topics are covered in a student handbook, it will be the responsibility of the faculty member or assigned counselor to remind students of these deadlines and consequences, as high school students will have no knowledge of them.

DEVELOPING A COLLEGE STUDENT IDENTITY

Research shows that one of the benefits of dual enrollment is that it gives high school students their first opportunity to become college students, which in turn can develop their self-concept as being capable of attending and completing college. However, if the DE class is being taught at the high school rather than on the college campus, students report a lesser impact in their college student identity development, and the class runs the risk of feeling like every other high school class. This is why it is important for the instructor to have a strong connection with the college DE team and the college department their class falls under, so that they can better connect the student to the college and the college program or meta-major area.

>> HERE ARE A FEW IDEAS ON HOW FACULTY CAN HELP HIGH SCHOOL STUDENTS DEVELOP MORE OF A COLLEGE STUDENT IDENTITY:

- Get college ID cards for the students
- Hold a DE student orientation at the college campus
- Have the students take a student success class on the college campus in the summer prior to their DE class as a mandatory requirement
- Take the students to the college campus for open houses with the department, or on guided tours of the campus
- Encourage the students to attend special events at the college campus (sports/ theater/ multicultural days etc.)
- Obtain copies of the student newspaper for students
- Bring former students from the high school who now attend the college back into the class to talk about their experiences being at the college
- Provide the students with information on how this DE class fits into the college's certificate/ associate degree/ transfer program
- Visit the equivalent college class on campus for the students to view college student work



STUDENTS & PARENTS

INTRODUCTION

This chapter is written for dual enrollment implementation teams, from both the college and the high school, to provide models and ideas for DE promotion and outreach, student onboarding and enrollment.

In order to expand the valuable option of early college credit to as many high school students as possible, colleges need to carefully explain the benefits of dual enrollment, the options available to the students, and then help the students to apply to the college and enroll in classes. This marketing of dual enrollment options and helping the students understand how the opportunity of taking a college class will move them towards their future career area involves many stakeholders. On the college's side, this work can involve members of the dual enrollment leadership team, the dual enrollment implementation team, the college's outreach team, the admissions and records team, the registrar, the counselors, and other student services team members including tutors and disabled student services. On the high school's side, there needs to be connection with the dual enrollment leadership team, the dual enrollment implementation team, the high school counselors, the high school teachers, tutors, the high school students and their parents.



KEY ISSUES

>> Which students are interested in taking which dual enrollment classes?

There is a need to keep equity of access in mind here - Are students going to self-select into the class? Will counselors enroll students in the class? If so, are they targeting recruitment of underrepresented/ low SES students? If students are self-selecting into the class, are the counselors actively encouraging underrepresented and low SES students to take the class?

CCAP dual enrollment agreements specifically target students who may not already be college bound or who are underrepresented in higher education. These dual enrollment classes may help with career technical education, preparation for transfer, improving high school graduation rates, or helping achieve college and career readiness. Dual enrollment classes are free to high school students, and therefore offer equitable early college credit, unlike AP classes, which cost students nearly \$100 to take the exam, and which effectively screen out lower SES students, who are often the underrepresented student populations.

>> How will students/ parents learn about the dual enrollment options?

K12 institutions have a responsibility, and are accountable for, helping students with college readiness and career preparation. Many high school students have parents who never attended college themselves, and therefore both the students and their parents may need to learn about the possibilities offered by community colleges as a pathway to careers and to four-year universities. The parents need to develop college practices in order to support their students, including understanding the financial benefits of students attending community colleges versus four-year universities.

>> How will students/ parents learn about guided pathways/ meta-majors/ programs of study/ certificates/ associate degrees/ transfer degrees that these dual enrollment classes count towards?

Students very often are confused about how their early college credit counts or transfers. With the advent of Guided Pathways and meta-majors in the colleges, and the development of two-year program of study handouts, it should be very easy for dual enrollment teams to provide information to high school students and their families on what the dual enrollment credit counts toward.

>> How will students be helped to apply to the college? Can the signatures be collected electronically?

Colleges have a variety of options available to them to help students through the matriculation process. Ideas are given in the Outreach materials section below.

>> Will students need to complete an orientation to the college before they can take a dual enrollment class? Will that be an individual orientation, a group orientation, face-to-face at the high school, at the college, or online?

Again, there are many decisions for colleges to make around how to make the onboarding process less cumbersome for students.

IN THIS CHAPTER, THEREFORE, WE COVER:

- Outreach materials
- The high school student dual enrollment journey
- Student forms/ FAQs

BACKGROUND

Dual enrollment is a great opportunity for the college to promote its programs to the community. Particularly nowadays as Guided Pathways and meta-majors are being developed, it will become much simpler for colleges to market their programs to K12. Having only 8-10 interest clusters from which to choose instead of 70+ programs will help students understand how their dual enrollment classes connect to the college. The two-year program of study templates that colleges have developed will also help students see how the dual enrollment class starts them on their path through college. However, our processes of college application and enrollment are convoluted with many steps, and it is helpful for us to consider them from the student's perspective, so that we can onboard the students to the college in a streamlined way. Simplification of our processes is needed - we want the dual enrollment experience to be painless and positive for students, as this is their first time as college students. Some colleges are beginning to use a one-time special admit form signed by both the student and the parent that is valid for any DE class they may take while in high school, rather than having the families repeat the documentation each semester.



OUTREACH MATERIALS

College and K12 partnerships offering early college credit to students need to cover many types of information in English plus the languages that meet the demographic profile of the college service area:

- Which classes are being offered as dual enrollment
- Whether any specific student populations are being targeted for recruitment (i.e.,a stats class that might be offered to students who have failed algebra 2 once already)
- What time of the school day they will take place (during the school day, or before/ after the school day, over summer etc.)
- How the classes will be taught (location, teacher, faceto-face, online)
- What credit the class carries and how the credit will apply (is the credit transferable to UCs/ CSUs as well as to the community college, does it meet A-G requirements, is it weighted credit i.e. an honors class etc.)
- How the class fits into the college's program/ metamajor/ certificate/ associate degree
- Whether the class carries any industry certification
- What types of jobs/ careers the class could lead to, the possible salaries that could be earned, and how many jobs are available in the field
- What the benefits of DE are to the students (from the literature: more likely to attend college, stay in college, higher GPAs etc)
- Academic expectations
- Deadlines/ drops/ implications of failing grades
- FERPA
- Textbooks/ course materials
- Data on passing rates, average college units earned, estimated money saved from tuition, etc.

Perkins V allows states and districts to use state and local funds to support dual enrollment and ensure that information about dual-enrollment programs is available to special populations, such as students from low-income families, English learners, and homeless individuals.¹

College and K12 partnerships can utilize a variety of ways to share information with students and parents:

- Dual enrollment dedicated college counselor
- Information sessions
- Flyers
- Videos
- Powerpoints
- Web pages
- QR codes
- Social media Facebook pages, Twitter and Instagram accounts etc
- Links from the high school front page to the college's web pages
- Information binders for high school counselors
- Dedicated contacts at the high school as well as the college DE team
- Participation at HS pre-registration week
- Newsletters
- Work with the PTA to disseminate information



1 https://all4ed.org/wp-content/uploads/2018/09/Perkins-CTE-Primer-Linked-Learning.pdf



CASE STUDY

Some additional outreach ideas from Cypress College:

STUDENT SERVICES - PROMOTION & OUTREACH

- In-class presentations at partnering high schools to promote dual enrollment opportunities (to be coordinated with high school admin or lead staff)
- Development of promotional videos high schools can use for their video morning announcements, social media platforms, high school website, high school staff email blasts, etc. (This method is less intrusive for school campuses with sensitive staff about use of class time for promotion presentations)
- <u>Cypress College Dual Enrollment Promo</u> <u>Video (General)</u>
- <u>Cypress College Dual Enrollment Rancho</u> <u>Alamitos Promo Video</u>
- Hosting workshops students can attend at their high school during lunch or afterschool
- Hosting workshops students can attend at the college campus if they missed a workshop at the high school, or if high school facility coordination is more challenging than at the college campus

RESOURCES

Cypress College Dual Enrollment FAQs EMHS/ Santiago Canyon DE PPT Presentation Santiago Canyon College DE Student Benefits Benefits of Dual Enrollment Early College Pathways Flyer Capistrano USD/ Saddleback College Pasadena City College Parent Info (from Website) Parent Info Recruitment Powerpoint (Norco College) Golden West College/ Los Amigos HS Early College Academy Parent PPT Fullerton College Flyer with QR Code Coastline College DE Website

THE HIGH SCHOOL STUDENT DUAL ENROLLMENT JOURNEY

The CCAP survey on dual enrollment carried out by Hanover Research for the OC regional colleges in 2019 revealed some positive outcomes on student experiences of dual enrollment:

87%	80%	70%
of students said they agreed or strongly agreed that they now felt more familiar with the academic expectations of college	felt more confident in their academic abilities	felt their study skills had improved
nearly 80%	over 60%	80%
felt their resiliency and critical thinking had improved	felt their time management and prioritization had improved	felt they had improved in taking responsibility for their actions

However, there were still some areas of concern that point to opportunities for improvement in how students experience dual enrollment:

nearly

of students had never attended an information session/ orientation - the most common reason for not participating included not being aware of the session, not having a session at one's school, and scheduling conflicts

1/3 said they did not know how to apply to college

44%

said they did not understand how to read college transcripts over 1/4

of students said they did not understand the college grading system

62%

said they did not understand how their credit transferred to other institutions over 1/4

of students said they did not know how to access academic support

42%

felt that there needed to be more education for freshmen, sophomores, and their families about DE



A helpful model may be for us to imagine the student journey through dual enrollment from their perspective. Are we designing our programs and services in a way that makes sense to students? In other words, are we preparing the college for the students? Or are we persisting in trying to get the students ready for college? We have many decisions to make about how the onboarding process "feels" to students - if we were to think of their experience in terms of how they experience our "customer service", are we providing a five star experience? The data show that we are not currently receiving the highest grades possible. At each point we "touch" students, we have the opportunity of handling their needs in different ways. We need to ensure positive outcomes for our students.

The California Community Chancellor's Office's *Vision for Success* describes its goals for the future: to significantly increase the numbers of student transferring to a UC or CSU campus; increasing the numbers of students earning degrees and certificates and completing career education programs leading to good jobs; reducing the number of unnecessary units many students are taking to get their degree and eliminating achievement gaps once and for all. The opportunity of dual enrollment credit aligned to a student's future goals can help with these goals, if done thoughtfully with the student at the center of the process.

Below is detailed the "journey" the student and their parents go on when they first experience our colleges through the dual enrollment classes. How can we make each step of the journey and each experience as painless as possible? This is a lot of information to process - how can we "chunk" it, so we don't overwhelm our students and their parents?

THE STUDENT AND PARENT DUAL ENROLLMENT JOURNEY



STUDENT LEARNS ABOUT DE OPPORTUNITY

- DE student orientation with college (online/ face-to-face?)
- Counselor suggests course?
- DE orientation with parents, students, college & HS team?
- Student understands benefits of DE:
 - college credit that is transferable
 - college experience
 - higher success rate in college
 - o looks great on four-year university application
 - cost savings over taking class at community college/ CSU/ UC
- Student understands all implications of failing/ withdrawing from class
- Student understands how credit applies at CC, fouryear colleges & HS (guided pathways, meta-majors, certificates, degrees, transfer)
- Students previously enrolled in DE classes discuss the class and transfer to college
- · Student services and access to them are explained
- Students meet instructor (HS adjuncts or college faculty) and hear about class

PARENTS UNDERSTAND DE OPPORTUNITY

- Bilingual materials
- Student fail/ withdraw implications
- How credit applies at CC, four-year colleges & HS
- Guided pathways, meta-majors, certificates, degrees, transfer, Labor Market Information
- Cost/ savings
- College DE hub?
- Student services
- Parent handbook?

Resource:

Santiago Canyon College DE Administrator Handbook

STUDENT & PARENTS COMPLETE APPLICATION

- Paper/ online?
- Signatures are valid for one semester/ entire high school with a drop option?
- Parent signatures E-signatures?

STUDENT UNDERSTANDS SUPPORT SERVICES AVAILABLE

- Admissions and Records office (application/ registration/ credit award)
- College/ HS counselors
- What is the system? Who is tracking progress? Who is intervening? Who is dropping and when? Early alert?
- Tutoring
 - Where/ when can they access? At HS/ at college?
 Online? Embedded? Peer tutors?
- Access to writing center
- Access to computer lab
- Access to Wi-Fi
- · Access to math lab/ tutoring center
- Access to library
- Technology services such as loaner laptops
- College satellite centers?
- · Career services internships, part-time jobs
- DSPS/IEP, EOPS, etc.
- Canvas

Cypress College is piloting the creation of a Canvas shell for DE students, which will comprise a Google quiz linked to the presentation. It is housed in a shell they will be using for their DE college classes. The shell works as a dummy: it mirrors a college class so the students can practice navigation. The college is hoping to use it as pilot for late start summer classes. They want all DE students to use it in the fall. It is separate from the online orientation. but it will be a requirement for students in embedded DE classes and will be offered as a workshop for after school classes.

STUDENT UNDERSTANDS HOW COLLEGE/ HS CLASSES DIFFER

- Student handbook
- Expectations of instructors required study time, prereading, self-motivation
- How to self-advocate, for example if they think their grade is incorrect they need to reach out to the instructor
- They must show up even when the instructor does not take attendance
- Understanding the syllabus
- Understanding the grading system: some classes only count mid-term and final grades; homework may not count in the grade
- What to do if they are struggling
- Important dates (and implications drop without a W, drop with a W, failing grade on transcript)

STUDENT DEVELOPS COLLEGE IDENTITY

- College student ID card
- College tour
- Sit in on college class/ teach college class
- Invitations to college events
- Open houses
- Department competitions/ showcases

STUDENT UNDERSTANDS PROGRESS/ RECEIVES SUPPORT WHEN NEEDED

- Instructor needs to share weekly class progress data with students and the DE college/ HS team
- Instructor needs to request counseling interventions weekly for struggling students
- Instructor should request tutoring support weekly for struggling students

STUDENT IS AWARDED CREDIT

- How and when does credit get awarded?
- How is the student notified? (Email/ letter sent etc.)
- Some colleges do not provide students with their credits earned or their grade without a written request from them, i.e., request for a transcript.
- Most high schools require students to submit an official college transcript upon completion of the course.



STUDENT FORMS/FAQS

ONBOARDING, MATRICULATION, & APPLICATION/REGISTRATION

Here are some ideas from Cypress College about these steps:

- Provide students with an orientation every semester in person or online
- If online, it can still be hosted as a computer lab workshop at the college campus to help students feel more connected to the college campus, or like real college students. Also, an on-campus orientation provides the opportunity for college campus tours if desired.
- Partner with high schools to host a dual enrollment page on their websites (ideally the page can be updated regularly):
 - Cypress College partnering HS sites:
 - Anaheim Unified High School District (5)
 - Cypress High School Kennedy High School Magnolia High School Oxford Academy Western High School
 - Fullerton Joint Unified High School District (1)
 Fullerton Union High School

- Garden Grove Unified School District (1)
 <u>Rancho Alamitos High School</u>
- Los Alamitos Unified School District (1)
 Los Alamitos High School
- Develop tutorial videos to assist students through various processes:
 - Online application
 - Course registration
 - Special Admit procedures
 - Accessing their unofficial transcript
 - Accessing their student educational plan
 - See Cypress College YouTube Channel for sample videos:
 - Online Application Tutorial
 - Special Admit Packet Tutorial
 - How to Add/Drop a Class Tutorial
- Develop course/faculty promotional videos to create student interest in courses that students may not be familiar with and be deterred from trying:
 - ANT 102 C: Cultural Anthropology Promo Video

RESOURCES

Cypress College Orientation Powerpoint for Students Cypress College DE Quiz Links to Examples of Forms & FAQs Cypress College Student Education Plan Ventura College Student Resource Guide Irvine Valley College Special Admission Paperwork

The challenge for colleges is to make the processes high tech but also high touch. We already know many of the students' pain points from the Hanover Research studies - can we use these data for brave conversations about improving our processes so that all students benefit from their dual enrollment experiences?

Currently over half of the high school students who apply to community colleges never enroll² - we lose thousands of high school senior students annually who say they are college-bound but who do not show up in our classes in the fall:

"Of 100 students who apply to a two-year college, 56 are lost during onboarding, 23 drop out, and only 9 of the 100 complete an Associate degree and 7 complete a Bachelor's degree"(EAB).

If we can make our onboarding systems work better for dual enrollment students, this may improve our processes for all incoming students.

² EAB (2018). The four most common onboarding mistakes. https://eab.com/insights/expert-insight/community-college/the-four-mostcommon-onboarding-mistakes/







www.laocrc.org www.cccd.edu