

Santa Rosa Junior College

Program Resource Planning Process

Dual Enrollment 2024

1.1a Mission

The mission of the DUAL ENROLLMENT component at SRJC is to:

- Establish and foster partnerships with secondary school districts
- Develop Career Education/CTE and other instructional pathways for high school and adult school students to earn early college credit (ECC) and prepare them for the transition to college.
- Increase the College's readiness to serve and support a diverse community of new students.
- The DUAL ENROLLMENT component builds equitable pathways to agency by facilitating authentic, meaningful learning for all.

CCC Goal Statement

"Aligned to the Vision for Success, dual enrollment enables students from groups historically underrepresented in higher education to access and succeed in college coursework for credit. Dual enrollment is a powerful lever for closing equity gaps, extending pathways, and accelerating the completion of degrees and credentials."

Some benefits for students and families ~

- Builds familiarity with the college system -- high school students who earn early college credit (ECC) are more likely to continue education and earn some kind of postsecondary degree or certificate
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- Students who participate in dual enrollment are more likely to graduate from high school.
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- Helps students build soft skills (time management, etc.) of value in both high school and college context, as well as in the world of work
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- Allows for career exploration without financial consequence:
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- "The opportunity to explore career fields while in high school at no cost to students and their families is invaluable. The high cost of college for students and states makes extensive exploration less feasible and affordable once students graduate from high school and enroll in college." (Jenkins, Lahr and Fink)

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- Provides more equitable access for our students:
- - “By age 25, only 29% of US youth from the lowest income quartile have entered higher education, compared with 80% of their peers from the highest income quartile.” (Aud et al.)
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- ECC can address equity issues by bringing college to the high school, potentially eliminating transportation, financial, and other obstacles to attendance.
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Some benefits for high schools~

- Increased number and diversity of offerings to high school students can enhance and enrich the educational options available to high school students during the pandemic (and beyond) without additional cost to high schools.
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- ECC supports high school students in fulfilling their high school graduation requirements and improving graduation rates.
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- Full apportionment (\$5,691 per FTES for FY20/21) is received for dual enrollment students.
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- K-12 districts meet their career and college readiness requirements in their Local Control and Accountability Plan (LCAP) under the Local Control Funding Formula by offering dual enrollment courses to their students.
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- If the colleges cover the costs of such courses, this can be considered a match for those LEAs considering a K12 SWP proposal.
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- Offering early credit options, in addition to what high school is currently offering, increases student access to more CTE pathways and can help focus efforts on high growth, high wage pathways.
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Some benefits for SRJC~

- SRJC has been impacted by low enrollments and dual enrollment can increase FTES through significantly expanding early college credit offerings.
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- On-line dual enrollment courses can be offered across multiple high schools and multiple high school districts, enabling the enrollment numbers required to offer a courses cost-effectively and reducing course cancellations which impact all students.
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- ECC options can help SRJC build out pathways by increasing future enrollment from local high school graduates.

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- ECC increases the likelihood of college graduation/certificate completion.
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- ECC provides increased cooperation, understanding, and increased respect and collegiality among articulated instructors of the secondary and postsecondary institutions -- it establishes an integrated program to encourage lifelong learning.
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- ECC is one way to address equity issues that impact our communities.
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1.1b Mission Alignment

MISSION

SRJC passionately cultivates learning through the creative, intellectual, physical, social, emotional, aesthetic and ethical development of our diverse community.

We focus on student learning by preparing students for transfer by providing responsive career and technical education, and by improving students' foundational skills.

We provide a comprehensive range of student development programs and services that support student success and enrich student lives.

We support the economic vitality, social equity and environmental stewardship of our region.

We promote personal and professional growth and cultivate joy at work and in lifelong learning.

We foster critical and reflective civic engagement and thoughtful participation in diverse local and global communities.

We regularly assess, self-reflect, adapt, and continuously improve.

Vision for Success: Strengthening the Community Colleges to Meet California Needs

1. Increase credential obtainment by 20%
2. Increase transfer by 35% to UC and CSU
3. Decrease unit obtainment for a degree
4. Increase employment for CTE students
5. Reduce and erase equity gaps
6. Reduce regional gaps

1.1c Description

What is Dual Enrollment and Early College Credit?

There are essentially three different models of Early College Credit (ECC) methods for high school students to receive college credit:

- High School Articulation: An articulated high school course is a high school course or courses that both the high school and college faculty in the discipline have determined to be comparable to a specific community college course. This is NOT a form of dual enrollment, though it is a form of early college credit often available to high school students.
- Dual Enrollment: The term “dual enrollment” refers to high school students taking college courses for transcribed college credit. In some cases, these courses simultaneously confer credits that meet high school graduation requirements.
Note: Dual credit: Students earn high school credit and college credit for the same course(s) upon completion of the college course.
- College and Career Access Pathways (CCAP) partnership agreement: A model of dual enrollment designed to target underrepresented and disadvantaged high school students; courses are often taught on the high school campus by either a community college instructor or a high school instructor who meets community college teaching requirements. The goals of the program are to provide high touch points to develop seamless pathways from high school to community college for career technical education or preparation for transfer to four year universities, improve high school graduation rates, and assist high school pupils to achieve college and career readiness.
 - Students enroll in a SRJC course offered as part of a partnership agreement between the college and a local high school district.
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 - Classes are taught either at a local high school campus during school hours or on one of SRJC's campuses. Classes taught at a high school are only open to high school students.
 - These courses are completely free for students, and students receive both high school and college credit.
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 - Students must complete the online application to SAC and submit their Special Admit form.
- Non-CCAP: (*"MOU/ISA agreements can be unattractive to institutional leaders due to a lack of clear legal guidelines and restrictions on receiving state apportionment funding for closed courses offered on high school campuses."* College and Career Access Pathways Legislative Report, 2021.)
 - Memorandum of Understanding (MOU)
 - Middle College and Early College: Colleges and college districts could enter into formal agreements with K-12 school districts or county offices

of education to develop defined cohort programs such as early college, middle college, and Gateway to College that incorporate dual enrollment.

- Individual Service Agreements (ISA): Colleges enter a formal agreement to teach a course at a local high school or other off-campus location for a specific program or cohort of students.
- Concurrent Enrollment: Qualified students enroll in a college course on their own accord and initiative. (*"Individual student enrollment is thought to favor high achieving students with the social capital and support needed to navigate the complex enrollment process independently"* College and Career Access Pathways Legislative Report, 2021.)
 - Students enroll in SRJC courses offered on our campus or online with approval from their caregiver and high school. (Enrollment fees are waived but college-related fees apply).
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 - Students are also responsible for the cost of any books and supplies.
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 - Students receive college credit for courses taken, but their high school will determine if they can receive dual credit towards their high school graduation requirements as well.

Who is the target population?

Aligned to the CCC Dual Enrollment *Vision for Success*, the Dual Enrollment component at SRJC endeavors to develop dual enrollment partnerships with schools in underinvested communities and enroll students from groups that have historically experienced barriers to access.

This may include:

- first-generation students,
- socioeconomically disadvantaged students,
- adults without a high school diploma,
- and underrepresented racial and ethnic groups.

What is a pathway?

Pathways are intentionally designed sequential or horizontal learning experiences that provide academic, technical, and social/emotional education and supports for students. They are relevant to individual student's lives, anchored in real world issues, and responsive to the community's needs. There are many ways to develop pathways -- around specific career and technical education (CTE) courses, through cross-curricular integration, or through school-wide adoption of Work Based Learning (WBL) and Career Education/CTE elements, for example.

Giving students early access to college credit and degree pathways helps make college more accessible, affordable, and relevant to all students. This is particularly crucial for students of color, low-income, and firstgeneration college-goers, for whom these programs provide a sense of belonging and a managed transition into postsecondary education that puts them in control of their future education and career choices. (Source: *The Benefits of College in High School Programs*, 2021).

What is SWP?

The Strong Workforce Program (SWP) is an ongoing funding opportunity at both the community college and K12 level. The K12 program “is designed to support local education agencies (LEAs) in creating, improving, and expanding career technical education (CTE) courses, course sequences, programs of study, and pathways for students transitioning from secondary education to postsecondary education to living-wage employment.”

1.1d Hours of Office Operation and Service by Location

The hours of operation for the DUAL ENROLLMENT component are generally Monday-Friday 9:00AM-5:30PM, with exception to the summer, when the hours of operation are scheduled 8:30AM-6:30PM. The Director, Dual Enrollment Pathways and Partnerships manages the district-wide responsibilities primarily from the Petaluma campus, where the Dual Enrollment office is located in the Richard Call building (600 Building).

1.2 Program/Unit Context and Environmental Scan

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2.1a Budget Needs

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2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	Petaluma	01	07	\$85,000.00	Admin. Asst. II (Full-time, 12mo., Grade K) to oversee various administrative support tasks such as website development and maintenance, creating forms (Adobe Forms), online surveys, memos, and other documents; schedule collaborative inter and intradistrict events; run budget and other data reports; order supplies; complete travel request forms.
0002	Petaluma	01	02	\$109,000.00	Coordinator (Part-time, 10mo., Grade O)

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
N/A	40.00	12.00	N/A

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
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Director, Dual Enrollment Pathways and Partnership	40.00	12.00	<p>1. Plan, supervise, assess, and evaluate early college credit offerings, including dual enrollment</p> <p>programs; develop and implement services, strategies, projects, goals and objectives for each</p> <p>program.</p> <p>2. Conduct needs analyses with high school/district partners and in the preparation of Memorandum</p> <p>of Understandings (MOUs) and other partnership agreements.</p> <p>3. Assist with the establishment and maintenance of agreements between the College and its K-12</p> <p>partners, including participating in the writing, reviewing, editing, updating, and filing of contracts, MOUs, and agreements.</p> <p>4. Identify, secure, and oversee strategic grants to support career and technical education</p> <p>instructional pathways from K-12 to college, including the development and implementation of</p> <p>activities, processes, and procedures that integrate multiple agency requirements.</p> <p>5. Work with District and external agencies to foster community relationships and guide opportunities</p> <p>with community-based organizations, area high schools, business and industry, and the public</p> <p>sector to promote career and technical education instructional offerings, especially for first</p>
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		<p>generation, historically under-represented students.</p> <p>6. Ensure student support structure is established where applicable, including: counseling,</p> <p>matriculation, tutorial services, and books; work with College staff to facilitate enrollment for</p> <p>secondary school students participating in a career pathway.</p> <p>7. Work collaboratively with instructors, staff, and high schools/districts to ensure that current and</p> <p>future early college credit offerings, including articulation and dual enrollment courses, comply with</p> <p>established standards, laws, codes, rules, regulations, policies and procedures.</p> <p>8. Serve as a liaison between SRJC and secondary school institutions for early college credit course</p> <p>scheduling, curriculum, conflict resolution, resources and staffing to assure clear communications. 9. Initiate and oversee the development of articulation agreements between SRJC and secondary</p> <p>schools/districts, including the coordination of the faculty review process between the college and</p> <p>secondary schools/districts.</p> <p>10. Negotiate and coordinate the renewal process for SRJC to secondary school/district articulation</p> <p>agreements per established timelines.</p> <p>11. Direct and participate in the preparation and maintenance of various narrative and statistical</p>
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			<p>records and reports; submit mandated reports to appropriate staff according to established</p> <p>timelines.</p> <p>12. Establish and maintain program timelines and priorities; participate with the coordination of course offerings and work cooperatively with department administrators and faculty chairs to ensure faculty coverage for each course.</p> <p>13. Conduct site visits to strengthen communication between Santa Rosa Junior College, secondary schools/districts, and their respective academic and student services departments; visit the secondary schools and ensure courses offered in the secondary school are at parity with the courses offered at SRJC.</p> <p>14. Collaborate with student services departments to develop and coordinate marketing, recruitment and outreach activities to facilitate and enhance knowledge of and participation in dual enrollment programs by students; establish and maintain contact with the County Office, Regional Occupational Programs (ROP), committees, community groups, and local agencies.</p> <p>15. Develop and monitor budgets, coordinate expenditures and maximize financial resources; assist</p>
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Position	Hr/Wk	Mo/Yr	Job Duties
			<p>with the financial responsibilities related to program activities.</p> <p>16. Conduct end-of-term student evaluations for each dual enrollment course offered as needed;</p> <p>survey and collect data on students and alumni, and may annually conduct surveys of participating</p> <p>high school instructors, principals, and academic counselors.</p> <p>17. Lead, supervise, train, and evaluate assigned staff.</p> <p>18. Participate on and chair committees, task forces, and special assignments; prepare and deliver</p> <p>oral presentations related to assigned areas.</p>

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
N/A	40.00	12.00	N/A

2.2d Adequacy and Effectiveness of Staffing

Current Staffing

Presently,

Director, Dual Enrollment Pathways and Partnerships

Needs

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	ALL	02	07	Administrative Assistant II, 100% 12-mo.	Administrative Assistant II, Dual Enrollment	Classified
0002	ALL	01	02	N/A	Coordinator, Dual Enrollment (50%, 10-mo.)	Classified

2.3a Current Contract Faculty Positions

Position	Description
N/A	N/A

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
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2.3c Faculty Within Retirement Range

Nothing to report.

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

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2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	ALL	01	02	Counselor, Dual Enrollment	Teach COUN career readiness pathway courses; develop early college credit student education plans, including IGTEC pathway plans; improve retention rate of continuing dual enrollment students between all terms.

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

Nothing to report.

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.4f Instructional/Non-Instructional Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
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2.5b Analysis of Existing Facilities

The Dual Enrollment Pathways and Partnerships office is located at the SRJC Petaluma campus in the Richard Call building, room 648. This homebase for district-wide programming is part of the Petaluma campus administration office. The facilities are in good condition and no known repairs or improvements are needed nor requested.

3.1 Academic Quality

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3.2 Student Success and Support

Aligned to the CCC Dual Enrollment *Vision for Success*, the Dual Enrollment component at SRJC endeavors to develop dual enrollment partnerships with schools in underinvested communities and enroll students from groups that have historically experienced barriers to access.

This may include:

- first-generation students,

- socioeconomically disadvantaged students,
- adults without a high school diploma,
- and underrepresented racial and ethnic groups.

3.3 Responsiveness to Our Community

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3.4 Campus Climate and Culture

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3.5 Establish a Culture of Sustainability

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4.1a Course Student Learning Outcomes Assessment

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4.1b Program Student Learning Outcomes Assessment

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4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
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4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
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4.2b Narrative (Optional)

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5.0 Performance Measures

In future reporting years, performance measures for the DUAL ENROLLMENT component at SRJC will include:

- Grade reporting: The median and average college course grades by secondary school grade level.
- Retention rates: The retention rate (enrollment at census date through college course completion) of dual enrollment students
- Persistence rates: The rate of continuous enrollment from semester-to-semester

Across California, Dual Enrollment has grown significantly across the system in the last five years (all "Dual Enrollment" in CCCs)

- 2019-2020: 199,874 [DE students]
- 2018-2019: 175,514

- 2017-2018: 152,046
- 2016-2017: 133,154

Comparative Dual Enrollment Participation Rates for California High School Graduates, 2016-2019

(Sources: A Rising Tide: Dual Enrollment is Growing Among California High School Students, Wheelhouse: The Center for Community College Leadership and Research, UC Davis, 2020; California Education Lab, School of Education, UC Davis, 2020.)

- 2018-2019
 - 18.2% All students
 - 13.0% Foster Youth
 - 13.4% Homeless
 - 9.4% Students with disabilities
 - 10.0% English Learners
- 2017-2018
 - 15.6% All students
 - 9.6% Foster Youth
 - 10.6% Homeless
 - 8.4% Students with disabilities
 - 8.33% English Learners
- 2016-2017
 - 13.4% All students
 - 8.5% Foster Youth
 - 8.7% Homeless
 - 7.3% Students with disabilities
 - 7.1% English Learners
- 2015-2016
 - 11.3% All students
 - 7.8% Foster Youth
 - 7.5% Homeless
 - 7.1% Students with disabilities
 - 6.8% English Learners

A robust body of evidence demonstrates that participating in dual enrollment improves student success in high school and in college. National research demonstrates that, compared to similar peers, dual enrollees have:

- Higher rates of high school graduation (7% increase on average)
- Higher rates of college enrollment (15% increase on average)
- Higher rates of subsequently completing a college degree (25% increase on average)

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
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6.2b PRPP Editor Feedback - Optional

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6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
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