

Bakersfield College 2018-2019

Program Review – Annual Update - Non Instructional

Program Name: Dual Enrollment

Program Type (Administrative, Student Affairs, Academic Affairs, Other): Administrative

Bakersfield College Mission: Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world

Describe how the program supports the Bakersfield College Mission: The Dual enrollment program plays a pivotal role in meeting the mission of Bakersfield College by creating access and streamlining processes for local eligible high school students to earn college and high school credit in course areas that will increase the students ability to persist to the completion of Associate and Baccalaureate degrees and certificates, develop workplace skills, and prepare them for transfer.

Program Goals:

A. List the program's current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

1. **Program Goal:** . Implement DE scheduling policies to streamline course scheduling to ensure each course meets 30 day advertising apportionment requirement.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Student Learning; Student Progression and Completion; Leadership and Engagement

Progress on goal achievement: Ongoing – in Spring 2018 there were three courses that did not meet the advertising requirement. Thus far, for Fall 2018 all courses have met the 30 day advertising apportionment requirement.

Status Update – Action Plan and any link to Resource Requests: See 3rd Party Software Request

- Schedule meeting with Dual Enrollment Administrative team (BC Dual Enrollment & Delano Dual Enrollment Team) to discuss current scheduling issues and develop a best practices approach for DE Partners.
- Meet with each DE partner, discuss scheduling issues and provide best practices policies.
- Hold DE Partners accountable.
- Evaluate newly implemented scheduling policies at the end of the semester to insure that policies are effective and efficient.
- Add scheduling policy to Dual Enrollment Administrators Handbook. (Complete)
- Make use of 3rd party software solutions to reduce manual processes.

2. **Program Goal:** Collaborate with Human Resources to develop a timeline for onboarding new DE instructors.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(1. Student Learning, 2. Student Progression and Completion, 3. Facilities, 4. Leadership and Engagement)

Student Learning; Student Progression and Completion; Leadership and Engagement

Progress on goal achievement: Ongoing

Status Update – Action Plan and link to Resource Requests: See 3rd Party Software Request

- Meet with HR Manager to discuss onboarding issues.
- Work with HR to develop a mutually agreed upon timeline to onboard DE instructors.
- Make use of 3rd party software solutions to reduce manual processes.

3. **Program Goal:** Develop a Dual Enrollment Administrators Handbook

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Student Learning; Student Progression and Completion; Leadership and Engagement

Progress on goal achievement: Complete

Status Update – Action Plan and link to Resource Requests:

4. **Program Goal:** Expand Dual Enrollment program to all high school districts in Kern, South Kern and North Kern service areas.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Student Learning; Student Progression and Completion; Leadership and Engagement

Progress on goal achievement: Ongoing

Status Update – Action Plan and link to Resource Requests:

- Develop plan to market Dual Enrollment program to market program to all eligible high school districts in Kern, South Kern and North Kern service areas.
- Reach out to Kern, South Kern and North Kern High School District administrators we have not yet partnered with Bakersfield College.
- Obtain signed MOU for eligible schools.
Begin building schedules.

5. Program Goal: Improve effectiveness of Dual Enrollment Program.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Student Learning; Student Progression and Completion; Leadership and Engagement

Progress on goal achievement: Ongoing

Status Update – Action Plan and link to Resource Requests: DA III (Delano and Ed Advisor)

Status Update:

- New Program Manager, DA III and two A&R Tech II positions are hired and in place. An additional Program Manager is in progress.
- Staff with connection to dual enrollment were also put into place, including a Counselor for Rural Initiatives and a Program Manager for Southwest Campus.
- July 2018 – Organizational Restructure – Dual Enrollment shifted from CTE and was placed under the leadership of the Director of Outreach
- Even with the addition of the new DE program and A&R staff, the program is still experiencing increased workloads. Additional growth has been experienced at the Delano College Center with services to Delano, McFarland, Wasco and Wonderful. A request will be submitted to increase support staff (Department Assistant III) to support Delano DE. Additionally, support services are needed for students and their parents. A request will be submitted for an Ed Advisor to provide site level support for admissions, enrollment, and advising to prospective and participating students and their parents.

B. List new or revised goals (if applicable)

1. **Program Goal:** Expand student and parent engagement to all high schools offering dual enrollment courses.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Student Learning; Student Progression and Completion; Leadership and Engagement

Progress on goal achievement: Ongoing

Status Update – Action Plan and link to Resource Requests: See request for Ed Advisor

- Develop plan to support admission and enrollment of students.
- Develop plan to provide parent information and student enrollment events.
- Provide direct advising and workshops to potential students and their parents in college/career pathway choices, course selection and enrollment decision-making
- Provide advising intervention for students at risk of failing the course.
- Offer events in celebration of student successes.

2. **Program Goal:** Expand professional development offered for high school instructors.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Student Learning; Student Progression and Completion; Leadership and Engagement

Progress on goal achievement: Ongoing

Status Update – Action Plan and link to Resource Requests: See request for Ed Advisor

- Offer regular training opportunities
- Collaborate with department chairs to provide subject specific professional development opportunities

3. **Program Goal:** Implement a 3rd party software to reduce manual processes and improve efficiency within admission, enrollment, instructor onboarding and communication.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Student Learning; Student Progression and Completion; Leadership and Engagement

Progress on goal achievement: Ongoing

Status Update – Action Plan and link to Resource Requests: See request for 3rd party software

- Research available software
- Coordinate with District IT for Banner integration
- Seek support from campus departments and KCCD colleges
- Seek support from high school districts
- Engage ISIT process
- Obtain board approval for MOU
- Develop a plan to pilot
- Implement software to pilot sites
- Assess results of pilot
- Implement across all high school sites

4. **Program Goal:** Creation of dedicated source of funding for the dual enrollment program.

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Progress on goal achievement: Ongoing

Status Update – Action Plan and link to Resource Requests:

- Continue to seek support from College Futures and Strong Workforce
- Seek other grant sources
- Request GU001 budget

Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time). Please report on any unexpected changes or challenges that your program encountered this cycle:

1. How does your trend data (or other data your area collects) impact your decision making process for your program?
 - a. **Growth:** While the number of sections grew by 26% from 288 in 2016-17 to 364 in 2017-18, it is recognized that a range of needs exists across school sites. Although further growth is anticipated this year (2018-19), there are opportunities for the proverbial “low hanging fruit”. STDV B3 represents a sizable portion of sections offered, but is not yet offered at every high school site. As site level relationships are further developed, this may an opportunity to expand. However, there is also recognition that even with current staffing levels, there is likely an upper limit of strain that can be placed on existing infrastructure.
 - b. **Enhance direct site level support for counselors, students and parents:** There were 13 schools (out of 29) with enrollment over 200 for Fall 2017/Spring 2018 combined. Ten of these schools had differences in census enrollment and end of term enrollment in the double digits. Three high schools in Delano and Paramount were particularly high in the difference between census enrollment and end of term enrollment. This suggests that additional support is needed for high volume schools in the areas of admissions, enrollment, and student counseling/advising to ensure streamlined processing, reduction in enrollment mistakes, and improved understanding among students and parents regarding participation in dual enrollment courses.
 - c. **Replicate best practices across high school sites:** There were seven high schools with enrollment over 400 for Fall 2017/Spring 2018 combined. All seven sites had an average census enrollment per section of 18 or higher. All these sites are also served by Rural Initiatives and are within our rural service areas. This suggests that these sites are well served by the focus on early college programming, student support services, efforts to connect with the community, and additional support staff collaborating as a team with the site, supporting a concerted effort in enrolling students in courses. It also suggests that such strategies may benefit those 22 sites with enrollment below 200 and whose average enrollment per section in considerably lower.
 - d. **Focus on special populations (e.g. females, African-American students):** Prior grades analysis indicates that specific populations could benefit from additional supports. In particular, female students at Wonderful seemed to do more poorly than their male counterparts. As well, there is an under-representation of African-American students in general and those who participated also had lower grades than students from other ethnic/racial groups. Though this information was from one term and a relatively small sample size, additional care should be taken to bolster supports as needed and to continue to monitor special populations and their success in dual enrollment courses.

e. **Enhance connections with Guided Pathways:** Work is already being done to incorporate dual enrollment into guided pathways and has the opportunity to expand even further.

2. Evidence of Program Dialog of data

o If you have had time to review and discuss your program's data with members of your department, attach documentation of your discussion. Documentation can come in the form of minutes from meetings or retreats, email dialog or any other ways that show substantive discussion.

o See attached.

3. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?

- No substantial changes

4. Equity gaps

o Please look for large differences, or gaps, between top performing groups and others. Consider how you could identify the reasons behind these gaps, and if there changes that could be made to reduce them. For in depth review of equity issues, and on changes that are being made campus-wide, please refer to the current [Bakersfield College Student Equity Plan](#).

Although 85% of duplicated dual enrollment students for Spring 2018 were students of color (Af-Am, AI, Asian, Filipino, Hispanic/Latino, or Pacific Islander) the vast majority were Hispanic/Latino (75%), a higher representation than the 67% headcount by ethnicity for all Bakersfield College students (taken from the BC Scorecard). Students who identified as Filipino also had a higher representation, with 5% for dual enrollment versus 2% for Bakersfield College students. In some cases, groups were under-represented. Of the 3,751 grades given, only 48 (1.28%) were to students who identified as African-American, in comparison to 4% of Bakersfield College students. Students who identified as White were also under-represented, with 13% for dual enrollment versus 19% of Bakersfield College students.

These differences are likely a result of the strong emphasis placed on supporting rural communities with access to college. In addition to maintaining these efforts, additional consideration and strategies may effectively address under-representation by focusing new efforts on urban and suburban schools within the Bakersfield city limits. Bakersfield High School, which does not currently offer a dual enrollment program, has 13% students who identify as African-American and the site may benefit from renewed efforts in building a relationship to support dual enrollment there in the future. Other schools where dual enrollment is offered and where there is higher representation of students who identify as African-American (Vista (15%), West (13%), Tierra Del Sol (12%), Ridgeview (10%), South (9%), Independence (8%), and Vista West (7%)) may also benefit from additional outreach, culturally appropriate course offerings or specialized programs to encourage participation and provide academic support.

5. Please describe any recent achievements of members of your area who have won awards or distinctions, new projects your area has implemented, professional development work, professional conference presentations or recently published work.

- a. Flex week workshops – Aug. 13 & 15, 2018
- b. Guest on Ralph Bailey show – Aug. 7, 2018
- c. Presentation to Cal-SOAP Fall Professional Development attendees – July 25, 2018
- d. Professional Development training for all KHSD instructors – August 31, 2018
- e. KHSD Assistant Principals Meeting – August 30, 2018
- f. Articulation Workshop at KHSD – February 14, 2018
- g. Delano Counselor Training – April 4, 2018
- h. DSPS staff training – April 10, 2018
- i. AAMP Mentoring Day – April 6, 2018
- j. Dual Enrollment Celebration Event – May 1, 2018
- k. Get Focused Stay Focused conference and training – Feb. 26, 2018; March 26, 2018; April 6, 2018;
- l. Community Voices article on dual enrollment, authored by Dr. Anna Laven – June 3, 2018
- m. Placement Testing and Accuplacer Training – May 2, 2018

6. The college has embarked on significant efforts such as **Guided Pathways**, **affinity groups** and **completion coaching communities** to improve the success and completion rates of our students. Please describe what your program/department/office is doing to contribute to these efforts.

The dual enrollment program is an integral component of the Guided Pathways work at Bakersfield College. Dual enrollment offers students an opportunity to enter the path and clarify the path before graduation from high school. In some cases, such as the model offered at Wonderful and the early college pilot at Arvin high school, students are able to complete an Associate’s degree throughout their four years in high school. As well, STDV B3, the largest of the dual enrollment course offerings, uses the Get Focused Stay Focused curriculum to specifically guide students through an introspective college and career exploration process, culminating in a ten-year plan.

7. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.

The Dual Enrollment program is heavily connected with Rural Initiatives and both teams work very closely to support their respective goals.

Assessment Report - Annual Update

- A. List your Administrative Unit Outcomes (AUOs)
- B. How did your outcomes results inform your program planning?
- C. How do the Administrative Unit Outcomes align with Institutional Learning Outcomes?

Dual Enrollment Growth:

- **Goal 1:** Increase enrollment every year
 - Successful

The number of sections grew by 26% from 288 in 2016-17 to 364 in 2017-18. Similarly, census enrollment grew from 5,892 in 2016-17 to 7,101 in 2017-18, an increase of 21%. (Data pulled from Cognos-Review-Section Details on 091718)

The results suggest that dual enrollment continues to address a need within the community. This outcome aligns with the institutional learning outcomes by providing opportunities for students to work toward a degree program while in high school.

- **Goal 2:** Expand dual enrollment to support equity and rural initiatives
 - Successful

As has been described above, the majority of dual enrollment courses are offered within rural communities and a substantial portion of participants are students of color. However, the needs of specific sub-populations may need to be addressed through additional relationship building at the site level and direct student support. These efforts ensure alignment with and attainment of institutional learning outcomes for all Bakersfield College students by bringing college courses to them.

Improve infrastructure processes:

- **Goal 1:** 100% of scheduled dual enrollment courses will make the 30 day advertising window
 - Successful for Summer 2018; Over 99% success for Fall 2018 (Data pulled from Cognos-Review-Section Details on 091718)

In the last year there has been a decline in the number of dual enrollment courses offered that did not make the 30-day advertising window. These results are attributed to a closer working relationship with high school partners, a focus on enforcing clear deadlines and strong support from the scheduling office. This outcome aligns with the institutional learning outcomes of thinking, communication, demonstration and engagement because when courses are properly advertised, all students can access the courses that will help them develop in these four areas.

	# of sections meeting req.	% meeting req.	# of sections not meeting req.	% not meeting req.	Total Sections
201370	4	100.00%		0.00%	4
201430	5	83.33%	1	16.67%	6
201450		0.00%	4	100.00%	4
201470		0.00%	9	100.00%	9
201530	5	55.56%	4	44.44%	9
201550	3	42.86%	4	57.14%	7
201570	31	91.18%	3	8.82%	34
201630	34	100.00%		0.00%	34
201650	13	100.00%		0.00%	13
201670	130	100.00%		0.00%	130
201730	137	94.48%	8	5.52%	145
201750	18	90.00%	2	10.00%	20
201770	142	95.30%	7	4.70%	149
201830	212	98.60%	3	1.40%	215
201850	28	100.00%		0.00%	28

201870	225	99.56%	1	0.44%	226
Grand Total	987	95.55%	46	4.45%	1033

- **Goal 2:** 100% of enrollment will be completed before census
 - In progress - Needs improvement

The substantial growth of dual enrollment has resulted in a larger difference between census enrollment and end of term enrollment. In the last year, Admissions and Records has processed hundreds of adds and drops after census, far more than in previous years. These numbers indicate that additional focus should be placed at the site, to both educate students so that they make an informed decision regarding participation. It also indicates that additional training and support is needed at the site level to prevent changes in participation after census.

Term	Census Enrollment	End of Term Enrollment	Difference
201370	94	91	3
201430	141	133	8
201450	19	74	-55
201470	228	211	17
201530	253	243	10
201550	206	206	0
201570	901	868	33
201630	603	587	16
201650	366	365	1
201670	2702	2630	72
201730	2824	2801	23
201750	552	542	10
201770	2854	2741	113
201830	3695	3578	117
201850	910	869	41

Embed dual enrollment within Guided Pathways work

- **Goal 1:** Provide dual enrollment courses across all ten pathways
 - Success

With the addition of childhood development offered in fall 2018, dual enrollment courses are offered across all ten pathways. It is now important to delve more deeply, and ensure dual enrollment within pathways is considered at the site level. Site level work to consider programs of study and connection with pathways is an important next step in supporting institutional learning outcomes across degrees.

Analysis of Received Resources from Previous Cycle

Discuss the type of resources you received and their Impact on program effectiveness?

Facilities:

If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.

- 1: Space Allocation
- 2: Renovation
- 3: Furniture
- 4: Other
- 5: Beyond Routine Maintenance

Technology:

If your program received technology (audio/visual – projectors, TV's, document cameras) and computers, how does the technology impact your program and help contribute to student success?

- 1: Replacement Technology
- 2: New Technology
- 3: Software
- 4: Other _____

Other Equipment

If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.

Conclusion:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program's current circumstances and needs. Consider this a snapshot of your program if someone were to only read this portion of your annual program review.

The dual enrollment program plays a key role in transforming communities through education. The program seeks to reach far, both in growing to serve every student in every high school and with the highest quality educational experience possible. With that in mind, the program has made strong gains in enhancing the Bakersfield College equity goals, expansion of courses covering every pathway, and improvement in administrative processes.

There also exists areas of opportunity to dive deeper, working hand-in-hand with high school sites. The level of growth, anticipated to reach 10,000 in less than five years, continues to strain core departments who rely on manual processes. High school sites and Bakersfield College academic departments could benefit from a clearer understanding of how to place dual enrollment within their Guided Pathways work. High school instructors may or may not have positive and frequent connection with their academic departments. Students and parents could benefit from a clearer understanding of the opportunities and impacts of dual enrollment participation.

With these areas of opportunity in mind, the program will focus on addressing manual processes, improving professional development, working with key leaders to incorporate dual enrollment more fully into Guided Pathways, and provide student and parent engagement activities. The addition of an education advisor

and implementation of a third-party software will allow the program to support the ground-level work with high school partners needed to support attainment of these opportunities.