

Bakersfield College

Program Review – Annual Update

Program Name: Dual Enrollment

Program Type: Instructional Student Affairs Administrative Service Other

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.

In addition it supports the following strategic directions of Bakersfield College.

Student Learning –

Dual Enrollment provides eligible students in the Kern and North Kern Service area with an opportunity to obtain high school and college credit in courses that provide learning opportunities in skill-builder courses that increase the student's employment competitiveness and in transferable education courses that prepare the student to transfer.

Student Progression and Completion –

Dual Enrollment students earn high school and college credit that provides them with the opportunity to build their skills in high wage and high demand areas. It also provides stackable credential opportunities and a pathway to short-term certificate programs that can lead to degrees.

Program Mission Statement:

The mission of the Dual Enrollment program at Bakersfield College is to provide eligible high school students with a seamless pathway to post-secondary education that will allow for them to earn high school and college credit in general and career and technical education opportunities leading to college enrollment and future employment in high skill, high wage and high demand fields applicable to the student's success.

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers
- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two.

C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

Progress on 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.

Program Goal	Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (choose one)	Status Update – Action Plan
<p>1. Implement DE scheduling policies to streamline course scheduling to ensure each course meets 30 day advertising apportionment requirement.</p>	<p><input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement</p>	<p><input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: 09/18/17</p>	<p>Action Plan:</p> <ul style="list-style-type: none"> • 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.
<p>2. Collaborate with Human Resources to develop a timeline for onboarding new DE instructors.</p>	<p><input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement</p>	<p><input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: 09/18/17</p>	<p>Action Plan:</p> <ul style="list-style-type: none"> • Meet with HR Manager to discuss onboarding issues. • Work with HR to develop a mutually agreed upon timeline to onboard DE instructors.

<p>3. Develop a Dual Enrollment Administrators Handbook</p>	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: 09/18/17	<p>Action Plan:</p> <ul style="list-style-type: none"> Review Dual Enrollment Faculty Hand Book and remove administrative program guidelines and input into NEW Dual Enrollment Administrator Handbook. Work with DE Administrative Partners to identify best practices and incorporate them into DE Administrators Handbook.
<p>4. Expand Dual Enrollment program to all high school districts in Kern, South Kern and North Kern service areas.</p>	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: 09/18/17	<p>Action Plan:</p> <ul style="list-style-type: none"> 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.

B. List new or revised goals (if applicable)

New/Replacement Program Goal	Which institutional goals will be advanced upon completion of this goal? (select all that apply)	Status Update – Action Plan
<p>Improve effectiveness of Dual Enrollment Program.</p>	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<p>Status Update: January 2017 – New DE Program Manager assumed duties.</p>

		<p>April 2017 – New DE Department Assistant III assumed duties.</p> <p>July 2017 – New DE Admissions & Records Tech assumed duties.</p> <p>Even with the addition of the new DE program staff for the BC main campus partner affiliates, the program is still experiencing increased workloads. Additional growth has been experienced at the Delano College Center with services to Delano Joint Unified School District. A request will be submitted to increase support staff (Department Assistant III) to support Delano DE.</p> <p>Revised Goal:</p> <p>In an effort to, improve effectiveness of Dual Enrollment – additional program staff will be requested for the 2018-19 AY.</p>
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Best Practices:

Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

Since there is no organized data collection, the program has developed internal methods to collect data which focuses on enrollment, student demographics, FTES generation, and student success and retention. The college should consider incorporating this data need into its internal processes for data collection as part of the Program Review process.

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).

The college does not have a systematic data collection for dual enrollment/articulated credit. This data has been obtained through internal collection processes.

The Bakersfield College Dual Enrollment program has been experienced a 300% growth over the past year. During the 2016/17 academic year, the College offered 284 sections at 24 comprehensive high schools serving 5,760 students. The students enrolled in the program continue to be quite successful with retention rates of 96% and success rates of 90.3%.

Dual Enrollment Credit							
Academic Year	Sections Offered	Students Served	High School Sites	FTEs	FTEF	Retention Rate	Success Rate
2016/17	284	5760	24	655.9	13.2	96.0%	90.3%
2015/16	75	1710	8	194.6	7.3	96.3%	86.9%
2014/15	22	500	8	14.9	3.9	89.5%	80.7%
2013/14	10	235		23.6	2.1	94.4%	77.7%

In addition to dual enrollment credit, the department supports all activities associated with articulated credit. Currently the college only provides articulated credit to high schools for CTE courses. The College articulation program has remained relatively stable, with a slight decrease in numbers of articulation agreements and numbers of high schools articulated with. The decrease is due most likely to the increased number of dual credit sections being offered.

Articulation Credit			
Academic Year	Credit granted	HS Sites with Articulation Agreements	Articulation Agreements
2016/17	1880	16	105
2015/16	1600	18	110
2014/15	1579	19	129

1. Please report on any unexpected changes or challenges that your program encountered this cycle:
 - As the Dual Enrollment program continues to grow, so do the demands from Dual Enrollment partners. Dual enrollment partners operate using a course master schedule that is based on predicted student needs from the previous school year data. Since some students attend the summer session, the course master schedule is constantly being updated – requiring for DE courses to be changed and/or canceled to accommodate course offerings. Over the last year, the program has experienced an over 300% increase from the 15/16 academic year. With this increase in demand comes multiple section requests that result in multiple course cancellations and changes. Due to this increase, additional program staff is necessary to support program demands.

2. How does your trend data impact your decision making process for your program?
 - Since data reflects that Dual Enrollment is experiencing tremendous growth, an increase in program staff is necessary to support partner demands and to deliver a quality program.

- In addition, the need to clarify the HS to College pathway includes clearly articulating what courses students can take at a high school by using dual, articulated, or concurrent enrollment the college must provide resources that support the integration, marketing and communication of “Clarifying the Path and Getting the Students on the Right Path” to our High School partners, students and parents.
 - Dual enrollment data is seriously needed, the college should systematically provide the program with updated data consisting of: student demographics, student enrollment, service areas and high schools supported, types of courses offered, student success and retention rates and eventually student tracking for HS to college transfer and success.
3. Were there any changes to student success and retention for face-to-face, as well as online/distance courses?
- N/A
 - Dual Enrollment success and retention numbers are higher than college courses, however it must be noted that the majority of courses are CTE courses and CTE courses at the college also have higher success and retention rates than general education courses.
4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?
- No data generated

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year’s Requests Impact Program Effectiveness?
<p>Positions: <i>Discuss the impact new and/or replacement faculty and/or staff had on your program’s effectiveness.</i></p>	<p><input checked="" type="checkbox"/> 1: Classified Staff <input checked="" type="checkbox"/> 2: Faculty</p>	<p>Department Assistant III – Delano College Center Dual Enrollment</p> <ul style="list-style-type: none"> • Due to an increased demand from DE partners in the Delano service area, a DA III is needed to support dual enrollment efforts in Delano. The DA III will act as a resource for Delano partners to assist with streamlining course scheduling, DE student enrollment and semester closeout. <p>Admission & Records Technician II – Delano College Center Dual Enrollment</p> <ul style="list-style-type: none"> • Due to the increased demand from DE partners in the Delano service area, the A&R Tech assigned to dual enrollment at the main campus has been impacted by Dual Enrollment partners in the Bakersfield service area and the Delano service area. An A&R Tech assigned to the Delano service area will increase efficiency and service in Delano to ensure that, program and partner needs are met – eliminating turnaround time for processing enrollments and increase efficiency in troubleshooting enrollment issues. <p>Scheduling Technician</p> <ul style="list-style-type: none"> • As the Dual Enrollment Program continues to grow, so do the demands of scheduling. The high school and college systems/ timelines are not in alignment and most likely will never be thus necessitating the manual entering of more than 280 sections per term.

		<p>Counselor – Dual Enrollment</p> <ul style="list-style-type: none"> As the Dual Enrollment Program continues to grow, so do the demands of DE on the Department of Counseling and Advising. The DE program currently depends on Department Chair of Counseling to review assessments results and provide multi-measurements for students. Since Counseling and Advising is providing this service as a courtesy, the turnaround time is not always as timely as the DE office would like. Therefore, a Counselor to support dual enrollment efforts 100% is imperative. In addition to providing assessment interpretation and multi-measurement services, the Dual Enrollment Counselor will work with partners to help streamline pathways to stackable credentials. In addition, the Dual Enrollment Counselor will support course articulation with area DE partners and assist with the development and increase of dual enrollment and course articulation courses. <p>Dean of Instruction or Program Director</p> <ul style="list-style-type: none"> Even though the program has a FT Program Manager, this position is responsible for 50% Dual Enrollment and 50% California Endowment grant management. The Program manager is responsible for the day to day operations of Dual Enrollment and the Dean is responsible for the administrative operations of the program, however the growth of the program is creating an unmanageable workload for these positions.
<p>Professional Development: Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle</p>	<p><input checked="" type="checkbox"/> 1: Provided Professional Development <input type="checkbox"/> 2: Attended Professional Development</p>	<p>Program Manager provided flex activities and in-service training for college faculty, HS faculty and the community at large.</p>
<p>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.</p>	<p><input type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance</p>	<p>N/A</p>

<p>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?</p>	<p><input checked="" type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____</p>	<p>Computer upgrades provided to staff, funded by Strong Workforce.</p>
<p>Resource Request</p>		<p>Discuss How Effective Request is for Student Success?</p>
<p>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.</p>	<p><input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____</p>	<p>N/A</p>
<p>Budget: Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)</p>		<p>Currently Dual Enrollment has access to funds provided by College Futures. These funds are used to compensate Faculty Liaisons and an institutional researcher. Faculty Liaisons provide support to assigned Dual Enrollment instructors in the form of syllabi review, course content rigor review and teaching evaluation. College Futures funding will end June 2018 and the college must provide funding to continue to sustain the program.</p> <p>Funding is needed to support additional personnel, faculty liaisons, travel expenses for staff to support HS faculty, partner meetings and generalized support for enrollment processes.</p>

Conclusions & Snapshot:

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.

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As the college continues to define what high school to college pathways consist of there will be a need to clearly articulate and market the path for students – the high school provides dual credit offerings, articulated course offerings or concurrent course offerings. This approach will allow students to understand what is needed for the pathway, how it can be obtained at their high school and how long or how many courses are needed to complete the pathway.

Even though the program has hired a FT Program Manager, Department Assistant 3 and an A&R Technician II with 100% responsibility to the Dual Enrollment program, the increasing workload surrounding dual enrollment continues to be unmanageable. Compounding the issue is the fact that the Dual Enrollment program supports communities with completely different needs and resources: Kern High School District the largest high school district in California and our rural partners of Delano, Wasco and McFarland. There is a need for coordination of processes between the high school systems and the college for scheduling of courses, enrollment of students as well as instructional and administrative support for all partners. However, alignment of these systems may not be possible

given that the high schools and the colleges work on completely different scheduling timelines that do not give access to student enrollments in a manner conducive to college instructional needs. The high schools create year-round student schedules which results in student placements occurring after college scheduling timelines have been closed, thus necessitating **manual entry of all course sections and student enrollments into the Banner system** by the A&R and Scheduling departments (**284 sections and 5760 students**).

The Dual Enrollment program operates as a mini college entity within Bakersfield College under the executive leadership of the Vice President of Instruction and the Dean of Instruction. The Dean of Instruction provides overall supervision of the Dual Enrollment Program with the support of the Program Manager. As the program continues to experience growth, and it will continue to grow since the load limitation for high school faculty teaching only HS dual enrollment courses has been removed, as well as dual enrollment being a performance measure of College/Career Indicator, the program will require additional staff. There is a strong need to increase the number of support staff needed to operate the Dual Enrollment program: a Scheduling Technician with primary responsibility for Dual Enrollment; an A&R technician and Department Assistant III with primary responsibility to the rural communities; an Educational Advisor and/or Counselor to promote and educate HS faculty/counselors about student selection and enrollment processes and provide student support services, such as multiple measures; and, administrative support with either a Dean of Dual Enrollment or at the very least a Program Director for Dual Enrollment. Given the amount of FTES generated by Dual enrollment funding is available to support these additional positions. Furthermore, there is a need to collect and analyze data in a systematic manner so that the College can demonstrate success or challenges associated with the Program.