



Painting the Landscape of Dual Enrollment in California

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Focus Group

You have been recruited to participate in a focus group.

Your participation is voluntary.

We are recording.

No names of individuals or colleges will be used.



CLP Career Ladders Project *Fostering Educational and Career Advancement for Californians*

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OUR WORK

The Career Ladders Project (CLP) aims to improve educational and career outcomes for Californians. We foster these opportunities through research, policy reforms and strategic assistance to community colleges—and their K16 education, workforce and community partners.

NEWS

Big Ideas in Workforce Innovation: Catalyze Change, Accelerate Impact

Big Ideas for Workforce Innovation: Alignment for Economic Mobility

Big Ideas in Workforce Innovation: A Three Part Series
August 2017
The California Workforce Development Board (State Board) has released a three part series, Big Ideas in Workforce Innovation. The Career Ladders Project documented emerging lesson...

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OUR STORIES

VIDEOS

Skyline High School's Computer Academy visits Berkeley City College
May, 2015

GTC Snapshot - Green Transportation ...

Career Ladders Project fosters educational and career advancement through **research, policy initiatives and direct assistance** to community colleges and their partners.

Who is in the Room?

- Researchers
- Faculty
- Administrators
- Coordinators
- K12
- Systems Office
- Legislators
- Foundations



The Big Survey – Why

- Hopes of AB 288
- Baseline to Measure Change
 - Numbers of Students and Sections
 - Recruitment & Delivery
 - Staffing & Structure
 - Funding
 - A Look to the Future
 - Plans & Needs



Methodology

- Created a survey
- Vetted with researchers and practitioners
- Input from the CCCCCO
- Launch – support from CCCCCO
- 8 Researchers contacted 113 colleges via phone and email
- Emailed “the grid” with 12 quantitative questions
- Scheduled interviews with researcher and program staff
- Compiled
- Interviews with 48 colleges
- In the process of compiling case studies



What Are We Talking About?

- Dual Enrollment?
- Concurrent Enrollment?
- Articulation?
- Part-time Special Admissions Students?



How Many Students - 2015-16

How do we know how many high school students are taking college classes?

- 60% of Respondents reported the MIS numbers were correct or close (less than 10% off), 15% either did not respond or were unsure, and 25% reported the numbers were incorrect with a difference over 10%
- 35% of respondents offered sections for which they did not claim apportionment, and thus were not reflected in the state MIS totals.
- Altogether, the colleges noted an additional 482 total course sections and 9,071 students not reported in MIS.



How Many Students - 2015-16

Implications?

- Reporting for special admissions student enrollment has room for improvement.
- Non-apportionment generating sections are widely used and those students are not counted in MIS.



Delivery - 2015-16

Courses on the college campus: many high school students come to the colleges “on their own.” That is, they are not attending college as part of an early or middle college or some other special program.

- 81% of respondents reported high school students coming to the college campus for a total of 21,195 students.
- 60% of respondents also offered sections on a high school campus for a total of 2,542 sections.
- 40% of respondents reported they offer courses on a high school campus as a part of a pathway.



Delivery - 2015-16

- 83% of respondents reported serving special admissions students in **general education** transferable courses, reporting 12,070 sections
- 77% of respondents reported serving special admissions students in **CTE** courses, with 4,578 sections reported
- 71% of respondents reported serving special admissions students in **college success courses**, with 661 sections reported
- 69% of respondents reported serving special admissions students in **math** courses, with 2,074 sections reported
- 69% of respondents reported serving special admissions students in **English** courses, with 1,999 sections reported



Delivery - 2015-16

Implications

- Many students coming on their own.
- Students overwhelmingly taking general education courses.



Staffing- 2015-16

Who teaches high school students in college classes?

- 35% of respondents were able to identify instructors teaching sections that served high school students also taught at the high school.
- 31% of respondents were able to confirm that *none* of the instructors teaching sections that served high school students also taught at the high school.
- 10% of respondents indicated they could not determine that information.
- 23% of colleges interviewed did not respond to this question or indicated not applicable.



Staffing- 2015-16

Implications

- Does it matter who teaches the particular section?
- What does research say?
- How does the issue of scale fit into staffing decisions?



Funding - 2015-16

- 77% of respondents reported funding sections that served special admissions students via FTES
- 17% of respondents reported funding sections via contact education, i.e. paid for by the high school partner
- 17% of respondents reported funding sections via a grant, with an additional 4% (2 respondents) indicating they used a “mixed model” and an additional 2% (1 respondent) indicating the high school held the grant that funded sections.



Funding - 2015-16

Implications

- Is the FTES funding formula working?
- Are there other models?



Recruitment - 2015-16

- 42% of respondents indicated the use counselors both from the high school and the college
- 40% of respondents indicated strategic recruitment through the college outreach department and/or specific high school departments
- 27% of respondents indicated activities in which the college went to the high school campus
- 17% of respondents indicated the use of print or on-line marketing
- 2% of respondents indicated that for high school freshman participation was automatic



Recruitment - 2015-16

Implications

- The purpose of AB 288 is to widen dual enrollment to students who are underrepresented at our colleges, and may not otherwise go to college.
- How do we recruit for this purpose?



Future Plans

- 77% of respondents indicated the college intended to grow dual enrollment
- 63% of respondents indicated that they would offer expanded dual enrollment offerings as part of a pathway
- 63% of respondents indicated their future plans included utilizing both AB-288 (allows for “closed” classes for high school students) and non-AB 288 agreements
- 42% of respondents indicated they will be transitioning to AB-288 partnerships
- 8% of respondents indicated they will be maintaining their current size
- None of the respondents indicated they would be scaling back dual enrollment



Future Plans

Sustainability

- 29% identified a focus on funding including 17% focusing on FTES as a specific funding strategy.
- 20% identified staffing including program staff as well as instructors.
- 17% identified the importance of the partnership with the high school partner and/or community.



Future Plans Challenges & Opportunities

- 50% - providing student support services
- 48% - support for admissions and records personnel
- 48% - scheduling
- 46% - data sharing
- 38% - information about and support for effective practices and approaches
- 35% - pedagogy or classroom methods
- 31% - professional development for college instructors working with high school students
- 29% - agreements or contracts
- 27% - logistics and transportation
- 25% - compliance
- 25% - professional development for high school instructors also serving as college instructors
- 15% - federal privacy laws



Future Plans - Implications

- How to we, as a system, prepare for growth?
- How do we insure quality while growing?



Themes

- There is still confusion in the field.
- This is hard work - labor intensive, devil in details
- Part of a larger reform efforts – pathways, guided pathways, completion agenda.
- Capacity.
- AB 288 has been helpful as a catalyst for partnerships
- Partnership is more important than any incentive.



“AB 288 has respired a conversation for colleges and high schools to work together. These conversations ebb and flow, how do we keep these partnerships going. It’s a disservice to students to let go of the partnership.”



Themes



FOR MORE INFORMATION

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