



San Bernardino
Valley College

Dual Enrollment



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2024 DUAL ENROLLMENT WORK GROUP SUMMARY

November 14, 2024

Executive Summary

This report provides an in-depth look at the outcomes, next steps, and structured processes developed to address concerns raised by faculty regarding the implementation and growth of the dual enrollment program at San Bernardino Valley Community College (SBVC). Through facilitated discussions, surveys, and direct interviews with faculty, several key areas of concern emerged, which include the need for improved communication, curriculum consistency, resource allocation, targeted professional development, and a heightened focus on equity and access. This report outlines a strategic approach to addressing these concerns to ensure that dual enrollment growth aligns with SBVC's mission and meets the needs of both faculty and students.

Outcomes

A comprehensive analysis of faculty feedback identified the following critical areas of concern:

1. **Enhanced Communication and Program Updates:** Faculty emphasized the need for timely and consistent communication regarding program policies, procedural updates, and scheduling changes. Clear alignment between high school and college academic calendars was a major priority, as faculty often face logistical challenges in synchronizing course schedules and academic expectations across institutions.
2. **Curriculum Consistency and Academic Standards:** Faculty expressed concerns about maintaining the academic rigor of dual enrollment courses, particularly those delivered at high school sites. They highlighted the importance of upholding SBVC's curriculum standards to ensure dual enrollment students receive an education equivalent to on-campus experiences. Concerns included the alignment of learning outcomes, grading policies, and assessment measures.
3. **Resource Allocation for Dual Enrollment Courses:** Faculty raised concerns about access to necessary teaching materials, technology, and student support services for dual enrollment courses, especially those offered at offsite locations. They noted that adequate resources are essential for maintaining instructional quality, engaging students, and addressing the unique needs of high school students in college-level courses.
4. **Professional Development and Training:** Faculty expressed a need for ongoing professional development tailored to dual enrollment. Desired topics include instructional strategies for high school-aged students, best practices for remote learning, understanding FERPA and other legal requirements, and culturally responsive teaching. Faculty feel that dedicated training would equip them to address the diverse needs of dual enrollment students more effectively.
5. **Equity and Access:** Faculty also underscored the need to prioritize equity and access within the dual enrollment program. Concerns included ensuring that underrepresented and underserved students have equal access to dual enrollment opportunities and that instructional practices support a diverse student population. Faculty emphasized the importance of addressing any barriers to participation and fostering an inclusive environment that aligns with SBVC's commitment to educational equity.

Next Steps

Based on these findings, SBVC will take the following next steps to address these concerns and foster a collaborative environment for dual enrollment growth:

1. **Formation of a Dual Enrollment Faculty Task Force:** SBVC will establish a task force of faculty representatives, program administrators, and support staff focused on dual enrollment. This task force will meet quarterly to facilitate communication, address ongoing challenges, and ensure that faculty concerns are addressed promptly and comprehensively.

2. **Targeted Professional Development Programs:** To support faculty in meeting dual enrollment students' needs, SBVC will develop a comprehensive professional development program. This will include training on culturally responsive teaching, equity-focused instructional strategies, FERPA compliance, and curriculum alignment for dual enrollment courses. Special sessions will address best practices for fostering an inclusive classroom environment that promotes student engagement and success.
3. **Improved Communication and Transparency:** SBVC will implement a dedicated online platform and monthly newsletter for dual enrollment faculty, providing timely updates on program changes, policy adjustments, and training opportunities. Regular updates and open communication will help faculty stay informed and aligned with program objectives, leading to smoother implementation of dual enrollment courses.
4. **Annual Resource and Needs Assessment:** SBVC will conduct an annual assessment to evaluate resource needs, including classroom materials, technology, and student support services for dual enrollment courses. This will ensure that faculty and students have the necessary tools and resources to foster a high-quality, equitable learning experience.
5. **Equity and Access Initiatives:** SBVC will develop specific initiatives to increase equity and access in dual enrollment. These initiatives will aim to broaden dual enrollment opportunities for underserved student groups, promote inclusive teaching practices, and address any systemic barriers that may impact student participation. The dual enrollment task force will oversee these initiatives to ensure they align with SBVC's equity goals.

Process Outline for Ongoing Program Support

This process outline offers a structured approach for addressing faculty concerns and supporting the sustainable growth of SBVC's dual enrollment program:

1. **Ongoing Faculty Feedback Collection:** SBVC will implement annual surveys and open feedback forums, allowing faculty to share input on program challenges, curriculum concerns, and resource needs. This feedback will provide insights into emerging issues and inform program improvements.
2. **Quarterly Data Review and Assessment:** The dual enrollment task force will review feedback data once per semester, identifying trends, resource gaps, and high-priority areas requiring immediate action. This will ensure that faculty needs are addressed proactively and consistently.
3. **Resource Allocation and Training Deployment:** Based on feedback and assessment findings, SBVC will allocate resources to address identified needs and deploy targeted professional development sessions. This will help ensure faculty are prepared to address student needs and maintain academic rigor in dual enrollment courses.
4. **Monitoring and Continuous Improvement:** SBVC will establish success metrics, including faculty satisfaction, student retention, student success rates and equity in student enrollment. Regular monitoring will inform ongoing adjustments, allowing SBVC to make data-driven decisions that enhance the dual enrollment experience.

Conclusion

This report outlines a comprehensive approach to addressing faculty concerns about the dual enrollment program at SBVC. By addressing the identified areas—communication, curriculum standards, resource allocation, professional development, and equity and access—SBVC can strengthen faculty support, promote student success, and ensure an equitable and rigorous dual enrollment experience. These steps will enable SBVC to build a sustainable, high-quality program that benefits faculty, students, and the larger SBVC community.

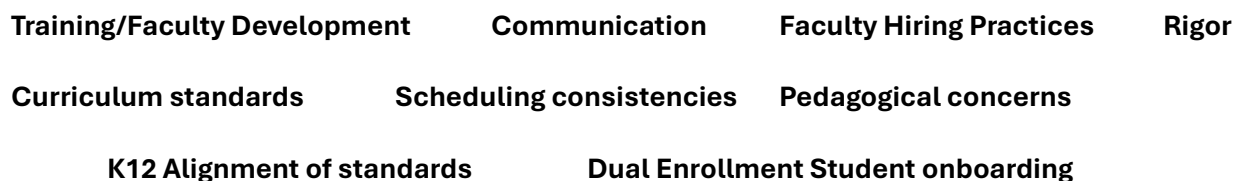
Appendix A

Summary of Comments Collected from Faculty and Staff

The collage consists of 30 sticky notes of various colors (purple, blue, green, yellow, red, pink, orange) arranged in a grid-like fashion. Each note contains a comment and a name. The comments cover a wide range of topics related to dual enrollment, including curriculum alignment, staffing, hardware, student onboarding, and communication. The names of the contributors are listed at the bottom of each note.

- Calendar Alignment with K12** - Brian Thompson
- To ameliorate equity gaps for our STEM students, let's ensure that off-campus resources include appropriate instructional supplies and equipment.** - Todd Heibel
- Finding Faculty that have the correct qualifications that are also available** - Lit boss
- Ensure that high schools have appropriate hardware and software to deploy computer-intensive courses (like GIS, CS, CIT, etc.).** - Todd Heibel
- Connecting students taking CCAP courses to our campus support systems and culture.** - Davena Burns-Peters
- Staffing with Dual Enrollment team as well as in the schools. Wrap around services at the schools.** - Trendsetting leader
- Faculty should reach out to the Bookstore with book requests in advance.** - Success vector
- Curriculum Alignment and Rigor** - Brian Thompson
- Student onboarding into Dual Enrollment, ensuring they have the knowledge needed to be successful.** - Brian Thompson
- Low staffing levels to support the increase in the number of packets received in a semester** - Brilliant ace
- making sure students have completed the Matric process and enrolled in classes before the course begins** - Brilliant ace
- Continue to expand the Dual Enrollment network to include collegial consultation across campus constituencies. In other words, get "buy-in" from as many groups and voices as possible.** - Todd Heibel
- Need to disaggregate dual enrollment success data.** - Trendsetting leader
- Contact hours and calendar alignment.** - Brian Thompson
- Engage with Department Chairs in all stages of planning and development and communicate the "rules" and "norms" of Dual Enrollment as they are a direct contact with faculty.** - Davena Burns-Peters
- Who determines which courses will be offered at a given high school? Is there Depart. Chair by in before a final decision is made?** - Denise Knight
- Training new dual enrollment faculty classroom management strategies** - Daniel Mayo
- Communication/Vision for Dual Enrollment at Valley College.** - Trendsetting leader
- assigned faculty having the tools to be successful at the High schools** - Brilliant ace
- Supporting faculty in understanding the similarities and differences of dual enrollment to non dual enrollment courses. i.e. understanding how our policies supercede H.S. campus culture, a specific example is the role of the HS counselor in support students in a CCAP course or parental inquiries** - Davena Burns-Peters
- It seems like the tail is wagging the dog. To be teaching 3 50 minute classes weekly when we don't have that format for our college courses seems a bridge too far.** - Denise Knight
- Are there specific classes that students take as Frosh and sophs to prepare them for college rigor?** - Denise Knight
- Challenge from Dept. Chair Perspective: efficient scheduling and sufficient staffing** - Davena Burns-Peters
- Partnering with Deans and Chairs on Pathways and scheduling.** - Trendsetting leader
- how to manage safety concerns in lab, need required safety training for students with the ability to remove students unwilling to try until they succeed and are properly trained** - Lit boss
- The challenge is to find out if Adult Ed students can receive the same benefits of dual enrollment as the traditional K12 students in the existing "contract" or MOU? for example, paying for academic fees or parking fees** - Emma Diaz
- A CHALLENGE HAS BEEN PROCESSING REQUIRED PAPERWORK AFTER ENROLLMENT HAS ALREADY BEGUN. OUR AE STUDENTS ATTEND AN OPEN ENROLLMENT SETTING WHEN ENROLLING FOR GED OR HSD PROGRAMS THEREFORE. OFTEN TIMES THEY REGISTER FOR COLLEGE COURSES PRIOR TO COMPLETING THE REQUIRED DUAL ENROLLMENT FORMS.** - Chaos stabilizer
- Finalize Dual Enrollment teaching schedules well in advance of each semester. Try to minimize last-minute schedule changes.** - Todd Heibel
- Ensuring that we can locate faculty who can teach off site and in a schedule that fits within the typical HS bell schedule.** - Todd Heibel
- Hiring of Faculty** - Trendsetting leader

Summary of Major areas of concerns:



Appendix B

Process for Vetting and scheduling courses through Dual Enrollment- Approved by work group



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Dual Enrollment

1. Introduction

- This document outlines the process for the Dual Enrollment Department to request courses scheduled by the Deans at Valley College. It ensures a structured approach to scheduling dual enrollment courses, facilitating smooth coordination between the department and college administration.

2. Initiating the Request

- The Dual Enrollment Department initiates the course scheduling process by identifying the courses needed for the upcoming semester or academic term. This is based on student demand, curriculum requirements, K12 partner requests and available resources.
- The department prepares a comprehensive list of courses including course codes, titles, descriptions, credit hours, prerequisites, and any specific requirements.

3. Consultation and Approval

- The department consults with relevant faculty members, academic advisors, and stakeholders to validate the course selections and ensure alignment with academic goals and standards.
- Once the course list is finalized internally, it is submitted to the appropriate Dean(s) for review and approval.

4. Submission of Course Requests

- The Dual Enrollment Department submits the finalized course list along with supporting documentation to the Deans' office(s) responsible for scheduling.
- The submission includes details such as course codes, titles, preferred time slots, anticipated enrollment numbers, faculty availability, and any special considerations. This will be on the scheduling spreadsheet used by the college.

5. Review and Assessment

- The Deans' office(s) review the submitted course requests to assess feasibility, resource availability, and alignment with the college's scheduling priorities through consultation with the Department Chairs.
- Any conflicts or issues identified during the review process are communicated back to the Dual Enrollment Department for resolution.

6. Scheduling Coordination

- Upon approval of the course requests, the Deans' office(s) coordinate with the college's scheduling department to assign appropriate offsite locations, times, and faculty for each course.
- Special attention is given to avoiding scheduling conflicts and accommodating student needs.

7. Communication of Schedule

- Once the schedules are finalized, the Dual Enrollment Department communicates the course schedule to enrolled students, faculty members, department chairs and relevant stakeholders.
- The schedule is disseminated through official college communication channels such as email, student portals, and course management systems.

8. Monitoring and Adjustments

- Throughout the semester, the Dual Enrollment Department monitors the scheduled courses to ensure smooth delivery and address any emerging issues.
- In case of unforeseen circumstances or changes in student enrollment, the department liaises with the Deans' office(s) to make necessary adjustments to the schedule. The Dual enrollment office will provide the information already on the appropriate forms for changes, additions, and cancellations.

9. Feedback and Evaluation

- At the end of each semester or academic term, feedback is solicited from students, faculty, and staff regarding the scheduling process and overall experience.
- The Dual Enrollment Department conducts a thorough evaluation to identify areas for improvement and incorporates feedback into future scheduling processes.

10. Documentation and Record-Keeping

- All correspondence, approvals, and scheduling-related documents are properly documented and maintained by the Dual Enrollment Department for future reference and auditing purposes. Documents should also be maintained at the appropriate divisional Dean's office.

11. Continuous Improvement

- The Dual Enrollment Department regularly reviews and refines the course scheduling process to enhance efficiency, effectiveness, and stakeholder satisfaction.

12. Conclusion

- By following this structured process, the Dual Enrollment Department ensures that courses are scheduled effectively and efficiently to meet the needs of dual enrollment students while aligning with the college's academic objectives and resources.