



Dual Enrollment Overview

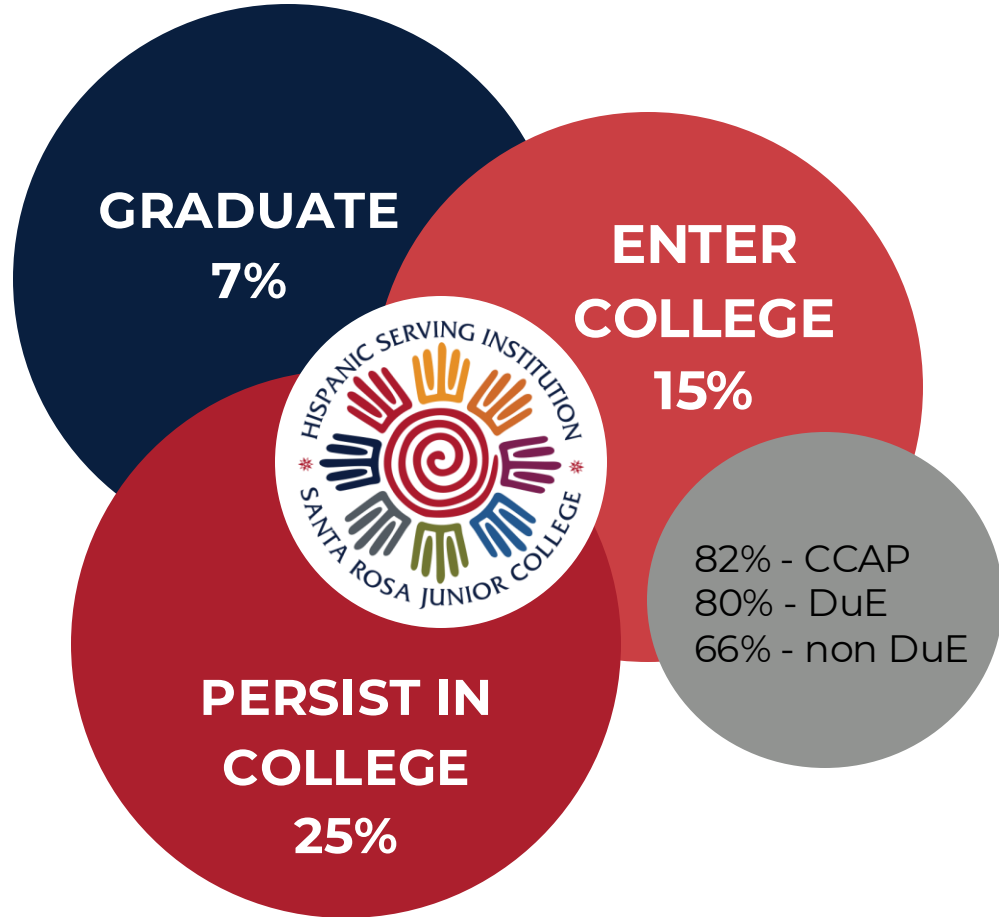
Academic Senate
April 2, 2025

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WHY DUAL ENROLLMENT

Students who participate in high-quality dual enrollment during high school are more likely to graduate, enter college, and persist in college to completion than their peers who don't.

Some studies show it can provide the biggest boost to young men of color and low-income and first-generation college students.



	Methods of Acquiring Early College Credit				
	Credit for Prior Learning (CPL)			Dual Enrollment	
	AP Advanced Placement	IB International Baccalaureate	A-CBE Articulation with Credit by Exam	Non-CCAP (AKA "concurrent enrollment")	CCAP College and Career Access Pathways
Student Generalizations	<ul style="list-style-type: none"> College bound High-achieving "Advanced" 	<ul style="list-style-type: none"> High resources 	All students	<ul style="list-style-type: none"> Often well supported 	<ul style="list-style-type: none"> College-aspiring Institutionally underserved (racially minoritized, economically marginalized)
Curriculum	<ul style="list-style-type: none"> Academic course High school purview 	<ul style="list-style-type: none"> Academic course(s) High school purview 	<ul style="list-style-type: none"> CTE course High school, aligned with community college course 	<ul style="list-style-type: none"> Mostly academic CTE Community college purview 	<ul style="list-style-type: none"> Academic CTE Often in a pathway/series Community college purview
Community College Application & Enrollment Requirements	None	None	<ul style="list-style-type: none"> Community college application Dual enrollment form 	<ul style="list-style-type: none"> Community college application Dual enrollment form Course registration required 	<ul style="list-style-type: none"> Community college application Dual enrollment form Course registration required
Instructional: Who teaches the class	High school teacher	High school teacher	High school teacher	College instructor	<ul style="list-style-type: none"> College instructor, or High school teacher (must meet MQs)
Location	High school	High school	High school	<ul style="list-style-type: none"> College usually High school possible 	<ul style="list-style-type: none"> High school College
Student population in the classroom	High school	High school	High school	Mixed high school and community college students	High school
Credit Assessment method(s)	Test	Test	Test (or other formative assessment)	Course learning assessments	Course learning assessments
General academic risks	The receiving college determines the test score required for college credit	IB credit granted may differ from course credit (and units granted) by transfer institution	N/A	Risk of failing grade on college transcript	Risk of failing grade on college transcript
Transferability	Course credit and units granted at CCC may differ from transfer institutions. Each university determines how exams will apply toward credit in a major.	<ul style="list-style-type: none"> UC: Yes CSU: Yes 	<ul style="list-style-type: none"> UC: No CSU: Varies by school 	<ul style="list-style-type: none"> UC/CSU approval for many community college courses (see college catalog) 	<ul style="list-style-type: none"> UC/CSU approval for many community college courses (see college catalog)
Costs	AP test cost (\$96/test)	IB exam cost (\$119/exam)	No cost to student	No tuition costs (students are responsible for the costs of mandatory fees, textbooks, and other required course materials)	No cost to students (the agreement partners must fund mandatory fees, textbooks, and other materials)

Source: Vanessa Luna Shannon, Director, Dual Enrollment Pathways and Partnerships, Santa Rosa Junior College (2022)]

EARLY COLLEGE CREDIT

Credit for Prior Learning

AP – Advanced Placement

IB – International Baccalaureate

A-CBE – Articulation with Credit by Exam

Dual Enrollment

CCAP – College and Career Access Pathways - Closed classes on HS campus, during bell schedule, embedded supports, part of a pathway, no cost to students

Non-CCAP – HS student enroll on their own without a designated partnership

SRJC Top Ten Dual Enrolled Courses 2023-24

#1

English 1A

453 Enrollments

Course Success Rate: 87.2%

District: 62.9%

#2

History 17.2

268 Enrollments

Course Success Rate: 93.3%

District: 79.4%

#3

Psychology 1A

178 Enrollments

Course Success Rate: 91.1%

District: 72.3%

#4

Spanish 1

161 Enrollments

Course Success Rate: 87.0%

District: 72.6%

#5

Political Science 1

153 Enrollments

Course Success Rate: 93.5%

District: 80.0%

#6

American Sign Lang.

150 Enrollments

Course Success Rate: 78.0%

District: 73.5%

#7

Counseling 60

129 Enrollments

Course Success Rate: 97.7%

District: 87.8%

#7

Culinary 250

129 Enrollments

Course Success Rate: 98.4%

District: 83.9%

#8

English 1B

114 Enrollments

Course Success Rate: 93.9%

District: 77.6%

#9

History 17.1

104 Enrollments

Course Success Rate: 89.4%

District: 71.9%

#10

Astronomy 3

89 Enrollments

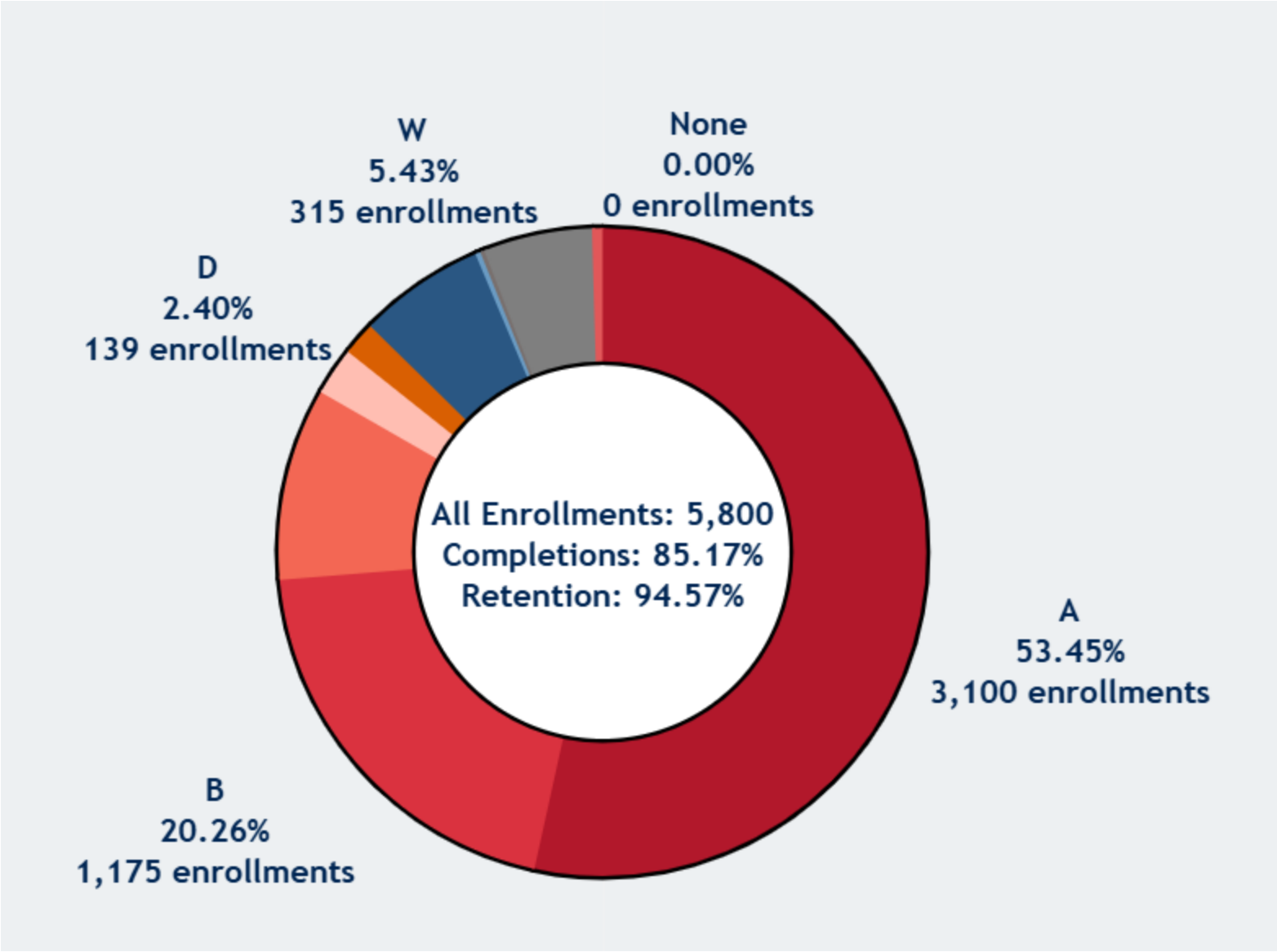
Course Success Rate: 92.0%

District: 72.3%

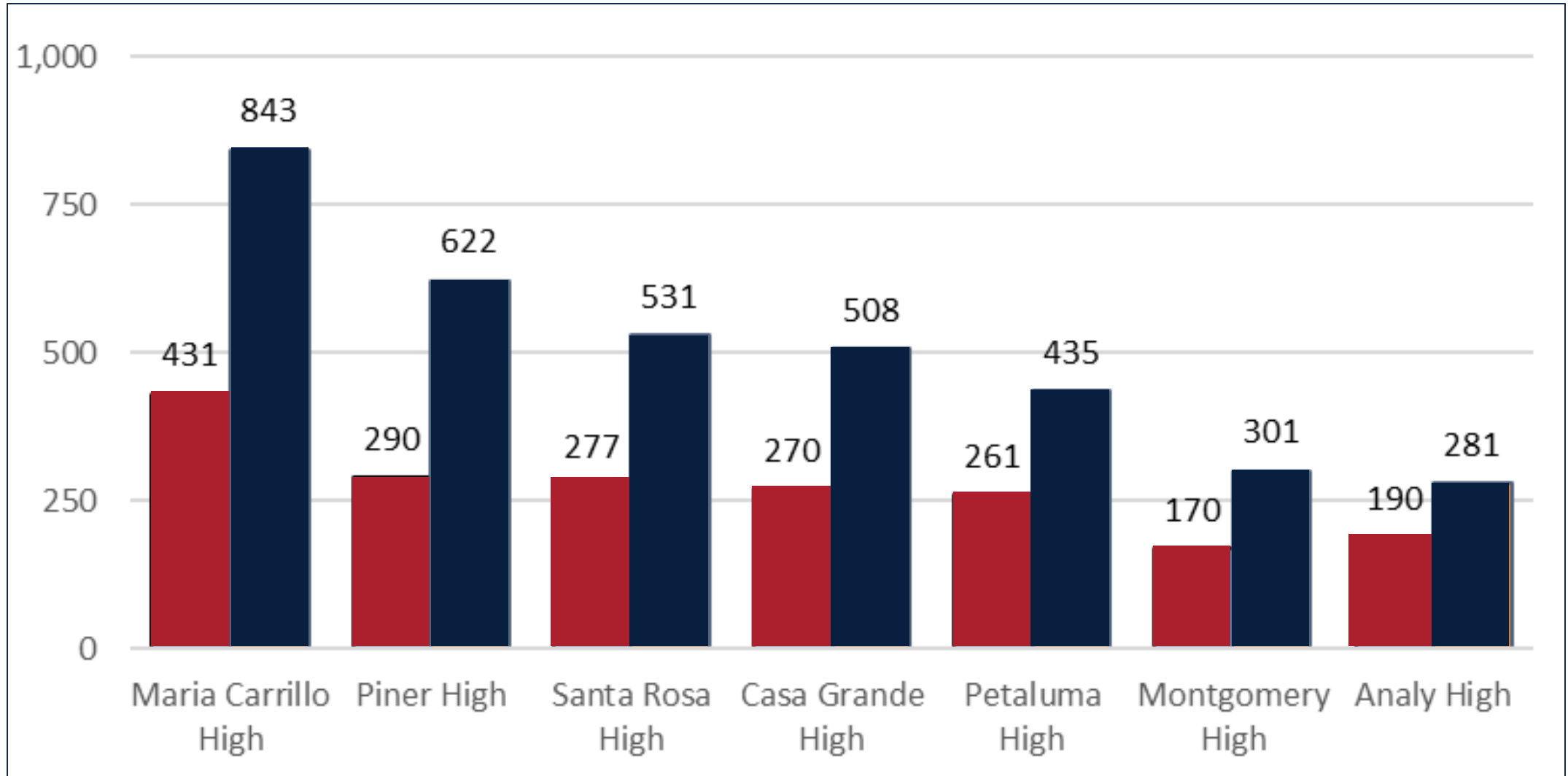


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SRJC Dual Enrollment Grades 2023-24



TOP Enrolling High Schools 2023-24



■ Headcount

■ Enrollments

IMPACT OF CCAP

82% of CCAP students enrolled in college within 1 year of high school graduation

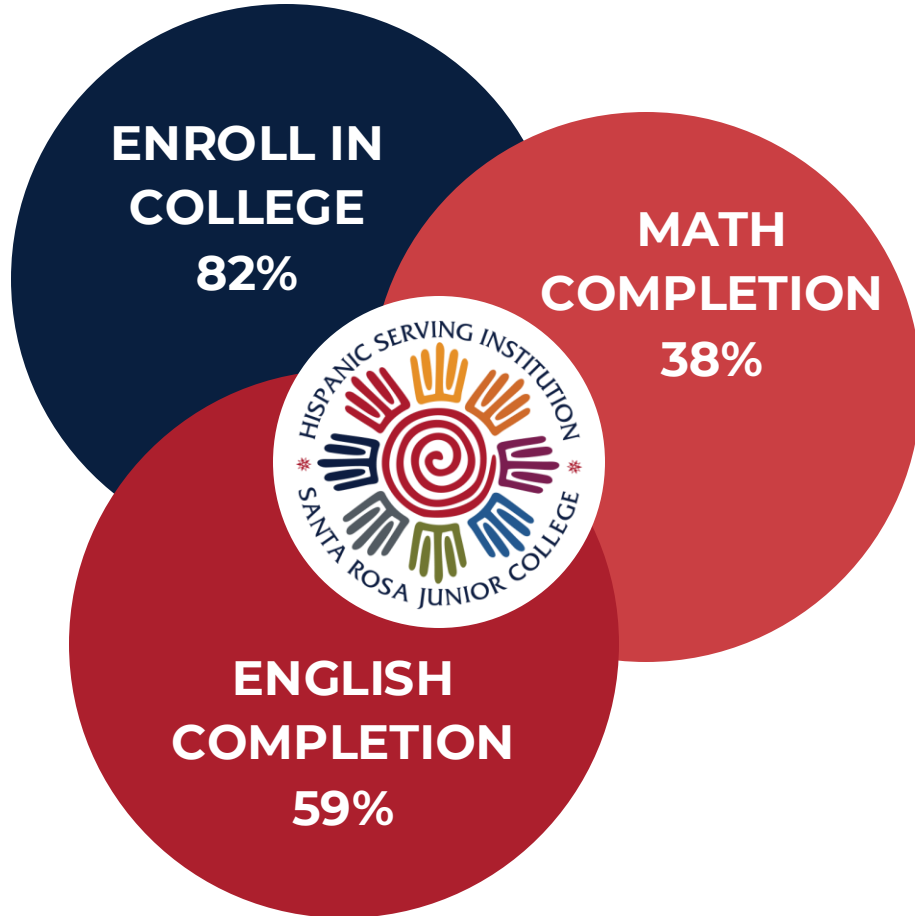
51% enroll in a California Community College (CCC)
31% enroll directly in a four-year college

Most CCAP students following high school graduation matriculated to the CCC where they took their CCAP courses

CCAP students complete within 1 year at CCC:

38% of transfer-level math vs 23% for non-dual enrollment students

59% of transfer-level English vs 42% for non-dual enrollment students



Barriers to Dual Enrollment in California

Dual Enrollment Legislation (Ed Code limits broad access, other states have dual enrollment mandates)

Unit caps and course restrictions

Separate governance structures (CCCC, UC/CSU, K-12)

Lack of united statewide strategy

No statewide funding model (individual districts and colleges negotiate funding)

HS lack funding to support counseling, staffing and infrastructure

Unequal access (wealthier districts have more opportunities)

CA doesn't consistently promote dual enrollment as key college access strategy

Lack of pathway alignment

Faculty Concerns in Dual Enrollment Programs

TRAINING

Professional Development
Training Programs
Orientations

ACADEMIC PREPAREDNESS

Readiness Assessments
Curriculum Alignment
HS Partnerships

WORKLOAD

Article 31 Side Letter

IMPACT ON “REGULAR” STUDENTS

Peer Interaction
Academic Pressure

COMPENSATION

Article 31 Side Letter

GRADE STANDARDS

Grading Policies
Evaluation Criteria

CLASSROOM MANAGEMENT

Professional Development
HS Partnerships
Classroom Supports

COURSE RIGOR

Managing Expectations
HS Partnerships/Orientations

BALANCING EXPECTATIONS

CCAP Supports
Communication & Partnership



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Challenges in Dual Enrollment Programs

Resource Limitations

Limited funding opportunities

Inadequate support services

Regulatory Challenges

Complex regulations

Policy compliance

Access and Equity

Managing course capacity/offerings

Transportation

Stigma

Communication/Partnership

Resistance from administration/faculty/staff at HS and college

Schedule alignment difficulties

SRJC FRAMEWORK



ARTICLE 31 SIDE LETTER March 12, 2024

Working conditions for CCAP courses

Class sizes

Academic freedom

Training and compensation

CCAP MOUs WITH K-12 DISTRICTS May 14, 2024 and March 11, 2025

Outlines responsibilities of K-12 Districts and SRJC

Financial responsibilities

Data sharing

Course offerings

WHAT IS NEXT?



The Exchange Tower. Detroit, MI



CROSS-SYSTEM ALIGNMENT

Top 5 HS Pathways: By Count Sorted by Sector

1. Arts, Media, & Entertainment
- ★ 2. Ag. & Natural Resources
- ★ 3. Health Science & Medical Tech.
4. Building & Construction Trades
5. Hospitality, Tourism, & Recreation



Top 5 SRJC Programs: By Count, Sorted by Sector

- ★ 1. Ag. & Natural Resources
2. Business & Finance
3. Education Child Dev. & Family S.
- ★ 4. Health Science & Medical Tech.
5. Transportation

Top 5 Annual Openings: All Skill

1. Hospitality, Tourism, & Recreation
- ★ 2. Marketing, Sales, & Services
- ★ 3. Health Science & Medical Tech.
- ★ 4. Business & Finance
5. Transportation



Top 5 Annual Openings: Middle & Above Middle Skill

- ★ 1. Business & Finance
2. Education Child Dev. & Family S.
- ★ 3. Health Science & Medical Tech.
- ★ 4. Marketing, Sales, & Services
5. Building & Construction Trades

Health Science & Medical Technology is the only sector that made the Top 5 on ALL of the lists.

WHAT WE ARE WORKING TOWARDS

**Equitable Access
for All Students**

**Strong
Collaboration K-12 &
College**

**Meaningful
Pathways to
College & Career**

**Institutional
Commitment**

**Positive Outcomes
& Family
Engagement**

Seamless, equitable, and well-supported system that maximizes student success,
workforce alignment, and institutional collaboration

Dual Enrollment Best Practices



Faculty Development

Workshops and training
Classroom Management Support



Communication and Collaboration

Regular Check-ins
Parent and Student Communication
Counselor Collaboration



Student Preparedness

Summer Bridge Program
Academic Support through SRJC and their home high school

Copies to Crisis



Logistical Support

Classroom Preparation

Material Access

Parking and High School Campus Navigation



Administrative Support

Point of Contact

Streamlined Processes

Orientation



Crisis Management

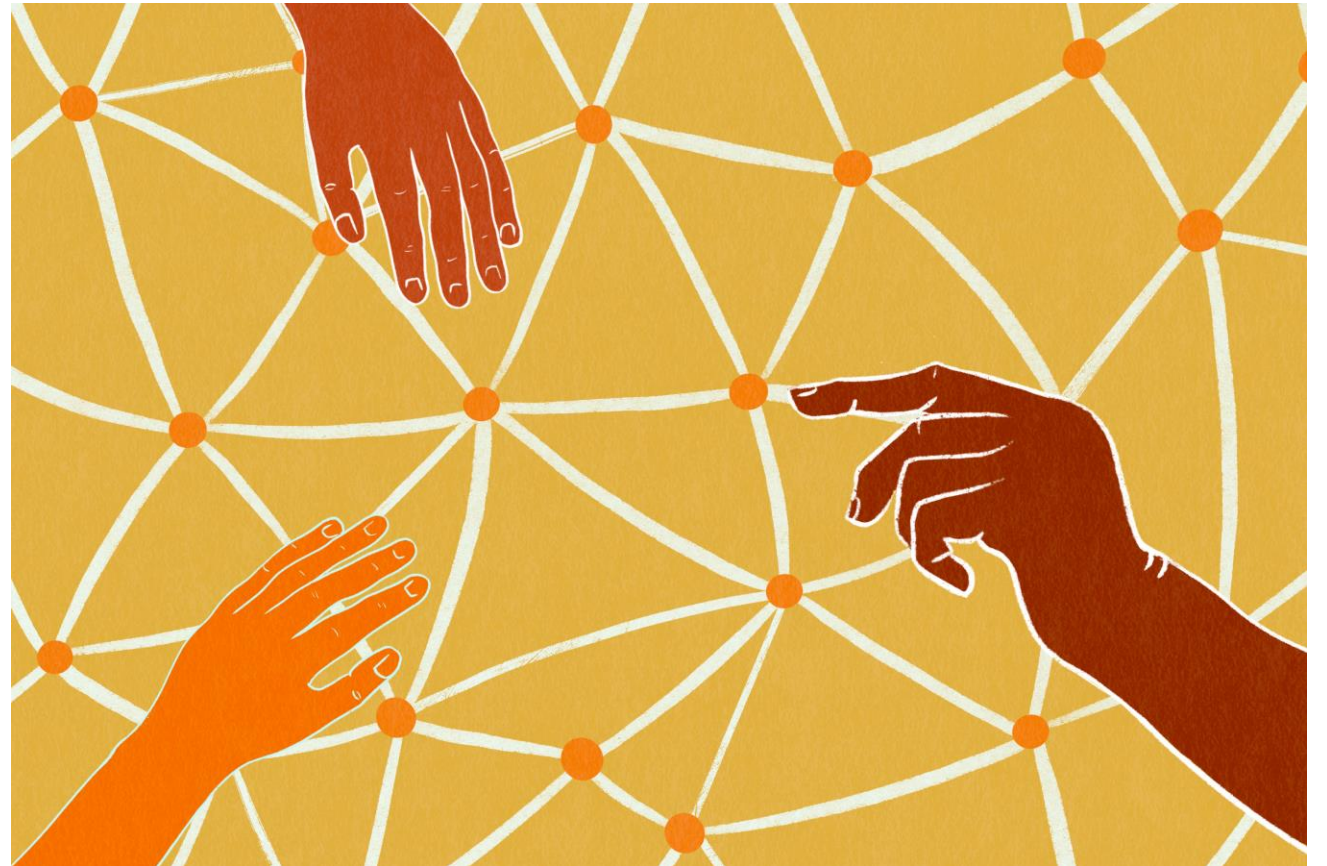
Emergency Protocols

Mental Health Support

Incident Reporting

The Dual Enrollment Ecosystem

- Local
- Statewide
- National



HSI in Action through Dual Enrollment Activities

1. Expanding Access & Equity for Latino students
 - Mitigating enrollment barriers to college entry
 - Bilingual outreach and enrollment support
 - Culturally responsive course offerings
2. Strengthening College & Career Pathways
 - Dual enrollment as a college access tool
 - CTE pathways that lead to workforce opportunities
3. Strengthening student support and retention
 - Dedicated academic counseling
 - Tutoring and peer support
 - Early college transition programs
 - First-generation college success workshops
4. HSI Funding to enhance CCAP Programs
5. Partnership with local organizations



Sonoma County Junior College District Strategic Enrollment Management Plan 2023/24 – 2027/28

Enrollment Growth Area (4)

- Increase dual enrollment and other early college credit opportunities to enhance access, engagement, and course success for our historically resilient and structurally excluded secondary school communities through IDEAA-informed strategies. (4A)
 - Add College and Career Access Pathways (CCAP) restricted sections at high school campuses or synchronous online during the high school schedule. (4A.i.)
 - Grow summer bridge programs for students who identify in disproportionately impacted groups (esp. students of color, foster youth, ELL). (4A.v.)
 - Target priority populations: juvenile justice, foster youth, English Language Learners, socioeconomically disadvantaged, Latinx, males, 1st gen. (4A.vii)

Our Responsibility to Our Community

"As faculty leaders we are compelled to make a statement in opposition to the closure of Elsie Allen High School. The closure of Elsie Allen High School will have devastating impacts on our current, former and future students and their families. As a designated Hispanic Serving Institution with a campus in Roseland, we affirm our commitment to supporting the Latinx community."

"SRCS students are SRJC students—we are part of a shared educational ecosystem that provides access and opportunity for young people and their families."



The Press Democrat, March 11, 2025

10 + 1

Curriculum (including prerequisites and degree requirements)

CCAP courses must align with existing SRJC curriculum standards

Faculty and the Curriculum Committee oversee course approvals

Standards or policies regarding student preparation and success

Dual enrollment policies impact student eligibility, support services, and assessment standards

Educational program development

Establishing new dual enrollment pathways and ensuring they align with institutional goals

Grading policies

Ensuring consistency in grading expectations between high school and college instructors

Degree and certificate requirements

If dual enrollment courses fulfill certificate or degree pathways, the Academic Senate has oversight

Faculty roles in governance, including involvement in accreditation processes

Faculty must be involved in decisions on faculty assignments, qualifications, and professional development for dual enrollment

Faculty professional development policies

Training and support for dual enrollment faculty, including high school instructors teaching college courses

Processes for program review

CCAP courses must be reviewed to ensure quality, effectiveness, and equity outcomes

Processes for institutional planning and budget development

Academic Senate should be involved in resource allocation discussions for CCAP programs



Academic Senate Involvement Moving Forward

Work collaboratively with administration, the Board of Trustees, and K-12 partners to ensure that CCAP agreements:

- Support equitable access for students while maintaining academic rigor
- Include faculty participation in all stages of planning and implementation
- Uphold the integrity of college-level instruction in all dual enrollment courses

QUESTIONS/COMMENTS

Is there any additional information you were hoping to learn about dual enrollment that was not covered in the presentation?

Please share any questions or topics you would like more details on.

