

[Plans for Dual Enrollment](#) >> 2025 - 2026 Dual Enrollment CHC Student Services Program Review 2025-2026

Name : 2025 - 2026 Dual Enrollment CHC Student Services Program Review 2025-2026

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Instructions

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the year-to-year [schedule](#) for all PPR programs.

1. Mission

- a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.
- b. Alignment with the college Mission: **Rubric Item** ([Mission Alignment](#)): The Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support. **In what ways does your program advance the mission of the college?**

A. Unit Mission

The mission of the Crafton Hills College Dual Enrollment Program is to provide equitable early access to higher education for 9–12 students, supporting their transition to college and helping them explore academic and career pathways while earning college credit.

B. Alignment with the College Mission

The Crafton Hills College Dual Enrollment Program advances the college's mission by changing lives through early access to higher education, inspiring students to achieve their educational and career goals, and fostering collaboration between college and high school educators. Through these partnerships, the program embraces and uplifts our community while promoting equity and inclusion by expanding opportunities for disproportionately impacted and diverse student populations. By empowering students to begin their college journey early, the program supports Crafton Hills College's commitment to transformational learning, student success, and community engagement.

2. Description of Program

Please describe your program, including the following:

- a. Organizational structure and staffing
- b. Whom you serve (including demographics and representativeness of population served)
- c. Provide a list and a brief description of the services you provide as well as a minimum of three years of trend data for each identified service
- d. **Rubric Item:** Describe your [Pattern of Service](#) including standard hours of operation, alternative modes and schedules of delivery (e.g., online, hybrid, early morning, evening services, etc.) and how that service meets the needs of students or clients. Please incorporate available quantitative or qualitative evidence in your response.

A. Organization (Including Staffing and Structure)

The Crafton Hills College Dual Enrollment Program operates through a collaborative structure designed to ensure effective leadership, coordination, and student support. The program currently includes the following personnel:

- One Administrator – Provides overall leadership, strategic planning, and administrative oversight for the Dual Enrollment Program. This position ensures program alignment with college goals, compliance with district and state regulations, and strong partnerships with feeder high schools and academic departments.
- One Classified Employee (Dual Enrollment Coordinator) – Oversees the daily operations of the program, including scheduling, enrollment management, communication with high schools, and coordination of outreach activities. The coordinator also assists with data reporting, documentation, and logistical support to ensure smooth program delivery.
- Counseling Liaison (2 hours per week) – Serves as the primary point of contact between dual enrollment students and the college's counseling services. The liaison provides limited educational planning, assists students with course selection, and supports their successful transition to college pathways.
- Six Dual Enrollment Adjunct Counselors – Provide counseling support to dual enrollment students across partner high schools. These counselors assist with orientation, educational planning, and college transition activities. They play a vital role in ensuring students understand degree and transfer requirements, promoting equity and success among all participants.

B. Whom You Serve

The Dual Enrollment Program is open to all students attending the following partner districts and schools:

- Redlands Unified School District (RUSD)
- Yucaipa-Calimesa Joint Unified School District (YCJUSD)
- Phase3Lab School
- Sage Oak Charter Schools
- Big Bear Valley Unified School District (BBVUSD)
- Redlands and Yucaipa Adult School sites
- Soon to include Rim of the World Unified School District with the addition of Rim of the World High School

While open to all students, the Crafton Hills College Dual Enrollment Program seeks to expand participation among traditionally underserved and disproportionately impacted student populations, ensuring equitable access to higher education opportunities for all.

Yucaipa-Calimesa Joint Unified School District (YCJUSD)

The Dual Enrollment Program serves Yucaipa High School as well as the continuation and alternative education sites Yucaipa Adult School, Green Valley High, and Oak View High School and Education Center. This district encompasses both rural and suburban communities, allowing Crafton Hills College to reach a broad range of students, including those in traditional, independent-study, and continuation settings.

This population also includes a significant number of foster youth. While the program has transitioned most forms to an online format to promote inclusivity and equity, paper signing forms have been reinstated at Green Valley and Oak View to accommodate the unique needs and circumstances of foster youth students and their families.

Yucaipa High School Enrollment: Approximately 2,786 students

- 47.6% Hispanic
- 45.7% White
- 2.4% Multiracial
- 2% Asian
- 1.5% African American
- 0.3% Native American
- 1,656 students are eligible for free or reduced-price lunch, indicating a meaningful proportion of families with lower socioeconomic status

Redlands Unified School District (RUSD): The program partners with Redlands Adult School, Orangewood, Redlands High School, Redlands East Valley High School, and Citrus Valley High School.

These large, comprehensive high schools serve a diverse suburban population, providing significant opportunities for dual enrollment participation and early exposure to college-level coursework.

Redlands High School Enrollment: Approximately 2,219 students

- 43% Hispanic
- 24% White
- 14% Asian
- 6.8% Black
- 0.2% Native American
- 0.5% Pacific Islander
- 6.7% Multi-Ethnic
- About 1,320 students are eligible for free or reduced-price lunch, reflecting a diverse socioeconomic range within the student body.

Citrus Valley High School Enrollment: Approximately 2,206 students

- 58.2% Hispanic
- 19.0% White
- 10.8% Asian
- 6.0% African American
- 5.1% Multiracial
- 0.4% Pacific Islander
- 0.1% Native American
- About 65% of students are socioeconomically disadvantaged, and approximately 6.4% are English Learners.

Redlands East Valley High School Enrollment: Approximately 1,866 students

- 55.6% Hispanic
- 27.9% White
- 6.0% African American/Black
- 5.1% Asian
- 4.7% Multiracial
- 0.4% Native American
- 0.2% Pacific Islander
- Around 61.2% of students receive free or reduced-price lunch.

Bear Valley Unified School District (BBVUSD): The Dual Enrollment Program works primarily with Big Bear High School and Chautauqua High School. Situated in a mountain community, these smaller schools enable the college to extend higher education access to students in rural areas who may have limited exposure to college experiences.

Big Bear High School Enrollment: Approximately 626 students

- 310 White
- 273 Hispanic
- 33 Two or More Races
- 7 Asian
- 1 Black
- About 65% of students qualify for free or reduced-price lunch, reflecting the rural community's economic challenges.

Rim of the World Unified School District: This partnership includes Rim of the World High School and Mountain High School, both serving students in the mountain and lake regions. These sites offer unique opportunities for dual enrollment in geographically isolated communities.

Rim of the World High School Enrollment: 900–1,000 students

- Detailed ethnic breakdown data are limited.
- The school serves a mountain community with a diverse mix of students from surrounding lake and forest regions.

Charter and Alternative Schools

The program partners with Sage Oak Charter School and The Grove School, both of which serve students through nontraditional learning models such as virtual, independent study, and project-based environments. These partnerships expand dual enrollment access to diverse learners beyond traditional high school campuses and strengthen connections with innovative educational programs.

Equity and Access Commitment: Across all partner schools and districts, the Dual Enrollment Program is committed to promoting equitable access and success for all students.

- The current goal is to increase African American and Black student participation across the board.
- The program ensures these students are supported and represented in every phase of the dual enrollment process, from outreach and enrollment to completion and transfer.
- This focus aligns with Crafton Hills College's mission to welcome everyone, embrace diversity, and change lives through transformational learning opportunities.

These demographic summaries highlight the broad range of student backgrounds served by the Dual Enrollment Program, from large, diverse suburban schools to smaller rural and mountain communities. The program provides equitable access and support for all students, particularly those from economically disadvantaged or historically underrepresented backgrounds.

A key goal moving forward is to increase African American and Black student participation across all partner schools and districts, ensuring that these students are supported and represented in every aspect of dual enrollment, from outreach and enrollment to course completion and college transition.

C. Services Provided

The Crafton Hills College Dual Enrollment Program provides a comprehensive suite of academic, counseling, and support services designed to ensure equitable access, student success, and smooth transitions to higher education.

Services are delivered through a variety of modalities, including in-person, online, hybrid, and flexible scheduling options, to meet the diverse needs of high school students across partnering districts.

The program serves a diverse student population across multiple partner districts, providing flexible and inclusive delivery methods that accommodate the varying needs of students in traditional, independent-study, and continuation settings.

Courses and support services are offered through multiple modalities, including in-person, online, hybrid, and alternative scheduling options, to ensure that all students have access to high-quality higher education experiences regardless of their circumstances or location.

Academic Instruction and Access: The Dual Enrollment Program provides high school students with the opportunity to earn college credit while completing their secondary education.

- Students can enroll in transferable general education and career education courses that align with both high school graduation requirements and postsecondary pathways.
- Embedded dual enrollment courses are held on high school campuses during the school day.
- Concurrent enrollment opportunities allow students to take classes at Crafton Hills College or online outside of their regular high school schedule.
- Crafton Hills College collaborates with each partner district to design and implement structured academic pathways in high-demand fields such as health sciences, business, public safety, and STEM.
- These pathways support students in completing degrees, certificates, or transfer requirements more efficiently while fostering early exposure to college-level expectations and rigor.

Counseling and Academic Advising: Dedicated dual enrollment counselors provide individualized academic and career guidance to all participating students.

- Counselors collaborate with high school counselors to offer orientation sessions, assist with educational planning, and monitor academic progress.
- Group advising sessions and college readiness workshops help students understand degree pathways, transfer options, and time management strategies.
- Counseling is available both in person, through site visits to partner high schools, and virtually via online appointments and drop-in sessions.
- This multi-modal approach ensures that students from all geographic areas, including rural and mountain communities, receive equitable access to academic and personal guidance.

Enrollment and Administrative Support: Crafton Hills College provides comprehensive enrollment support to simplify the college application and registration process for dual enrollment students.

- Staff assist with completing CCCApply applications, orientation steps, and registration requirements.

- While most forms and processes are now online to promote inclusivity, paper signing forms have been reinstated for parents and guardians of foster youth to ensure equitable participation.
- This adjustment acknowledges the unique needs of foster youth and prioritizes accessibility for families who may experience barriers to digital submission.
- The college hosts parent and guardian information sessions, offers multilingual support materials, and provides direct outreach to ensure that all families are informed and engaged in the dual enrollment process.

Academic and Student Support Services: Students in the Dual Enrollment Program have access to the same academic and support resources as traditional Crafton Hills College students.

- Tutoring and supplemental instruction are available both online and in person through the Tutoring Center.
- Students can access library databases, technology loans, and Canvas learning management tools.
- The Student Accessibility Services (SAS) office provides accommodations to ensure that students with disabilities receive equitable access to their coursework and instructional materials.
- The program places particular emphasis on supporting foster youth through outreach coordinators, counselors, and designated liaisons who help ensure continuity of care, advocacy, and academic success.
- These wraparound services reflect the college's commitment to inclusive practices and student-centered support.

Career and College Transition Services: To prepare students for future academic and career pathways, the Dual Enrollment Program offers a variety of transition-focused services.

- Career exploration workshops help students identify potential majors and career goals through interest assessments, resume development, and job readiness training.
- Transfer preparation support guides students through UC and CSU admissions processes, financial aid applications, and transfer planning.
- The college offers Summer Bridge and Early Start programs to orient new dual enrollment students to the college environment, reinforce college readiness skills, and establish early connections with faculty and counselors.
- These initiatives collectively ensure that students experience a seamless transition from high school to higher education.

D. Pattern of Service

Modes and Schedules of Delivery: Crafton Hills College delivers its Dual Enrollment services through multiple modes and flexible scheduling options.

- In-person instruction and counseling sessions are held on high school campuses and at the college.
- Online options, both synchronous and asynchronous, enable students to access classes, tutoring, and counseling services remotely.

- Hybrid courses combine in-person and online learning to provide both structure and convenience.
- Flexible scheduling allows for early morning, mid-day, evening, and summer sessions.

These varied delivery methods ensure that students in diverse educational settings, including continuation and independent-study programs, can participate in college-level coursework that fits their individual schedules and needs.

How Services Meet Student Needs: The Dual Enrollment Program meets the needs of students by providing flexible, equitable, and inclusive access to college opportunities. The program is grounded in Crafton Hills College's mission of transforming lives through education and promoting equitable access for all students.

- Focuses on reaching traditionally underserved and disproportionately impacted populations, including African American males, foster youth, English learners, and first-generation college students.
- Expanded partnerships in mountain regions help address the unique challenges faced by rural students, such as limited access to college campuses and technology.
- Flexible access, reliable technology resources, and personalized support help remove barriers that often prevent participation or persistence in college courses.
- Multiple entry points, various delivery models, and individualized support ensure that students with different academic and personal circumstances can succeed.
- Ongoing assessment and feedback from students and school partners serve as qualitative evidence that these services help students feel supported, connected, and prepared for college-level work.

Note: The program will explore in collaboration with the Office of Institutional Research, to review available data and feedback to support ongoing program planning and improvement.

3. External Factors with Significant Impact

What external factors have a significant impact on your program? Please include the following as appropriate:

- Budgetary constraints or opportunities
- Competition from other institutions
- Requirements of four-year institutions
- Requirements imposed by regulations, policies, standards, and other mandates
- Job market
 - Requirements of prospective employers
 - Developments in the field (both current and future)

A. Budgetary Constraints or Opportunities

Despite the remarkable growth and success of the Dual Enrollment program, several internal budgetary constraints and operational challenges limit its continued expansion and effectiveness. The program's rapid growth—from 33 FTES in 2017–2018 to 253 FTES in 2024–2025—has not been matched with proportional increases in staffing or operational funding.

There is an urgent need for dedicated staffing, particularly a full-time Dual Enrollment Manager to oversee partnerships, compliance, outreach, and data coordination. Without this position, responsibilities remain fragmented, creating miscommunication, duplication, and missed opportunities. These duties cannot be absorbed by the current coordinator, whose role is focused on student-facing and administrative tasks.

Other key needs include:

- Expanded outreach capacity to increase school site visits, workshops, and family engagement.
- Additional support in Admissions and Records to handle the rising volume of Dual Enrollment applications and registrations.
- Centralized Dual Enrollment Office to serve as a hub for coordination and student support.

Beyond staffing, there is an opportunity to strengthen program identity and visibility through targeted marketing and branded materials (shirts, banners, multilingual brochures). These efforts promote community pride and connection between high school students and the college.

Strategic investment in personnel, infrastructure, and outreach is essential to sustain growth, improve equity, and maintain quality as the program scales.

B. Service Area Demographics

Crafton Hills College's Dual Enrollment program serves four primary districts: Redlands Unified, Yucaipa-Calimesa Joint Unified, Bear Valley Unified, and Rim of the World Unified. These districts serve student populations that are predominantly first-generation and low-income, making equity of access central to our mission.

Demographic highlights:

- Redlands USD: 51.4% Latinx, 26% White, 8.7% Asian/Pacific Islander, 6.2% Black, 2.4% Filipino, 4.7% Multiethnic.
- Yucaipa-Calimesa JUSD: 48.9% White, 45.8% Latinx, 2.1% Asian/Pacific Islander, 1.5% Black, 1.2% Multiethnic.
- Bear Valley USD: 37.1% Hispanic/Latino, 55.9% White, small percentages in other groups.
- Rim of the World USD: 51% White, 43.2% Hispanic/Latino, small percentages in other groups.

To address demographic disparities and advance equity:

- The program focuses on first-generation, low-income, and underrepresented students.

- Outreach intentionally engages both students and parents through multilingual information sessions and equity-focused messaging.
- Efforts ensure that Latinx and Black students, in particular, are positioned for college success and not tracked into limited postsecondary options.

As the partner base expands, the program remains committed to scaling outreach and support equitably, maintaining culturally responsive engagement for all service-area students.

C. Requirements of Four-Year Institutions

Dual Enrollment courses are carefully aligned with UC and CSU transfer requirements. Most offerings meet the Cal-GETC general education pathway, ensuring that students earn credits that count toward university transfer or degree completion.

Key alignment strategies:

- Collaboration between Crafton's counseling liaison and high school partners to select transferable courses.
- Emphasis on general education and major prerequisites rather than electives.
- Ongoing guidance from the Transfer Center to help students plan for university goals.

Students are also reminded that their grades become part of their permanent college transcript, reinforcing accountability and academic readiness. Dual Enrollment therefore serves as both a college preparation and confidence-building experience, especially for first-generation and low-income students.

E. Job Market

Dual Enrollment prepares students for the modern workforce by building both academic and career skills. Students gain early exposure to college-level expectations and workplace competencies such as communication, problem-solving, and adaptability.

The program integrates Career and Technical Education (CTE) pathways that connect directly to employment:

- Fire Technology pathway aligned with public safety careers.
- Certified Nursing Assistant (CNA) program offering entry into healthcare.

These programs, along with Cal-GETC academic courses, create dual pathways for:

- Students planning to transfer to four-year universities.
- Students seeking immediate workforce entry after high school.

Dual Enrollment therefore functions as both an academic accelerator and a workforce pipeline, giving students tangible skills and confidence for long-term success.

F. Developments in the Field

Across California, Dual Enrollment has become a cornerstone of the Vision 2030 Master Plan, which calls for all high school freshmen to have access to college and career exploration courses. This state framework prioritizes early exposure, equitable access, and alignment with transfer and workforce pathways.

Crafton Hills College is actively implementing this vision through:

- Plans to offer freshman-level college readiness courses.
- Expansion of Cal-GETC-aligned and CTE courses to support both university-bound and workforce-focused students.
- Continued focus on first-generation and underrepresented populations through intentional partnerships and early intervention.

The college's balanced approach ensures that students pursuing either university transfer or immediate employment benefit from Dual Enrollment participation.

G. Competition from Other Institutions

As more community colleges expand Dual Enrollment, competition has intensified—particularly with online offerings statewide. However, Crafton Hills College maintains a competitive advantage through its College and Career Access Pathway (CCAP) model, which allows students to take college courses at no cost, removing financial barriers for families.

Crafton differentiates itself through:

- Strong partnerships with local districts and school-site leaders.
- Embedded counseling and on-site support that students cannot access through online-only programs.
- Tailored course offerings aligned with Cal-GETC and CTE pathways.
- Targeted outreach and marketing that emphasize accessibility, affordability, and student outcomes.

These strengths ensure Crafton Hills College continues to attract and retain high school partnerships, even as competition grows.

4. Progress on Outcomes Assessment

Rubric Item: [Service Area and Student Learning Outcomes Process](#).

- Please summarize Service Area Outcome (SAO) assessment results. Include a discussion of whether or not disproportionate impact (if the data is available) has been identified, and whether the program met its target for each SAO.
- Please describe any service area improvements you plan to make as a result of the SAO assessment(s), specifically focusing on removing any identified disproportionate impact (if the data is available).
- What objective(s) or action step(s) will you add to Question 10 as a result of the SAO assessment(s) and

to address any identified disproportionate impact (if the data is available)? If none, please explain.

d. If your program has SLOs, please address b and c above in relation to the SLO assessment results.

A. Assessment Results

Service Area Outcome 1 (SAO): 2023–2024

Outcomes Statement: By the end of the 2023–2024 academic year; At least 90% of Dual Enrollment High School Adjunct Counselors were expected to attend all training opportunities provided. Of those who participated, at least 85% were expected to report that the training sessions provided valuable information that enhanced their ability to advise prospective or current Dual Enrollment students.

Overview & Methodology: The Dual Enrollment Office implemented a structured professional development initiative aimed at strengthening the advising capacity of Dual Enrollment High School Adjunct Counselors. The goal was to ensure that all counselors were equipped with up-to-date knowledge of Dual Enrollment procedures, pathways, and best practices for advising prospective and current students.

Throughout the academic year, multiple training sessions and workshops were offered, covering topics such as:

- Dual Enrollment eligibility, policies, and enrollment procedures
- Differences between CCAP and Standard Dual Enrollment
- Alignment of courses with Cal-GETC and CTE pathways
- Advising first-generation and low-income students
- Navigating registration, application, and placement processes

Attendance was tracked for each training opportunity, and counselor feedback was collected to assess the perceived value and effectiveness of the sessions.

Assessment Tool: A post-training survey was distributed electronically to all Dual Enrollment High School Adjunct Counselors at the conclusion of both the Fall 2023 and Spring 2024 semesters. The survey collected information on:

- Attendance and participation rates
- Counselor satisfaction with the training content and delivery
- Self-reported confidence in advising Dual Enrollment students
- Suggestions for additional training needs or topics

Assessment Results:

- 92% of Dual Enrollment High School Adjunct Counselors attended all scheduled training opportunities during the 2023–2024 academic year, exceeding the target goal of 90%.

- Of those who participated, 88% reported that the training sessions provided valuable and applicable information that improved their confidence and ability to advise prospective and current Dual Enrollment students.
- Counselors expressed particular appreciation for the sessions covering Cal-GETC alignment, advising first-generation students, and navigating college application processes.
- Feedback also suggested a desire for more hands-on, scenario-based advising practice and additional sessions focusing on CTE program awareness and career pathway advising.

Targets Met: Yes. Both the attendance and satisfaction targets were met and exceeded the 80% target set.

Disproportionate Impact (DI): No disproportionate impact was identified based on available data. Future assessments will aim to collect disaggregated data to verify equitable participation and outcomes among counselors serving different districts.

B. Service Area Improvements Planned

The findings indicate that the training initiative successfully met its intended learning outcomes. Moving forward, the Dual Enrollment Office plans to:

- Continue offering professional development sessions each semester.
- Incorporate counselor feedback to include more interactive and applied learning activities.
- Expand training topics to include updates on the Vision 2030 initiative, dual enrollment data tracking, and student support strategies for underrepresented populations.

These improvements will help sustain high-quality advising, support student success, and maintain consistency across all high school partner sites.

C. Objective/Action Steps

Objective: Maintain and enhance professional development for Dual Enrollment High School Adjunct Counselors to ensure consistent, equitable, and effective advising. **(ADD OBJECTIVE # FROM Q10)**

Action Steps:

- Continue to provide semesterly training sessions.
- Develop additional scenario-based advising workshops.
- Collaborate with the Office of Institutional Research to begin collecting disaggregated data on participation and satisfaction.
- Integrate Vision 2030 updates and equity-focused advising strategies into all training cycles.

Service Area Outcome 2 (SAO): 2023–2024

A. Assessment Results

Outcomes Statement: As a result of the updated communication strategy and enhanced online resources, high school and college partners were expected to report a 90% satisfaction rate with the clarity, accessibility, and effectiveness of the new communication strategy.

Overview & Methodology: During the 2023–2024 academic year, the Dual Enrollment Office focused on strengthening communication and collaboration with high school and college partners to ensure greater clarity and consistency in policies, procedures, and enrollment processes. To achieve this, a comprehensive communication strategy was developed that included:

- The creation of a Dual Enrollment Policies and Procedures Guide, outlining step-by-step enrollment processes, responsibilities, and key timelines.
- Updates to the Dual Enrollment webpage to improve accessibility and provide up-to-date information for counselors, administrators, students, and parents.
- Ongoing engagement with district liaisons, site counselors, and instructional leads through meetings and email communication to ensure all stakeholders were informed and aligned.

This initiative aimed to reduce confusion surrounding enrollment procedures and to ensure all partners had consistent access to accurate information and resources throughout the academic year.

Assessment Tool: To assess the effectiveness of these efforts, a survey was distributed to all Dual Enrollment high school adjunct counselors and partner school site representatives at the end of the Spring 2024 semester. The survey measured satisfaction with the new communication methods, ease of accessing Dual Enrollment information, and overall understanding of policies and procedures.

Assessment Results Summary: Overall feedback suggests that partners appreciated the increased transparency and accessibility of information, particularly the implementation of the step-by-step enrollment guide and trainings.

Targets Met: Yes. Partner feedback indicated that the new communication strategy was effective and met the satisfaction target.

Disproportionate Impact (DI): No disproportionate impact was identified. Continued monitoring and data collection will ensure communication improvements are effective across all partner districts, including those with higher populations of first-generation and low-income students.

B. Service Area Improvements Planned

The Dual Enrollment Office will:

- Continue refining and updating the Dual Enrollment webpage and the Policies and Procedures Guide.
- Maintain regular communication with all partner schools through district meetings, newsletters, and email updates.
- Incorporate partner feedback into ongoing communication and training practices.
- Provide updated resources in multiple languages to enhance accessibility for diverse populations.

C. Objective/Action Steps

Objective: Ensure consistency, clarity, and accessibility in all Dual Enrollment communication across districts and stakeholder groups. **(ADD OBJECTIVE # FROM Q10)**

Action Steps

- Conduct annual satisfaction surveys to monitor partner feedback.
- Implement ongoing updates to communication tools and materials.
- Continue collaboration with the Office of Institutional Research to identify any emerging gaps or barriers in communication across districts.
- Maintain high transparency and equitable access to Dual Enrollment resources for all stakeholders.

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Please discuss your program's performance on each data item below.

a. Non-Instructional Program Effectiveness Evaluation Rubric

i) **Rubric Item:** Describe a significant [innovation or enhancement](#), and the data collected and analyzed that has helped to determine the efficacy of the innovation.

ii) **Rubric Item:** Describe at least three external and internal [partnerships](#) that substantially affect the quality of services to students or clients.

5.a.i. Innovation or Enhancement: Digitized Dual Enrollment Application

A significant innovation within Crafton Hills College's Dual Enrollment program during the 2023–2024 academic year was the implementation of a structured communication and enrollment system designed to improve coordination, streamline processes, and enhance the overall experience for students, counselors, and district partners.

This enhancement included the development of a Dual Enrollment Policies and Procedures Guide outlining timelines, steps, and responsibilities for enrollment; a centralized communication strategy with consistent updates, email reminders, and checklists shared with high school partners; a revamped Dual Enrollment website providing user-friendly navigation, detailed enrollment instructions, course listings, and FAQs; and a shared tracking system for monitoring student applications, eligibility, and registration progress in collaboration with Admissions and Records.

These changes were implemented in response to partner feedback requesting clearer guidance and more efficient communication between the college and high school sites.

To evaluate the effectiveness of these enhancements, multiple data points were collected and analyzed.

- Survey data from high school counselors and partners at the end of Spring 2024 showed that 89% of respondents reported improved understanding of enrollment procedures compared to

the previous year, and 92% indicated that communication from Crafton Hills College was more timely, consistent, and accessible.

- Operational efficiency metrics revealed that enrollment errors and late submissions decreased by approximately 35% from the previous academic year, and the average processing time for student applications decreased by two weeks.
- Student participation and retention data showed that overall Dual Enrollment participation increased by 12% in 2023–2024, with higher on-time registration rates and fewer dropped or incomplete enrollments. Retention rates among Dual Enrollment students also improved by 4%, suggesting that the streamlined processes positively influenced student persistence.

The data collected demonstrate that the structured communication and enrollment system significantly enhanced the efficiency, transparency, and accessibility of the Dual Enrollment process. The combination of clearer guidance materials, a unified communication plan, and streamlined procedures led to higher partner satisfaction, reduced administrative barriers, and improved student outcomes.

This innovation also strengthened collaboration between the Dual Enrollment Office, Admissions and Records, and high school sites, creating a model that supports scalability as Crafton continues to expand its partnerships. The evidence indicates that this enhancement has increased program effectiveness, improved stakeholder confidence, and provided a sustainable framework for continued growth.

5.a.ii. Highlight Partnerships

Crafton Hills College's Dual Enrollment program is strengthened by a variety of external and internal partnerships that directly enhance the quality of services provided to students.

External partnerships with Big Bear Valley Unified School District, Phase 3 Lab School, and Rim of the World Unified School District have been instrumental in expanding access to college-level coursework for high school students across diverse communities.

- The collaboration with Big Bear Valley Unified provides students in more rural and geographically isolated areas the opportunity to complete transferable college courses without having to travel long distances, ensuring equitable access to higher education.
- The partnership with Phase 3 Lab School has fostered innovative approaches to instruction, incorporating technology-rich, hands-on learning experiences that align with college expectations and 21st-century skills.
- The collaboration with Rim of the World Unified School District has expanded access to both transfer-oriented and Career and Technical Education (CTE) pathways, allowing students to explore academic and career opportunities early on and gain the confidence needed to pursue postsecondary education.

These partnerships collectively promote equity, access, and student readiness by ensuring that Dual Enrollment opportunities are available across varying educational contexts and student demographics.

Internal partnerships also play a key role in program success. Collaboration with the Career and Technical Education (CTE) division supports the integration of workforce development courses, such as Fire Technology and the Certified Nursing Assistant (CNA) program, into Dual Enrollment offerings. The partnership with the Library ensures that Dual Enrollment students have equitable access to academic resources, including online databases, research tools, and librarian-led orientations that build college-

level information literacy skills. Many high school students participating in Dual Enrollment experience a college library for the first time through these sessions, helping them develop essential academic habits that support future college success.

The collaboration with Basic Needs Services has also been a growing internal partnership, offering Dual Enrollment students access to critical support resources such as food, transportation assistance, and mental health referrals when needed. This holistic approach to student support ensures that participants not only enroll and succeed academically but also have the necessary wraparound services to thrive.

Together, these external and internal partnerships have created a comprehensive support network that enhances the overall quality of Crafton Hills College's Dual Enrollment program. They expand access to underrepresented regions, integrate academic and workforce pathways, and provide essential student support systems that address both academic and non-academic barriers. As the program continues to grow, these collaborations remain vital in promoting equitable access, improving student outcomes, and fostering seamless transitions from high school to college and career pathways.

6. Other Unit-Specific Quantitative and Qualitative Results (Student Services Only)

- a. **Rubric Item:** How do your [program student demographics](#) relate to the college demographics? What are the discrepancies, and what plan do you have to address any discrepancies? You may use your Vision Aligned Reporting (VAR) data to examine this issue. You may also use the Student Programs dropdown menu within the Completion and Success Dashboard to view data for many student support programs. **Click [HERE](#) to view the VAR Dashboard or click [HERE](#) to view the Completion and Success Dashboard.**
- b. Summarize the results of any quantitative or qualitative measures not provided in any previous questions that you have chosen to gauge your program's effectiveness (e.g.: number of transfers, degrees, certificates, student contacts, students serviced, student and faculty satisfaction, equity data, correlation data on the relationship between program participation and student outcomes, Perkin's data, equity data, student research experience, student clubs, etc.). **Please visit the [Degrees & Certificates Dashboard](#) to access your program specific data on degrees and certificates.**
- c. What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b? Include any plans in the action plan (Q10).

6.a. Program Student Demographics, Discrepancies, and Plan

When comparing Dual Enrollment student demographics to the overall Crafton Hills College (CHC) student population, several similarities and differences emerge that highlight both areas of strength and opportunities for greater inclusivity.

- A higher proportion of female students (60%) participated in Dual Enrollment compared to the overall CHC student body (56%). This indicates strong engagement among female students in early college pathways.

- In terms of ethnicity, Dual Enrollment students were most likely to identify as Hispanic (49%), followed by Caucasian (22%), which closely mirrors the college's overall demographic composition, where Hispanic students also make up 49% of the total student population and Caucasian students comprise 32%.
- Dual Enrollment participants were more likely to identify as Asian (13% compared to 6% collegewide) and as multiracial (10% compared to 7% collegewide), suggesting that outreach efforts have effectively reached these populations.
- Age distribution naturally differs between the groups, as 47% of Dual Enrollment students were 17 years old or younger, and another 42% were 18 years old, reflecting the high school-based nature of the program.

While the Dual Enrollment population closely reflects the college's broader demographics in many respects, some discrepancies remain. Dual Enrollment students are less likely to identify as African American, Caucasian, or Native American compared to the overall Crafton Hills College population.

To address these gaps, the college is strategically expanding its Dual Enrollment partnerships and outreach efforts to increase participation among these underrepresented groups. This includes:

- Targeted engagement with schools and communities serving higher proportions of African American, Native American, and rural students.
- Aligning recruitment and support strategies with CHC's institutional equity goals to ensure that participation reflects the full diversity of the college's service area.
- Ensuring all students have equitable access to early college opportunities through enhanced partnerships and culturally responsive outreach.

When comparing Dual Enrollment student demographics to the overall Crafton Hills College population, several key discrepancies emerge. While Dual Enrollment participation aligns closely with the college's Hispanic student representation—both at approximately 49%—certain groups remain underrepresented when compared to the broader CHC student body.

- African American, Caucasian, and Native American students participate in Dual Enrollment at lower rates than their proportional representation within the overall college population.
- Caucasian students make up roughly 32% of the general CHC population, but only 22% of Dual Enrollment students identify as Caucasian.
- African American and Native American students also comprise a smaller share of Dual Enrollment participants.
- Female students represent 60% of Dual Enrollment participants, compared to 56% of the CHC population, while male students remain slightly underrepresented—particularly in STEM and technical pathways.

These demographic differences indicate that while Crafton Hills College's Dual Enrollment program successfully mirrors the overall diversity of its service area, intentional equity-focused efforts are still needed to expand access for underrepresented populations.

The college is responding to these findings by:

- Broadening high school partnerships, especially in districts with larger African American and Native American populations.
- Increasing targeted outreach through culturally responsive counseling, career exploration, and family engagement events.

6.b. Quantitative and Qualitative Measures of Effectiveness

Crafton Hills College's Dual Enrollment program uses both quantitative and qualitative measures to assess its effectiveness. These include participation data, student success outcomes, and stakeholder feedback.

Data show continued growth in participation, strong course completion rates, and increasing student retention. Survey results from students and high school partners reflect high satisfaction with course access, counseling support, and communication clarity. These results demonstrate that the program continues to meet its objectives of improving equitable access and promoting early college success among high school students across partner districts.

6.c. Improvements and Planned Changes

Crafton Hills College can take several strategic steps to strengthen and improve its Dual Enrollment program, especially with an emphasis on increasing participation, equity, and student success across all demographic groups.

- Expand targeted marketing and outreach efforts - particularly toward African American male students who remain underrepresented in Dual Enrollment participation compared to the college's overall demographics. This can include creating culturally relevant outreach materials, highlighting success stories of African American male students, and hosting information sessions at schools or community centers that serve these populations. Partnering with student groups, local churches, and youth organizations can also help build trust and visibility.
- Increase early exposure to college opportunities through high school freshman counseling and awareness courses, aligning with the California Community Colleges Chancellor's Office Vision 2030 plan. Introducing students to Dual Enrollment during ninth grade can demystify the process, build confidence, and encourage more diverse participation earlier in their academic journey. This would help if there was a dedicated office or person to do this work full time.
- Strengthen partnerships with high school counselors and teachers to ensure consistent communication and alignment on program benefits, enrollment processes, and student support services. Providing professional development for high school staff who directly interact with students will help ensure they are confident in referring and advising underrepresented students, including those who may not initially view themselves as "college material."
- Enhance marketing and branding efforts to promote Dual Enrollment as both a college access and workforce readiness opportunity. Using multimedia campaigns, student testimonials, and social media storytelling can help raise awareness about the tangible benefits of participating—such as free college credit, accelerated graduation, and career exploration.
- Continue data-driven program evaluation to identify equity gaps and guide targeted interventions. By tracking participation, success rates, and outcomes by race, gender, and socioeconomic status, Crafton can refine outreach, counseling, and academic support to

ensure that all student groups—especially African American males and other underrepresented populations—have equitable access to and success within Dual Enrollment.

Together, these improvements can help Crafton Hills College build a more inclusive, visible, and sustainable Dual Enrollment program that aligns with institutional equity goals and the state's broader mission to increase college access and completion.

7. Evaluation

You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

- Alternative modes and schedules of delivery (e.g.: early morning, evening services, etc.)
- Innovation and Implementation of best practices
- Efficiency in operations
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Group dynamics (e.g., how well do unit members work together?)
- Compliance with applicable mandates

Alternative Modes and Schedules of Delivery

What's Going Well:

Dual Enrollment continues to offer flexible course delivery to meet student and district needs. Courses are offered during traditional school hours, after school, and increasingly through online and hybrid modalities. These options provide accessibility to students across multiple districts—especially those in geographically dispersed areas like Rim of the World and Big Bear Valley Unified School Districts.

What Can Be Improved:

There remains an opportunity to expand early morning, evening, and weekend course options to better accommodate students with limited availability or competing commitments. Coordination with districts to explore block scheduling or embedded class periods within high school schedules could increase participation and retention, especially among working students or those involved in extracurricular activities.

Innovation and Implementation of Best Practices

What's Going Well:

The program has demonstrated innovation by aligning Dual Enrollment courses with Cal-GETC pathways, expanding CTE options (such as Fire Technology and CNA), and creating clear procedural guides for

schools and students. Continuous improvement is evident through stronger communication strategies and the use of data to inform practice.

What Can Be Improved:

To further innovate, Crafton could pilot Early College models and career-themed cohorts that integrate counseling, college readiness, and mentoring components. Establishing a Dual Enrollment Advisory Committee composed of high school and college partners would also promote ongoing exchange of best practices and foster regional alignment.

Efficiency in Operations**What's Going Well:**

Streamlined communication and procedural documentation have improved enrollment timelines and reduced processing errors. Collaboration between Admissions & Records, Counseling, and Outreach has enhanced coordination and reduced delays.

What Can Be Improved:

Despite progress, many processes still require manual data entry and redundant communication when it comes to registering the students. Implementing a registration tracking system would improve operational efficiency that alerts all involved of registration. Developing shared data dashboards between Crafton and partner districts would also help monitor enrollment, eligibility, and course success in real time.

Efficiency in Resource Use**What's Going Well:**

Crafton has effectively maximized limited staffing and resources to manage a growing program. Dual Enrollment's strong partnerships with district personnel and adjunct faculty have allowed for efficient course delivery and outreach.

What Can Be Improved:

Given the rapid growth of the program, the current resource model is not sustainable. There is a clear need for dedicated budgetary support for marketing, technology tools, and staffing. Establishing a centralized Dual Enrollment Office would optimize space, streamline operations, and prevent duplication of effort.

Staffing**What's Going Well:**

The program benefits from committed staff and faculty who have built strong relationships with high school partners. Collaborative teamwork and faculty engagement have supported continuous growth.

What Can Be Improved:

Current staffing levels are insufficient for the scale of Dual Enrollment operations. The addition of a full-

time Dual Enrollment Manager, a Dual Enrollment Counselor, and a support specialist is essential to ensure sustainable growth, quality assurance, and adequate student support. Dedicated personnel would also allow the college to enhance follow-up, data collection, and on-site engagement.

Participation in Shared Governance

What's Going Well:

Dual Enrollment representatives actively communicate with various departments and committees to ensure alignment with institutional goals. The program's integration with Counseling, Instruction, and Student Services demonstrates collaborative intent.

What Can Be Improved:

More formal representation of Dual Enrollment within college governance structures—such as Academic Senate, Enrollment Management, and Student Success committees—would strengthen visibility and advocacy. Creating structured feedback loops between high school partners and college governance groups could also enhance transparency and shared decision-making.

Professional Development and Training

What's Going Well:

Dual Enrollment adjunct counselors and staff have participated in targeted professional development sessions designed to enhance advising skills and understanding of Dual Enrollment policies. Survey results indicate high satisfaction and perceived value of training.

What Can Be Improved:

Professional development could be expanded to include faculty teaching Dual Enrollment courses, focusing on equity-centered pedagogy, culturally responsive teaching, and strategies for supporting first-generation students. Ongoing training in compliance, dual enrollment regulations, and pathway mapping would ensure consistency and quality across all sites.

Group Dynamics

What's Going Well:

The Dual Enrollment team maintains positive working relationships and demonstrates strong collaboration across departments. Cross-functional communication between Counseling, Outreach, and Instruction has improved.

What Can Be Improved:

As the program grows, clearer role delineation and formal communication structures will be essential. Regular team meetings, goal-setting sessions, and recognition of shared achievements could help maintain cohesion and avoid operational overlap.

Compliance with Applicable Mandates

What's Going Well:

Crafton Hills College maintains strong compliance with state Dual Enrollment regulations, including CCAP

agreements, faculty minimum qualifications, and data reporting requirements. The program has demonstrated proactive communication with the Chancellor's Office and district partners to ensure ongoing adherence to policy.

What Can Be Improved:

Continuous training on legislative updates (such as AB 288 and AB 30) and documentation procedures for CCAP renewals would strengthen compliance. Creating a compliance checklist and shared documentation repository would ensure all stakeholders adhere to required timelines and submission standards.

Overall Analysis:

Crafton Hills College's Dual Enrollment Program has made significant progress in expanding access, improving coordination, and enhancing quality. Continued investment in staffing, technology, marketing, and professional development, along with a more formalized governance presence, will ensure the program remains both innovative and sustainable as it grows.

8. Vision

- a. Tell us your unit's Vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, growth, changes to the service area, etc.).
- b. Alignment with the college Vision: **Rubric Item** ([Vision Alignment](#)): The Vision of Crafton Hills College is to empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation. **In what ways does your program advance the vision of the college?**

8.a. Unit Vision

I envision, on behalf of Crafton Hills College, a Dual Enrollment Program that is sustainable, student-centered, and deeply committed to providing equitable access, personalized support, and clear pathways to college and career success for all high school students in our service area. As this program continues to grow, my vision is for Dual Enrollment to become a signature initiative that bridges the gap between secondary and postsecondary education, empowering students, particularly those from first-generation, low-income, and underrepresented backgrounds, to see college as both attainable and achievable.

To bring this vision to life, I seek to strengthen the program's infrastructure through the establishment of a dedicated Dual Enrollment Office that serves as the central hub for communication, collaboration, and student support. This includes the creation of a full-time Dual Enrollment Manager position to oversee partnerships, compliance, and daily operations, as well as the formation of a dedicated team of professionals who can commit themselves fully to advancing this growing initiative. This team would coordinate outreach, counseling, admissions, and data tracking to ensure a seamless and supportive experience for students, families, and partner schools.

In addition, I envision the expansion of a comprehensive marketing and outreach strategy that raises awareness and visibility of the program across all service areas. Through targeted advertising, community partnerships, and the celebration of student success stories, we can highlight the value and impact of Dual Enrollment, especially among African American males and other underrepresented groups whose participation we aim to increase.

Looking forward, several key initiatives would enhance and expand the Dual Enrollment program's reach and impact:

- Establishing a dedicated Dual Enrollment Center on campus as a hub for student support, high school engagement, and family outreach.
- Expanding staffing capacity to include a Dual Enrollment Counselor, Outreach Specialist, and Student Success Coordinator to ensure continuous, personalized service.
- Developing Early College and pathway integration models aligned with Cal-GETC and CTE programs to guide students from high school to degree completion or workforce entry.
- Launching a robust marketing campaign with storytelling, video features, and community partnerships to promote the benefits of Dual Enrollment and reach underrepresented students.
- Investing in technology and data systems that streamline applications, automate registration, and allow real-time tracking of student progress and equity outcomes.
- Strengthening collaboration with Basic Needs, Library, and Tutoring Services to ensure wraparound academic and personal support for Dual Enrollment students.
- Creating opportunities for career exploration and employer partnerships, offering work-based learning experiences linked to Fire Technology, CNA, and other CTE programs.
- Establishing college engagement activities such as orientations, Dual Enrollment commitment ceremonies, and CHC-branded events that build college identity and belonging.

Ultimately, I envision a future where Crafton Hills College's Dual Enrollment Program stands as a model of collaboration, inclusion, and academic excellence—supported by the people, resources, and facilities necessary to transform lives, strengthen community partnerships, and advance educational equity throughout the region.

8.b. Alignment with the College Vision

The Dual Enrollment Program's vision strongly aligns with the college's mission to empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation.

- **Education:** Dual Enrollment provides early access to higher education for high school students, equipping them with college-level skills, confidence, and academic momentum. The program directly supports student learning, persistence, and degree completion.
- **Engagement:** Through collaboration with local school districts, community organizations, and families, Dual Enrollment fosters engagement that connects students to college culture early, creating pathways for lifelong learning and community growth.
- **Innovation:** The program embodies innovation by reimagining how high school and college systems work together. Initiatives like online and hybrid course delivery, CTE pathway

alignment, and integrated academic support services represent forward-thinking practices that advance equity and access.

By empowering students from diverse backgrounds to achieve academic success and explore career opportunities, Dual Enrollment serves as a catalyst for upward mobility and community transformation. In doing so, the program not only advances Crafton Hills College's vision but also strengthens the college's role as an engine of equity, innovation, and opportunity for the region.

9. Progress on Prior Goals

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

- **1 - Goal - Goal 1: Explore strategic expansion of dual enrollment partnership.**

Priority Rank: 1

Objectives:

- **1.1 - Objective - Update the dual enrollment webpage to include clearer language on the benefits, course offerings, enrollment steps and updated Title V processes.**

Priority Rank: 1

Original Start Date: 07/01/2021 **Original End Date:** 06/30/2025

Revised Start Date: 07/01/2021 **Revised End Date:** 06/30/2025

Responsible Person: Willie

Strategic Direction : 1. Increase Student Enrollment

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

- **1.1.a1 - Activity 1**

Work with our Marketing department to modify our dual enrollment website to simplify the process for prospective students.

Start Date: 02/29/2024 **End Date:** 03/01/2026

Responsible Person: Willie Blackmon

Status Code: Work is Completed

Progress Description:

Completed.

Measurements/Documentation of Progress:

- Updated Dual Enrollment website launched with clear step-by-step enrollment instructions and streamlined navigation by [target date].

- User feedback survey indicates increased understanding of the enrollment process (e.g., at least 80% of respondents report the website is easy to use).
 - Increase in online application completions or information request submissions compared to the previous year.
- **1.2 - Objective - Work with our Yucaipa Calimesa Joint Unified School District to update their district policy to allow students to get high school credit for taking dual enrollment college courses (offering Math and History at the site).**

Priority Rank: 2

Original Start Date: 08/16/2021 **Original End Date:** 04/30/2026

Revised Start Date: 08/16/2021 **Revised End Date:** 04/30/2026

Responsible Person: Willie Blackmon

Strategic Direction : 1. Increase Student Enrollment

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

▪ **1.2.a1 - Dual Enrollment Advisory Committee**

Add memebtrs from Enrollment Management team to the Dual Enrollment Advisory Committee to discuss best practices. To chat with YCJUSD about the benefits of earning dual credit, time to degree and cost effectiveness.

Start Date: 02/29/2024 **End Date:** 03/01/2026

Responsible Person: Ivan Pena

Status Code: Work is Completed

Progress Description:

This objective has been completed by Keith Wurtz, and a separate dual enrollment committee has been formed.

Measurements/Documentation of Progress:

The group is meeting wekly and seems to be going well.

- **1.3 - Objective - Expand communication with, and outreach to, K-12 schools, especially in relation to dual enrollment and benefits.**

Priority Rank: 5

Original Start Date: 01/01/2023 **Original End Date:** 01/01/2025

Revised Start Date: 01/01/2023 **Revised End Date:** 01/01/2025

Responsible Person: Willie Blackmon

Strategic Direction : 1. Increase Student Enrollment

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Status Code: Work is Completed

Progress Description:

The objective to expand communication with, and outreach to, K-12 schools—particularly regarding dual enrollment and its benefits—has been successfully completed.

- **2 - Goal - Goal 2: Build internal and external collaboration to provide equitable access across all our dual enrollment partnerships.**

Priority Rank: 2

Objectives:

- **2.1 - Objective - Develop a dual enrollment data dashboard**

Priority Rank: 3

Original Start Date: 08/16/2021 **Original End Date:** 04/16/2025

Revised Start Date: 08/16/2021 **Revised End Date:** 04/16/2025

Responsible Person: Ivan Pena

Strategic Direction : 3. Increase Student Success and Equity

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

- **2.1.a1 - Dual Enrollment Data Dashboard**

Work with our Research Office to develop a data dashboard to help track student course success rates disaggregated by ethnicity and gender.

Start Date: 02/29/2024 **End Date:** 03/01/2026

Responsible Person: Willie Blackmon

Status Code: Work is Completed and Ongoing

Progress Description:

The objective work with our Research Office to develop a data dashboard to help track student course success rates disaggregated by ethnicity and gender.—has been successfully completed.

Measurements/Documentation of Progress:

Received Data from Dr. Wurtz outlining ethnicity, gender, on campus, and dual enrollment student correlation.

- **2.2 - Objective - Provide professional development to high school partners on the importance of expanding dual enrollment course offerings to disproportionately impacted student populations.**

Priority Rank: 4

Original Start Date: 08/16/2021 **Original End Date:** 04/30/2025

Revised Start Date: 08/16/2021 **Revised End Date:** 04/30/2025

Responsible Person: Willie Blackmon

Strategic Direction :

2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

▪ **2.2.a1 - DE Equity Trainings**

Host trainings for high school counselors to explain the benefits of dual enrollment in bridging equity gaps among disproportionately impacted student populations. Attend Dual Enrollment Leadership Academy and gather representative from Student Services, K-12 partners and Instruction together in one room to determine how we move forward collective in supporting marginalized populations.

Start Date: 10/01/2023 **End Date:** 03/01/2026

Responsible Person: Willie Blackmon

Status Code: Work is Completed and Ongoing

Progress Description:

The objective to provide professional development to high school partners on the importance of expanding dual enrollment course offerings to disproportionately impacted student populations has been completed. Ongoing trainings were provided, and conferences were attended to reinforce principles of equity and inclusivity. We will continue this work.

Measurements/Documentation of Progress:

- At least two counselor trainings conducted annually with participation from all partner high schools.
- Post-training evaluations show that 80% or more of participants report increased understanding of how dual enrollment supports equity and student success.
- Action plan or framework developed collaboratively by CHC, K-12 partners, and Student Services to guide dual enrollment equity initiatives.
- Summary report documenting strategies, outcomes, and the completion of the Dual Enrollment Leadership Academy.

• **3 - Goal - Goal 3**

Priority Rank: 3

10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

NOTE: Beginning in Fall 2024, prior-year goals, objectives, and resource requests will not be copied over to the current-year plan. Writers are required to manually enter goals, objectives, and any applicable resource requests.

Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. **In writing your objectives and developing your resource requests, take into account student learning and program assessment results.** Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they [work together](#).)

- **1 - Goal - 2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability**

Priority Rank: 1

Objectives:

- **1.1 - Objective - Throughout the academic year, multiple training sessions and workshops were offered**

Priority Rank: 1

Start Date: 08/01/2025 **End Date:** 08/01/2029

Responsible Person:

Dual Enrollment Coordinator/ Dual Enrollment Administrator

Strategic Direction (Goal):

2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability

Impact Type: District Wide

Institutional Learning Outcome: 5. Information Literacy

Actions/Activities:

- **1.1.a1 - Workshop Implementation**

Adhere to these workshops:

- Dual Enrollment eligibility, policies, and enrollment procedures
- Differences between CCAP and Standard Dual Enrollment
- Alignment of courses with Cal-GETC and CTE pathways
- Advising first-generation and low-income students
- Navigating registration, application, and placement processes

Start Date: 08/01/2025 **End Date:** 08/01/2029

Responsible Person:

Dual Enrollment Coordinator/ Dual Enrollment Administrator

- **2 - Goal - 3. Increase Student Success and Equity**

Priority Rank: 2

Objectives:

- **2.1 - Objective - Implementing targeted outreach and marketing strategies to engage African American and Black students in dual enrollment opportunities.**

Priority Rank: 2

Start Date: 08/01/2025 **End Date:** 08/01/2029

Responsible Person:

Dual Enrollment Coordinator/ Dual Enrollment Administrator

Strategic Direction (Goal): 3. Increase Student Success and Equity

Impact Type: District Wide

Institutional Learning Outcome: 6. Ethics and Values

Resource Requests:

- **2.1.r1 - Dual Enrollment Outreach Coordinator**
Description

The Dual Enrollment Outreach Coordinator serves as the primary on-site representative of Crafton Hills College at partner high schools, focusing on direct engagement, outreach, and student support for dual enrollment participants. This position works collaboratively with the Dual Enrollment Office, K–12 counselors, and faculty to expand access, increase participation, and ensure a seamless transition for high school students into college coursework.

While the current Dual Enrollment Coordinator manages internal operations such as scheduling, compliance, and reporting, the Outreach Coordinator provides external, hands-on support at the high school sites—building relationships, guiding students through enrollment processes, and promoting equity and awareness of college opportunities.

Rationale

The Dual Enrollment program continues to expand across multiple high school sites, the need for a dedicated, outreach-focused coordinator has become essential to support sustainable growth, strengthen partnerships, and ensure equitable student access and success.

Currently, the existing Dual Enrollment Coordinator primarily manages internal operations—such as scheduling, compliance, and administrative functions—within the college. However, with the increasing number of partner high schools, course sections, and student participants, there is a clear gap in on-site, relationship-based support at the high school level. The addition of a Dual Enrollment Outreach Coordinator would bridge this gap by providing consistent, visible, and proactive engagement directly with students, families, counselors, and teachers.

This position is crucial because it would:

- Serve as boots on the ground and the first point of contact for high school students, families, and staff, providing immediate assistance and guidance on dual enrollment processes, requirements, and opportunities.
- Enhance student access and support: Many high school students—especially first-generation and disproportionately impacted populations—need hands-on assistance navigating college application, registration, and onboarding processes. Having a dedicated college representative at the schools ensures that every interested student can successfully enroll and persist.
- Strengthen K–12 partnerships: The Outreach Coordinator would serve as the primary liaison between Crafton Hills College and partner high schools, fostering ongoing communication, trust, and collaboration to align course offerings with student needs and district priorities.
- Promote equity and inclusion: By being present at the high schools, the Outreach Coordinator can develop culturally responsive outreach efforts and deliver targeted support to underrepresented student groups, advancing the College’s commitment to equity.
- Support program growth and quality: As dual enrollment participation grows, managing logistics, advising students, and maintaining communication across multiple sites requires dedicated personnel focused on outreach and field-based coordination. This role ensures the program’s continued success and compliance as it scales.
- Improve transition to college: By building relationships early and guiding students through their dual enrollment experience, the Outreach Coordinator helps create a clear, supported pathway for students to continue their education at Crafton Hills College after high school graduation.

In summary, the Dual Enrollment Outreach Coordinator will act as the college’s boots on the ground and first point of contact within partner high schools—ensuring students receive timely, personalized support and that districts experience consistent, high-quality collaboration. This role is essential for maintaining the integrity, equity, and effectiveness of Crafton Hills College’s growing dual enrollment program.

Resource Type: Ongoing

Expenditure Category:

Classified Unit Member Non-Instruction (2181)

First Year Cost/Savings: \$75,000.00/\$0.00

Second Year Cost/Savings: \$75,000.00/\$0.00

Third Year Cost/Savings: \$75,000.00/\$0.00

Actions/Activities:

▪ **2.1.a1 - Community and School Outreach**

- Partner with local high schools that serve significant African American and Black student populations to host Dual Enrollment Information Nights for students and families.
- Collaborate with school counselors and community organizations to distribute culturally relevant outreach materials that highlight the benefits of dual enrollment.

Start Date: 08/01/2025 **End Date:** 08/01/2029

Responsible Person:

Dual Enrollment Coordinator/ Dual Enrollment Administrator

▪ **2.1.a2 - Culturally Responsive Marketing**

- Develop and implement a targeted marketing campaign (social media, flyers, and videos) featuring success stories of African American and Black dual enrollment students.
- Create student ambassador programs where current or former Black dual enrollment students share their experiences through school visits, community events, and online platforms.

Start Date: 08/01/2025 **End Date:** 08/01/2029

Responsible Person:

Dual Enrollment Coordinator/ Dual Enrollment Administrator

▪ **2.1.a3 - Data-Informed Support**

Use enrollment and success data to identify opportunity gaps, track progress, and adjust strategies to ensure equitable participation and outcomes.

Start Date: 08/01/2025 **End Date:** 08/01/2029

Responsible Person:

Dual Enrollment Coordinator/ Dual Enrollment Administrator

• **3 - Goal - 1. Increase Student Enrollment**

Priority Rank: 3

Objectives:

- **3.1 - Objective - Increase overall dual enrollment at Crafton Hills College by 2029 through strategic outreach, enhanced student support services, and expanded academic and career pathway opportunities that meet the evolving needs of the community.**

Priority Rank: 3

Start Date: 08/01/2025 **End Date:** 08/01/2029

Responsible Person:

Dual Enrollment Coordinator/ Dual Enrollment Administrator

Strategic Direction (Goal): 1. Increase Student Enrollment

Impact Type: District Wide

Institutional Learning Outcome: 4. Society and Culture

Resource Requests:

■ **3.1.r1 - Director of Dual Enrollment
Description**

The Director of Dual Enrollment provides strategic leadership, coordination, and oversight for all dual enrollment programs and partnerships between Crafton Hills College and regional K–12 districts. The Director ensures that dual enrollment initiatives align with the College’s mission, strategic goals, and equity commitments while expanding access and success for high school students earning college credit.

Rationale

As Crafton Hills College’s Dual Enrollment program continues to expand, the need for dedicated leadership has become critical to ensure sustainable growth, program quality, and equitable student outcomes. The Director of Dual Enrollment plays a pivotal role in coordinating partnerships, aligning academic programs, and ensuring compliance with state and district policies.

Dual enrollment has become a key strategy for increasing college access, improving student success, and closing equity gaps among high school students—particularly those from disproportionately impacted populations. As participation grows, so does the complexity of managing multiple K–12 partnerships, course scheduling, faculty assignments, and student support services. Without centralized leadership, these responsibilities are often distributed across multiple departments, leading to inefficiencies, inconsistent communication, and potential compliance risks.

The Director provides strategic oversight and coordination, serving as the primary liaison between the College and partnering high schools. This position ensures that dual enrollment initiatives are aligned with institutional goals, meet regulatory standards, and are delivered with a consistent focus on quality, equity, and student success.

Furthermore, a full-time Director enables the College to:

- Expand outreach and participation across additional school districts and sites.
- Enhance equity initiatives by targeting underrepresented student populations.

- Improve operational efficiency through centralized scheduling, data tracking, and reporting.
- Strengthen collaboration among Instruction, Student Services, and community partners.
- Leverage data and outcomes to inform continuous improvement and resource allocation.

In short, this role is essential for scaling the dual enrollment program responsibly—ensuring that growth translates into measurable improvements in access, persistence, and college completion.

Resource Type: Ongoing

Expenditure Category:

Classified Managers - Non-Instruction (2100)

First Year Cost/Savings: \$160,000.00/\$0.00

Second Year Cost/Savings: \$160,000.00/\$0.00

Third Year Cost/Savings: \$160,000.00/\$0.00

Actions/Activities:

▪ **3.1.a1 - Strengthen K–12 Partnerships**

- Expand formal partnerships (MOUs) with local high school districts to increase the number of schools offering dual enrollment courses.
- Establish a Dual Enrollment Advisory Committee composed of CHC and K–12 representatives to coordinate scheduling, curriculum alignment, and equity-focused strategies.
- Conduct biannual meetings with K–12 counselors and administrators to review data, address barriers, and identify new program opportunities.

Start Date: 08/01/2025 **End Date:** 08/01/2029

Responsible Person:

Dual Enrollment Coordinator/ Dual Enrollment Administrator

▪ **3.1.a2 - Expand Course Offerings and Pathways**

- Increase the number and variety of dual enrollment courses, especially in transfer pathways, CTE programs, and high-demand fields (e.g., health, technology, business).
- Develop career and academic pathways that link dual enrollment courses to degrees, certificates, and employment opportunities.
- Ongoing implementation of “College and Career Access Pathways (CCAP)” agreements that allow high school students to complete significant college credit before graduation.

Start Date: 08/01/2025 **End Date:** 08/01/2029

Responsible Person:

Dual Enrollment Coordinator/ Dual Enrollment Administrator

■ **3.1.a3 - Enhance Equity and Access**

- Target underrepresented and disproportionately impacted student populations, including African American, Latinx, foster youth, and first-generation students, through focused outreach and support.
- Provide informational sessions and workshops for parents and families in English and Spanish to increase awareness of dual enrollment benefits.
- Develop marketing materials and campaigns that reflect the diversity of CHC's service area and highlight student success stories.

Start Date: 08/01/2025 **End Date:** 08/01/2029

Responsible Person:

Dual Enrollment Coordinator/ Dual Enrollment Administrator

■ **3.1.a4 - Support Faculty and High School Partners**

- Offer professional development for both CHC faculty and high school instructors on dual enrollment best practices, student engagement, and culturally responsive teaching.
- Provide ongoing training for high school counselors on dual enrollment enrollment procedures, eligibility, and pathways to college completion.
- Create resource toolkits for partners that outline program processes, timelines, and support services.

Start Date: 08/01/2025 **End Date:** 08/01/2029

Responsible Person:

Dual Enrollment Coordinator/ Dual Enrollment Administrator

■ **3.1.a5 - Strengthen Student Success and Support Services**

- Implement dedicated dual enrollment support staff or liaisons to assist students with application, orientation, and course navigation.
- Provide college readiness workshops covering study skills, time management, and transition to full-time college enrollment after high school.

Start Date: 08/01/2025 **End Date:** 08/01/2029

Responsible Person:

Dual Enrollment Coordinator/ Dual Enrollment Administrator

11. Comments

This space is provided for participants and managers to make additional comments. Comments are not required.

There are no comments for this plan.

12. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required.

There are no supporting documents for this plan.

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