

Crafton Hills College
Dual Enrollment Discussion
Date: 10/30/ 2017
Time: 2:00 pm

Attendance: Mark Snowwhite, Larry Aycok, Rebecca Warren-Marlatt, Gary Williams, T. L. Brink, Patricia Menchaca, Mark McConnell, Tom Bryant, Robert, Brown, Bill Miller, Rene Urbanovich, Kirsten Colvey, and Kathy Bakhit

1. History of dual enrollment efforts was reviewed including issues that were brought to the attention of the administration and efforts to address them. Examples are lack of input from faculty on which courses to offer, inconsideration of software and facilities requirements when offering sections, and the need for more engagement of faculty and chairs in the efforts. Corrective actions included meetings with all departments chairs individually in Spring 2017, seeking input regarding courses appropriate for offering and the sequence of their offering, establishing software and facilities requirements, establishing a document that records all mentioned recommendations and sharing it with Senate.
2. "Draft goals" include:
 - a. Inspire at-Risk Students to consider college
 - b. Increase access
 - c. Challenge highly motivated high school students (one way to do that is through offering College/GE Transferable Courses)
 - d. Increase the number of high school students who consider starting at Crafton Hills College
 - e. Develop Strong Relationship between Crafton, RUSD and YCJUSD and opportunities for further collaboration
3. Goals per attendees:
 - a. To help students advance and transition well into college/critical thinking advancement.
 - b. To get a jump-start on education and to connect with professionals in the field.
 - c. Demonstrate responsiveness to our communities' needs of increasing educational attainment, which aligns with our Strategic Plans goals.
 - d. Speed up the college process/allows students to get college credit.
 - e. Introduction into "College Life"
4. Priorities for the whole effort include maintaining institutional integrity by following college processes, maintaining academic freedom and integrity, relying on faculty on any issues pertaining to academic and professional matters, and providing a positive experience for the students both inside and outside the classroom.

5. Enrollment in the Dual Enrollment classes requires students to have a GPA of 2.5 or higher. This may be a barrier to fulfilling the stated goal of access.
6. Even though there is an overall sense of agreement from our Partners that the stated goals do represent accurately what they seek from the dual enrollment offerings, there has not been an explicit discussion on the issue, partly due to changes in leadership at the high schools. Concerns still remain including the fact that the “draft goals” have not been vetted, are that they are unclear goals, actionable objectives, and measurable outcomes from the efforts.
7. There is a need to refine the goals, objectives and measures of success and vet them campus wide. The previous plan of having the work be completed by a sub group from enrollment strategies committee may need to be revisited.
8. Operation issues such as communications regarding changes in offerings, staffing, cancellations need improvement.
9. Recommended: faculty-to-faculty discussions about what classes we need to offer.
10. Questions regarding FERPA compliance, mandated reporting, and success rates came up. Clarifications were provided including the fact that the FERPA rules apply to the courses as if they are taught at CHC. Title IX requirements hold. Student success rates are comparable to those in classes held on campus. Study done by the Institutional Research Office is available online. More communications on these issues with faculty teaching the courses and to parents are needed. Maybe a handout to be included at orientation.
11. Our focus should be on using our efforts as a platform to build relationships with the community through more communication and involvement.
12. We should use the expertise of the college to build a pathway for students to transition from high school to college.
13. The high schools now listen and take into consideration what the CHC Chairs suggest because of their expertise.
14. Questions regarding why faculty may be concerned with dual enrollment efforts may include being mandated to teach such classes and whether the content may be appropriate for high school students.
15. Questions were asked as to how many students are first generation college students. And how many end up being CHC students? Add these to research questions.
16. An ideal dual enrollment program should provide classes for variety of student groups such as classes for
 1. students from HS who just take day classes at CHC campus independently,
 2. students who prefer evening classes,
 3. students who prefer online classes,
 4. students who prefer condensed summer classes, and
 5. middle college students.

17. Each group of students need their own marketing strategy including pathways to their programs, information regarding fees and other features. For fun classes consider Auditioning class. Good intro to college.
18. Capitalize and link to the Online Academy at Redland USD by offering our hybrid and online classes with them
19. A target should be to build enrollment in sections we already offer. This can be done by allowing CHC students to take classes at high school campuses. Another strategy is to encourage HSD to grant credit for both college as well as A-G requirements.
20. We need program maps with schedules for 1 and 2 years of classes offered
21. What do we do about the undecided students?
22. How do we bridge the students into Left Lane?
23. We all need to know what we're doing, and we need to be clear on what we want on our end, so when we meet with the high schools, we won't all say something different and look undecided, unprofessional, and foolish.
24. CHC has to meet first, THEN faculty-to-faculty meetings can happen. There has to be faculty-to-faculty communication between CHC and the high schools. It doesn't make sense to have a huge meeting and not be able to talk face to face with the instructional faculty at the high schools. There should be smaller meetings that revolve around the instructors.
25. Next steps:
 - a. We need to understand issues at the high schools better; articulate their goals better. Align them with our goals. Vet the goals with CHC campus. We should identify the niche groups to develop pathways for them.
 - b. We need better communication; internal communication, conversations with counterparts, communication with counselors, and logistics to continue moving forward with the Dual Enrollment program.