

Crafton Hills College Dual Enrollment Scheduling Principles

1. Alignment with High School Schedules & Conflicts

- Identify scheduling conflicts at **each high school site** (e.g., block vs. traditional periods).
 - Address challenges with the bell schedule: Two-Day vs Four-Day.
- Offer **early morning, evening, and summer courses** to provide flexible options.
- Ensure courses don't interfere with high school graduation requirements.

2. Course Selection Based on College & High School Needs

- Focus on **CalGETC transferable GE courses** and **CTE pathways** that align with workforce needs.
- Work with **high school counselors** to verify course applicability for both HS and college credit.

3. High School Counselor Training & Role Clarification

- Define training parameters within Crafton for counselors. Who does it? How does it work?
- Provide **ongoing training** to RUSD/YCJUSD counselors on:
 - **College course equivalencies**
 - **Prerequisites & eligibility requirements**
 - **College enrollment & registration processes**
- Clarify the role of **adjunct college counselors** vs. **high school counselors** to prevent conflicts.

4. Faculty Assignment & Instructor Challenges

- Recruit **qualified high school teachers** as dual enrollment faculty (if they meet MQs).
 - Develop a separate seniority list for dual enrollment.
 - Explore developing a requirement for K-12 instructors teaching at the College first prior to teaching a dual enrollment class.
- Address **time constraints** by scheduling faculty at times that work for both institutions.
- Offer **models** where college K-12 faculty support college teachers in courses so the college course meets twice a week and the high school teacher is also there the other three days.

5. Student Support & Advising Integration

- Schedule courses **with embedded college counseling** (to address increasing support demands and ability to complete courses successfully).
- Assign **dedicated college counselors** to high schools for **enrollment, academic planning, and transfer advising**.

- Ensure that every dual enrollment student has a comprehensive student educational plan.
- Provide **dual enrollment workshops** during advisory periods or after school.

6. Compliance with CA Dual Enrollment Laws

- Ensure **AB 288 (College & Career Access Pathways - CCAP) compliance** when structuring schedules.
- Ensure **college courses are accessible to all students, not just high-achieving ones.**
 - Address challenges of students that might not be ready for college level courses.
 - Consider training high school counselors on making more informed recommendations for students to take college level courses instead of re-instating GPA requirement.
 - Consider requiring all dual enrollment students to take counseling course first.

7. Equitable Access & Logistics Considerations

- Offer a mix of **CTE and general education courses** to meet different student interests.

8. Regular Collaboration & Data-Driven Adjustments

- Establish **monthly or quarterly check-ins** with RUSD/YCJUSD counselors and administrators.
- Use **data on student success & enrollment trends** to refine scheduling each semester.
- Develop a **feedback loop** with high school counselors and CHC faculty to improve course alignment.

Let's break it down further into **specific course pathways** and **solutions to key challenges** for the **Crafton Hills College (CHC) Dual Enrollment Program** with **RUSD** and **YCJUSD**:

1. Recommended Dual Enrollment Course Pathways

To maximize student success and align with both **high school graduation requirements** and **college transfer goals**, CHC could offer:

A. General Education (CalGETC Transfer Aligned) Pathway

Ideal for students planning to transfer to a **four-year university**

- **ENGL C1000** – Freshman Composition
- **COMM C1000** – Introduction to Public Speaking
- **MATH 102** – College Algebra
- **STAT C1000** – Introduction to Statistics
- **HIST 100 or 101** – US History
- **POLS 100** – American Government
- **ART 103 or MUSIC 103** – Art Appreciation or Music Appreciation
- **PSYC C1000 or SOCI C1000** – Intro to Psychology or Sociology

✓ Solution to Scheduling Issues:

- Offer **hybrid/online sections** to accommodate high school bell schedules.
 - Rotate courses per semester so students can complete **CalGETC requirements** over multiple years.
 - Assign K-12 teacher to classroom that would work in class on non-meeting days where the K-12 teacher could facilitate work on college non-meeting days.
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B. Career & Technical Education (CTE) Pathway

Designed for students interested in **career readiness & industry certifications**

- **CIS 101** – Computer Information Systems
- **BUSAD 100** – Introduction to Business
- **CD 105** – Child Development
- **HIT 101** – Medical Terminology – Is articulated with some high schools. Not offered at this time.
- **RADIOL 090** – Survey of Radiologic Technology – Not offered at this time.
- **RESP 050** – Introduction to Respiratory – Not offered yet at this time.

✓ Solution to Faculty & Enrollment Barriers:

- Train **high school teachers** to become CHC adjunct instructors in CTE fields. Review MQs for high school teachers to increase CTE courses.
 - Utilize **early morning or after-school scheduling** for hands-on courses requiring lab time. Need space for labs. Ensure that scheduling is balanced with bell schedule and 0 and 7 periods.
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C. Health & Public Safety Pathway

For students pursuing **nursing, EMT, fire, or public service careers**

- **KIN 200** – Introduction to Kinesiology
- **FIRET 100** – Fire Protection Organization
- **FIRET 101** -
- **HIT 101** – Medical Terminology
- **CD 105** – Child Development
- **HEALTH 104** – Introduction to Public Health
- **RESP 050** – Introductory to Respiratory Care
- **RADIOL – 090** – Survey of Radiologic Technology

✓ Solution to Support Challenges:

- Explore incorporating honors classes.
 - Provide **dual enrollment student cohorts** with built-in academic support (mentoring/tutoring).
 - Offer **summer bridge programs** to introduce students to health-related careers. Offer these courses in occupational programs in the summer. Look at adding these in the summer rather than GE/IGETC courses. Would be more likely to grab their attention.
 - Invite groups of students to sit in on classes.
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2. Addressing Key Challenges in Dual Enrollment at CHC

A. Challenge: Limited High School Counselor Knowledge of College Course Equivalencies

✓ Solution:

- Provide **annual counselor training sessions on college course transferability, prerequisites, and sequencing**. Integrate into Crafton's professional development for counseling with the counseling department, and practices of the counseling department. Invite adjunct counselors to bi-monthly training.
- Develop a **quick-reference guide with common high school to college course equivalencies** for counselors.

- Assign a **CHC liaison counselor** to work directly with RUSD & YCJUSD teams for **real-time guidance**.
 - Define adjunct counselors scope of work: SEPs, prerequisites, Starfish, etc.
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B. Challenge: Scheduling Conflicts & Student Access Issues

✓ Solution:

- Use **hybrid/online learning options** to reduce conflicts with high school schedules.
 - Offer **courses in summer** to maximize flexibility.
 - Create a **consistent, multi-year scheduling plan** so students can map out their courses in advance.
 - Offer courses **before/after school, during specific periods, or as part of a "blocked" schedule**.
 - Assign K-12 teacher to classroom that would work in class on n non-meeting days where the K-12 teacher could facilitate work on college non-meeting days
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C. Challenge: Increasing Student Support Needs

✓ Solution:

- Embed full-timers/adjuncts to rotate one day a week at the high school.
 - Provide mentoring for adjuncts/staff at the high schools.
 - Provide **dedicated dual enrollment office hours** at CHC for advising and tutoring.
 - Create embedded tutoring / SI for dual enrollment classes.
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D. Challenge: Faculty Availability & Hiring Issues

✓ Solution:

- Recruit **qualified high school teachers** as adjuncts where possible.
 - Develop **co-teaching models** with a CHC faculty mentor paired with a high school teacher.
 - Increase professional development for CHC faculty to teach at high schools and for K-12 instructors to teach at CHC.
 - Explore a newsletter to highlight dual enrollment successes.
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