

Dual Enrollment Partnership
for August 2016 – May 2017
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Nearly a year since its implementation, the Crafton Hills College Partnership formerly known as dual enrollment remains a pilot project. While working out the philosophical nuances and operational variations present significant challenges for collaboration between the college and its high school partners, the ability to increase participation in the program will be influenced by the degree all stakeholders can agree on the mission, vision, purpose, goals and objectives of the partnership's efforts.

Partnership goals were developed at the beginning of the program:

- Inspire at-Risk Students to Consider College; Increase access
- Challenge Highly Motivated High School Students
- Offer College/GE Transferable Courses to High School Students
- Increase the Number of High School Students Who Consider Starting at Crafton
- Develop Strong Relationship between Crafton, RUSD and YCJUSD

It is recommended the two ad hoc workgroups comprised of internal and Partnership members develop the short-term objectives necessary to demonstrate measurable outcomes and milestones toward the completion of each established goal.

Administrative/Plan Program

To implement the billing/invoicing process identified in the MOU agreement developed for Redlands Unified School District and Yucaipa-Calimesa Joint Unified School District effective January 22, 2016 – December 31, 2020 several issues needed to be addressed:

- Confirming students as participants in the Partnership agreement
- Confirming each students' enrollment status at census
- Confirming the number of students enrolled in each course offered in the Partnership at census

Dr. Keith Wurtz provided a report to validate the enrollment status of students at census. Larry Aycock, in collaboration with research and planning created an integrated report combining the census report and confirmation of students' status in the Partnership agreement to provide a more efficient, less cumbersome process that will allow invoicing to occur immediately after census. This process is being tested and evaluated for accuracy. Admissions and Records is also tracking students participating in the Partnership by flagging them through a tracking code in Colleague.

The textbook distribution process is being modified to address the growth of Partnership courses. With the assistance of the bookstore director Gloriann Chavez, the ordering textbooks will closely mirror the process used on-campus. Instructors will order textbooks through the bookstore, but distribution will occur on a high school campus in each high school district before the start of classes.

Monthly meetings for the Partnership program were implemented for two ad hoc groups; an internal workgroup addresses organizational or "nuts and bolts" details critical to the coordination of student services and instruction with the high school districts and a partnership workgroup that includes the

high school partner liaisons. These workgroups are providing daily direction for the activities of the partnership program while the Enrollment Strategies Committee is developing the long term institutional plan to identify how the Partnership efforts support the college's enrollment strategies.

Secure Partnerships/Contracts

The Public Service Academy (PSA) is currently managed by Mark Snowwhite. The school is not considering expanding its course offerings and will continue to offer the college's Spanish courses. Yucaipa – Calimesa Joint Unified School District (YCJUSD) offer 2-3 courses per term with a recent focus on math and engineering curriculum to address the needs of their STEM students. Redlands Unified School District (RUSD) continue to offer 9 - 11 classes each term, although very few courses reach the apportionment enrollment minimum of 15 students. RUSD was advised to reduce the number of courses offered in the district to increase enrollment efficiency but this advice appears to conflict with the RUSD's goal of increasing the number of courses being offered.

With the experience gained over the past year, emerging infrastructure and increased internal dialogue, the Partnership program may be able to scale out to other high school districts in the upcoming year.

Program development

Pathway models and related options are under discussion in the Enrollment Strategies Committee to ensure the Partnership program is coordinated with current institutional enrollment efforts and integrated with the college's institutional plans.

Developing an enrollment and registration process and establishing a course schedule continues to evolve. Lack of calendar alignment between the high school districts and the college present a significant coordination challenge for offering support services and scheduling courses requiring active management throughout the year. Establishing a comprehensive, two-year course schedule may promote more planning.

Develop Schedule and Monitor Term Offerings

Scheduling is not limited to course offerings, other activities include:

- Marketing/Advertising courses at the high schools
- Enrollment
- Faculty Communication
- Student/Parent Orientation
- Course Registration

In collaboration with Dr. Stephanie Lock, assistant principal at RUSD a spring 2017 term a three-month timeline for marketing, enrollment and registration activities began in September 2016. Following the college's established calendar, application and registration workshops were organized to assist students at all three RUSD high schools. Yucaipa High School held an application workshop attended by 71 students. By January 2017 one counselor from each of the participating high schools (including Yucaipa High School) had received training to assist students with the registration process on the high school sites.

To plan the 2017-2018 academic year starting with the summer session we attempted a longer timeframe starting in February 2017, developing timeframes for summer and fall (see Attachment 1) but ultimately were unable to meet established deadlines. The challenge to offer courses and obtain robust enrollment during a summer/fall term is significant; overlapping terms and processes; scheduling changes; two schedules of courses and summer break make this timeframe difficult without an established pattern of courses. Creating a pattern of Partnership course offerings would allow predictability for both the college and high school districts and support a process framework that mitigates the differences in instructional schedules at the high schools.

To implement the spring 2018 schedule of Partnership courses a timeline for all critical activities will be established (Attachment 2), including a schedule of courses that will be confirmed no later than the first week in October. The schedule will identify the courses, instructor and the days/times of instruction. The proposed timeline will be reviewed by the workgroups and faculty chairs.

In spring 2017 meetings and discussions with faculty were initiated to obtain their input about the Partnership course offerings. Subject area faculty identified foundational, general courses most appropriate for non-majors (Table 3), recommendations for future courses, along with suggestions for support services for student success. Faculty also noted facilities and resources typically offered in a collegiate environment have not been available at the high schools. Improved communication with faculty regarding instructional needs is critical to the success of courses offered through the Partnership and will be a part of the planning process.

Faculty teaching at the high schools also receive an orientation focused primarily on operational issues at the specific high schools and expectations for teaching adolescent students. While the Partnership students are academically prepared, as adolescents they are often unprepared emotionally for the demands of college study and may lack the self-advocacy skills required to interact in a learning environment.

Faculty orientations are scheduled for the fall 2017 semester on-site at one high school in each district.

Hire/Monitor Site Facilitators

Kirsten Colvey and Robert McAtee recruited and selected counselors to serve as liaisons between the high schools and the college. The counselors have multifaceted roles, assisting with the enrollment and registration processes; provide academic counseling; offering additional support to students and instructors during the first two weeks of the term and contributing to the development of the partnership program. The Crafton Hills College counseling department provides professional development, meeting with the high school counselors monthly introducing them to the college's programs and contextualizing their counseling responsibilities within a community college setting.

In progress:

- Developing student support and course schedule processes
- Continuing the dialogue with faculty regarding Partnership courses
- Finalizing the Partnership brochure and poster template for high schools.
- Faculty Handbook Addendum
- Developing a textbook process
- Exploring scaling out the Partnership program to additional districts

- Hiring a permanent program manager

Partnership Courses

Table 1 Snapshot view of student enrollment into Crafton Hills College courses offered in the Partnership.

Table 2 Partnership courses for Fall 2017

Table 3 List by department of faculty meetings/discussions regarding Partnership course offerings

Attachment 1 Partnership Process

Attachment 2 Spring 2018 Critical Timelines

Table 1

<i>Partnership Courses by term</i>	Redlands Unified School District	Yucaipa Calimesa Joint Unified School District
	# Students Completed	# Students Completed
<i>Summer 2016</i>		
<i>SOC 100</i>	27	NA
<i>Fall 2016</i>		
<i>COMMST 100</i>		12
<i>SOC 100</i>		28
<i>Arabic 101</i>	12	
<i>Art 103</i>	8	
<i>ASL 101</i>	28	
<i>BUSAD 100</i>	8	
<i>FIRET 100</i>	8	
<i>SOC 100</i>	19	
<i>Spring 2017</i>		
<i>AH 101</i>		16
<i>SOC 100</i>		9
<i>Art 124</i>	9	
<i>Art 175</i>	10	
<i>Arabic 102</i>	4	
<i>ASL 102</i>	12	
<i>BUSAD 230</i>	6	
<i>CHC 100</i>	8	
<i>ENGR 101</i>	8	
<i>FIRET 101</i>	11	

MUSIC 103 13
SOC 105 9

Summer 2017 In progress

CHC 100 12
COMMST 101 24

CHC 100 6
THART 120 5

Table 2

**Partnership Courses
Fall 2017**

**Redlands Unified School
District**

**Yucaipa-Calimesa Joint
Unified School District**

ARABIC 101

BUSAD 100

ART 103

ENGR 101

ASL 101

MUSIC 103

BUSAD 100

COMMST 100

COUN 110

FIRET 100

HIST 100

SOC 100

Table 3

Partnership Courses

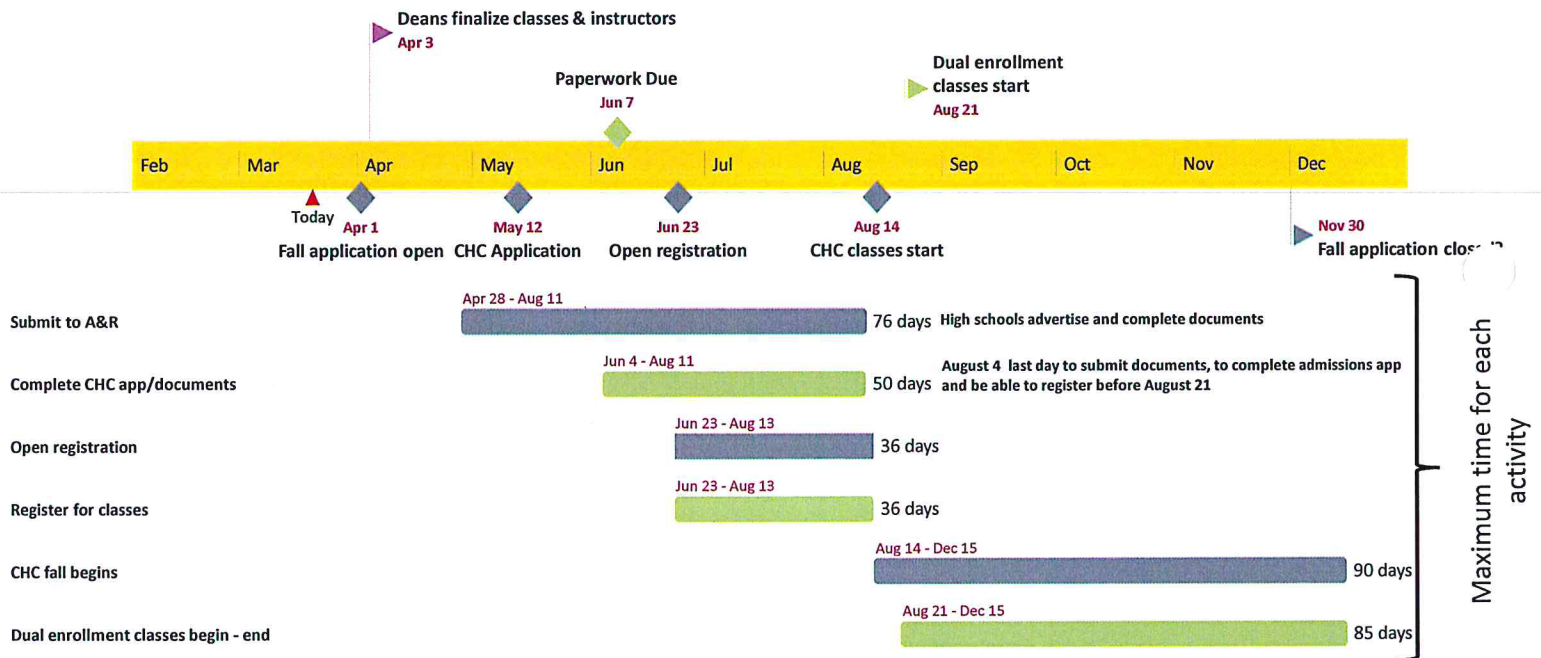
Department	Faculty	Subjects	Courses
Business, Economics & Information Technology	Margret Yau	Business Administration	BUSAD 100, 230
	Kenneth Bennett	Economics	ECON 100 (recommended) CIS 101 (recommended)
Communication and Language	Breanna Andrews	ASL, Arabic	ASL 101, 102 Arabic 101, 102
	Rick Hogrefe*	Communication Studies	COMMST 100
Physical and Biological Sciences	Patricia Menchaca*	Environmental Science	ENVS 101
Social Sciences	Julie McKee	Sociology	SOC 100, 105, 141 HIST 100, 101 (taken sequentially) No political science
Allied Health	Michael Sheahan*	Allied Health	AH 101
Public Safety and Services	Dan Sullivan	Fire Technology	FIRET 100, 101
Human Development	Meridyth McLaren	Child Development	CD 105 (tutoring needed), 126, 132
Counseling College Life	Robert McAtee	Counseling	COUN 110,
	Kirsten Colvey	College Life	111,120,130 CHC 100
Fine Arts	Snezana Petrovic	Art	ART 103, 124,175
	Mark McConnell	Music	MUSIC 103
	Tom Bryant*	Theater Arts	THART 100,120,133
In discussion			
Mathematics	Sherri Wilson	Mathematics	MATH 252

Attachment 1

Fall 2017 Partnership Process

Application workshops: RUSD: 5/23, 5/24, 5/25
YCJUSD: 5/30

Registration workshops: Students register on own



Attachment 2

Spring 2018 - DRAFT

Duration (days)	Start Date	End Date	Description
20	09/03/2017	09/29/2017	September
27	09/14/2017	10/20/2017	Confirm Spring 2018 Classes
26	09/15/2017	10/20/2017	Assign instructors; establish schedule
22	10/01/2017	10/31/2017	October
25	10/09/2017	11/10/2017	Online Admissions
55	10/22/2017	01/05/2018	Marketing (call outs, website updates, flyers)
60	10/22/2017	01/12/2018	Distribute brochures
34	10/22/2017	12/07/2017	Dual Enrollment Packets
22	11/01/2017	11/30/2017	November
41	11/17/2017	01/12/2018	Registration
7	11/30/2017	12/08/2017	Order books?
16	12/01/2017	12/22/2017	December
17	12/15/2017	01/08/2018	Winter Break YCJUSD
15	12/18/2017	01/05/2018	Winter Break RUSD
13	12/20/2017	01/05/2018	Cancel low enrolled classes?
23	01/01/2018	01/31/2018	January 2018
2	01/17/2018	01/18/2018	Book Distribution (1 day at one high school per district)
11	01/22/2018	02/05/2018	Classes Start

9-19-17

