

Taft College Dual Enrollment History (September 11, 2017)

Originally, the idea of dual enrollment courses with the Taft Union High School was presented to us as a solution for high school students struggling to pass the AP examination for those courses. Evidently, there were complaints that students at TUHS were taking AP coursework but were not earning college credit on the national exam. Taking courses at Taft College was seen as a solution. Of course, some faculty here at the college resented the idea that we would be seen as a short cut or “an easier way” than the AP exam. However, we have long endeavored to have cordial and reciprocal relations with the high school and do have a tradition of helping each other, so we took a closer look at the possibilities. Some legitimate concerns became readily apparent. We wanted to maintain the integrity of the college environment and the integrity of our institution, so we wanted to avoid blurred lines between high school and college coursework. We wanted to maintain the integrity and rigor of our college courses, knowing that different pressures were at work at the high school from parents and administration and that teachers over there did not have the same academic freedom that college faculty take for granted. We wanted to make sure we served our students first, not sacrifice their opportunities in favor of high school students. Therefore, we wanted to take it slow.

In **December of 2010**, Patti Bench provided a report on the program to the Academic Senate which encapsulates how the program evolved.

High School Progress Report

Summary—Patti Bench presented a detailed report on the collaboration between TUHS and TC in offering face to face and online sections of selected TC courses for TUHS students. Her report revealed that in many cases, TUHS students had more success than TC students, and Patti offered a variety of possible explanations for this, the primary one being the class hours devoted to these offerings at TUHS. Additionally, members present discussed the future of this program. At this time, no new courses are being offered beyond those in existence.

Patti Bench distributed a detailed report entitled “College Concurrent Program Overview” examining the history, current status, and success of the ongoing collaboration between Taft College and Taft Union High School. She explained that English 1500 and 1600 are currently taught onsite at TUHS and that Bill Devine had mentored Caroline Shonewies in the instruction and curriculum of these courses. Additionally, Patti instructed Psych 1500, and Vivan Varela has instructed Soc 1510. Additionally, INCO 1548 has been offered.

Patti noted that in English 1500, high school students in the TUHS class performed higher than another English 1500 class that grades were compared with. She examined reasons why, and raised the points that TUHS said that the students in the class are a very high performing group. She also pointed out that the current model for TUHS/TC English 1500 is that the class meets for five hours a week. She added that unlike a traditional college student, TUHS students are not allowed to drop.

Despite this thorough analysis, Patti explained that Bill Devine would continue to work with Caroline Shonewies to make sure that outcomes for the TUHS English 1500 were the same as TC’s English 1500 SLOs, and to examine the means of assessment (for more detail, see complete report).

When examining the grades of the TC/TUHS INCO 1548 against scores from a TC face-to-face and a TC offline section of the same class, the most noticeable difference Patti pointed out in the data was a higher number of grades of F in the TC classes. Again, Patti noted the regularity of the high school section's meetings.

For English 1600, a comparison between a traditional course and the TUHS section showed very similar results.

For SOC 1610, traditional students outperformed the high school students, except in the B category.

Patti also examined persistence in the TUHS sections and looked at how many students from the 2009 offerings who had taken the classes transferred to TC. Of the 2009 group, 41 percent chose to transfer for TC. From the 2010 group, Caroline Shoneweis is expecting fewer to transfer. She calls this group "more normal" than the students of the previous year. Some students in the current group admit to suffering from "senioritis."

Regarding the future of the program, Patti informed the senate that TUHS would like to see the collaboration grow to include a biology and history offering (see page 9 of Patti's report). She let the senate know that Rick Miranda has reported that biology is not ready for this. Additionally History is not ready for an onsite TC/TUHS offering. However, Patti encouraged Mark Richardson to encourage students who would benefit from completing these courses prior to high school graduation to enroll in the courses online. She reminded the senate that many TUHS students continue to enroll in traditional, online courses at TC, despite the current collaborative project, the main difference between these two options being the class time provided in the new model.

Patti explained that John Usrey is the onsite TUHS assistant for this program and that he does not lecture, but assists with technology pertaining to INCO.

Brian Jean (B.J.) asked for clarification regarding John's position.

P.B. said that John "doesn't lecture. He's more like a T.A."

B.J. said that he was "trying to picture what's physically happening over there."

P.B. said that INCO 1548 meets every Friday of the English 1500 offering, and that other classes meet at other times.

B.D. said that "Caroline Shoneweis has embraced our curriculum" for English.

P.B. added that she and Bill have requested that Caroline make changes, and that Caroline has always been willing to do so.

B.D. said that "There was a learning curve on college expectations."

Mike Mayfield asked if we looked at the previous class year's Academic Placement exam scores.

P.B. responded that she could request this information, recalling that the program was initiated in part because of TUHS faculty's dissatisfaction with AP scores of students. She asked Wendy Berry how TUHS "predict[ed] scores" of students.

Wendy Berry responded that TUHS faculty often dialog as instructors about class performance. She added that the fact that TUHS no longer offers AP classes is a strong motivation for them to request a TC/TUHS section of biology.

Don Bandy said that after going to an awards ceremony last year, he learned that four or five students who planned to go to CSUB ended up going to TC instead. (From Academic Senate Minutes December 2010).

January 2011, it was reported by Academic Senate President Bill Devine to the Board of Trustees that the Academic Senate received a report on the high school collaborative classes. Patti Bench presented a comprehensive report that was well-received.

The following is excerpted from the **February 2011**, Academic Senate Meeting Minutes:

High School Program Collaboration: New Biology Proposal

Summary—Rick Miranda delineated a new proposal to offer biology for TC credit onsite at TUHS and shared information from a meeting between himself, Mark Richardson, and Willy Duncan. Concerns were raised about which campus the section should be offered on, which Rick sympathized with. However, Rick illuminated scheduling and space constraints that may preclude the offering of the section at TC. Questions about placement testing and prerequisites were raised. Bill Devine requested that Rick Miranda bring his formal proposal back to the senate in the future.

B.D. gave background on the ongoing collaboration between Taft Union High School and Taft College to offer Taft College classes for TUHS students, recalling that there was initially resistance from the senate to enter into the collaboration, remarking that the program was eventually activated on a trial basis, pointing out that Patti Bench had worked extensively on the project, indicating that there had been a “learning curve” to acquaint TUHS faculty with TC’s course expectations, but said that TUHS is currently “meeting our expectations” based on the data Patti Bench shared with the Academic Senate at the December meeting.

B.D. went on to say that constituents from TUHS and TC are currently discussing the addition of biology to the program.

Rick Miranda (R.M.) said that Willy Duncan, Mark Richardson, and Rick himself had met to discuss this project. Rick stated that he was initially resistant to the idea but had ideas for making it work, and he said that “Mark is a lot more amenable to the plan we came up with.” Because of the time required for biology course and the existing schedule of TUHS classes, Rick, the science department, and TUHS needed to work to ensure that students would be meeting the required hours for the course.

R.M. said that the fifty minute time blocks of TUHS periods are difficult to accommodate when a lab component is required for a college science class. He said that Mark Richardson was willing to deal with this by “having classes back to back.”

R.M. said that “We’re going forward with developing a proposal that includes a lab component, our units, and our tracking and scheduling,” adding that “Mark [Richardson] is pretty open-minded to changes.”

Ruby Payne (R.P) asked what the class level would be for the high school students.

R.M. replied, "Juniors." He went on that "We haven't yet figured out the time of day. Viewing this as part of our outreach for our grant, Rick McFadden will probably teach, run lectures, and mentor over there. For the second semester, Mark will figure out what to do with them."

V.H. raised a question about cost, in light of the current budget. She asked, "Is a faculty member expendable to teach high school classes when sections will probably be cut over here?"

R.M. said, "We feel that way too. That's why we're seeing this as outreach. . . If we don't have funding next year, none of us will do it. . . TUHS is willing to pay for it all . . . I kept hearing rumors, but we did have a discussion. We agreed to work feasibly on scheduling first, but Mark will foot the bill."

B.D. said, "When the senate approved the initial project, we said any additional sections would need to get approved here.'

Christopher Chung-Wee (C.C.) asked, "But it's overload for faculty, if we teach it?"

R.M. replied, "Yes, but faculty might keep all their existing sections."

C.C. asked, "But the teacher might choose to go over there instead?"

R.M. answered, "That's why we said we wouldn't move forward with it if it hurt our faculty."

B.D. asked if Rick Miranda should bring the proposal to The Academic Senate.

Darcy Bogle (Dc.B.) said she would like to see the proposal, and that she objected to giving college credit for TC classes taught on site at TUHS because being on TC campus is an "integral part of the college experience." She pointed out that "some are not passing" and that this is reflected on transcripts.

R.M. responded that "We want to have the class here, but we have to find space here for it. The Office of the President said 'Make it work,' but wants the blessing of the senate. Let's go back to Willy and say that the senate supports this proposal but wants it on campus here."

R.M. added that a challenge for scheduling the course on TC campus is scheduling and space. He also said that, "What we don't want is a schedule that works for them but not for us."

V.H. chimed in that initially, TUHS had wanted to create the collaboration of TC courses at TUHS because of low scores on Advanced Placement exams. She added that when TUHS students begin as Taft College students, "they usually place in basic skills." Then she asked, "Are they taking our [placement] assessment?"

B.D. said, "These are supposed to be their highest level students."

V.H. reiterated her query: "Are they required to take the placement test?"

Dc.B. responded, "Yes, they have a special day for English. However, if our students register for bio, no placement test is needed unless it applies to a prerequisite."

V.H. delineated a scenario in which it might take a student getting TC credit during high school four to five years to achieve an A.A. or A.S. and then asked, since the biology course is for high school juniors, "Can students retain that knowledge for four or five years?" She added that biology is a "major course,"

and speculated on a scenario in which a student taking the CBEST or a teacher preparation course might be expected to recall knowledge acquired four to five years prior.

B.J. reflected back on the collaboration's origin, citing, "We were assured that rigor would be the same."

Dc.B. said, given the current offerings within the collaboration's scope, placement testing only applied to English.

V.H. said, "Only for prerequisites."

S.S. asked if there has been "any discussion of other classes such as English?"

R.M. replied, "We only discussed biology."

Dc.B. pointed out that "Only seniors are in English 1500 and 1600 [Note: TUHS juniors take English 1500 & 1600, not seniors]. I'm not sure if this proposal is a continuation of the same group. It sounds as if the proposed biology offering is for a new cohort."

Ruby Payne said, from behind the flashing screen of her laptop, "We just looked it up—no science is required for the CBEST."

R.M. replied, "So they can forget it." This was met with hearty laughter.

B.D. asked R.M. to draft the proposal and bring it back to the senate. (End of excerpted minutes).

At the Academic Senate meeting in **March of 2011**, the issue of high school program oversight was raised as an important challenge:

High School Program Oversight

B.D. pointed out that with Patti Bench, our current Distance Learning Coordinator, retiring from her position as professor, someone is needed to oversee the T.C./T.U.H.S. collaboration, which Patti has handled in addition to her normal duties.

Jeff Ross (J.R.) asked, "What does Patti think?"

Patti Brown (P.B.) said, "If we don't oversee the program, it could get away from us. I did it in lieu of a committee assignment. I recommend that someone oversee this program. I've already spoken with Darcy [Bogle] about it."

V.H. asked if this task could be listed as contractual, extra duty.

D.J. said, "I'd be happy to."

T.T. said, "Good luck."

B.D. asked if listing the task as extra-duty provided extra challenges.

V.H. said that “It could be approved that way.”

P.B. said that, “The student Services piece is challenging—otherwise, it’s not too tough,” referring to the difficulties of the task of overseeing the program.

D.J. pointed out, “With budget cuts, we want input on how this plays out for our local high school. Legislature may want to limit high school hours, and we want to have a voice in that.”

B.D. asked, “So, should we keep this duty as an alternative committee assignment?”

V.H. said, “My concern is that then no one will do it.”

B.D. said, “So, we need to mandate it in some way?”

T.T. said that, “Administration wants this [the TUHS/TC collaboration]—it won’t go away.”

D.J. offered to try to get the task listed as extra duty and asked how many hours the duty takes.

P.B. said that the duties even out to about an hour a week.

8. Other #1, Cost of CC Classes for High School Students

Dn.B. asked, “Is it true that high school students take classes here for free?”

V.H. responded that this is true during fall and spring.

Dn.B. asked why.

V.H. said, “Ed Code.”

9. Other #2 Continuation of Distance Learning Coordinator Position Discussion

B.J. said, “Back on distance learning, I’m not sure the process of flying the position applies, because this is a re-org.” He pointed to other reorganizations that have occurred without using a process of flying a position, and said, “Maybe senate isn’t a better way to go.”

P.B. said, “I agree. My job wasn’t flown because it’s a reassignment of hours. Because [distance learning coordinator] is a reassignment of hours, Jeff [Ross] can go and represent us. I think we should handle it to see that it gets done.”

J.R. used the examples of grant coordinator positions to further support Brian and Patti’s claim.

B.D. asked, “Brian, you want the senate to make a special committee to handle this?”

J.R. said, "As chair, I can go forward with the process used for grant coordinators."

D.J. said, "There are probably only a few applicants."

P.B. said, "My concern is that this will slow us down in the future with other positions. Jeff should go to Henry Yong."

(End of excerpted Minutes).

In **December of 2012** Bill Devine was asked to provide a description of the TUHS Mentor Assignment:

Taft Union High School (TUHS) Mentor Assignment

The TUHS mentor was a position of responsibility, approved by the Academic Senate with appropriate division discussion and support, which entailed the dual role of course oversight and instructional support for the high school program, a program which had been worked out carefully over time between the two institutions. This position was seen as an integral part of initiating program success, since there were concerns voiced in the Academic Senate that a course taught through the high school might not have the same rigor or expectations as a college course without some oversight and communication about the differences found in our college culture and the different expectations that emerge when students are taught on the college campus.

The oversight role was seen as instrumental as this program and these courses established themselves. Faculty and administration wanted the program to get off on the right foot, and this liaison position between the high school instructor and the college helped reassure college personnel that the integrity of the college courses and the expectations inherent to the Course Outline of Record (COR) would be maintained. The mentor met with the high school instructor throughout the course development process, ensuring that the program would get off on the right track. Meetings and weekly correspondence established alignment in curriculum and expectations for course rigor. When classes began, the mentor had a monthly meeting and ongoing email contact where the course could be evaluated on its progress in maintaining this

rigor, even as pedagogical support for classroom dynamic and curriculum standards were also provided. The collegial relationship between the mentor and the high school instructor was seen as a positive one, wherein both worked hard to achieve the success of the program by open communication and instructional advice. There was a learning curve over the course of the first two semesters, wherein any discrepancies between the college and high school could be identified, evaluated, and modified, as necessary.

If a difference at all brought into question the rigor of the course, the high school instructor changed to meet expectations. If the difference augmented instruction without lowering standards or changing course outcomes, it was embraced as a benefit to students. This process ensured the quality and integrity of the high school program.

The ongoing success of the high school program certainly owes a debt of gratitude to these early efforts to ensure the high school classes adhered to the COR and maintained the rigor of college standards and expectations. (End of Mentor Document).

At the Academic Senate meeting of **September 2, 2014**, Darcy Bogle reported some changes to policy related to Dual Enrollment more generally (included here for consistency, though not pertinent perhaps to the high school collaboration program).

High School Articulation/Dual Enrollment Darcy Bogle & Sam Aunai

Darcy reported the Academic Senate for California Community Colleges has developed recommendations to support high school to college activities and reduce unnecessary barriers. As a result, Darcy is proposing some changes to Taft College's articulation policy where it pertains to secondary schools. A secondary school can request to articulate any comparable course in the TC catalog. Articulation agreements are driven by the faculty and division. Before a course is deemed comparable, it must be evaluated by the appropriate discipline/division, Articulation Officer, and Vice President of Instruction. All must be in agreement before an articulation agreement is finalized.

Articulation agreements are subsequently reviewed every three years.

Currently, a student doesn't receive the units of credit for the articulated course until he or she is attending Taft College and completed 12 units in residence. Student must then submit a form requesting credit for completion of the articulated course. The student must have completed the course at the high school with a grade of A or B and passed the final exam. Once the requirements have been met, units are awarded in the form of credit by exam.

A White Paper released by the state Academic Senate recommends a more streamlined process. No change is recommended in the articulation process which will continue to be faculty and division driven. The recommendation is to remove the residence requirement for students completing the articulated course at the high school. Credit by exam units would be recorded on the student's Taft College transcript once they apply for admission.

Articulation agreements are typically developed for non-transfer level courses. Welding is a good example. The interest isn't in losing enrollment, but in streamlining certificate patterns for students and increasing student success.

Darcy emphasized that there is no interest in changing the course articulation process other than how the units are awarded to students.

Diane Jones reported that a high school representative had expressed interest in being able to sign off on High School Special Admit Forms in lieu of the instructor in the event the instructor was unavailable. Members felt the instructor signature was an integral part of the process and were unanimously opposed to the idea of a high school representative signing in lieu of faculty who teach the course. (End of minutes).

At the **March 7, 2016** Academic Senate Meeting, the Academic Senate Dual Enrollment Task Force reported on AB288/Dual Enrollment (Bill Devine).

AB 288/Dual Enrollment – Devine

- The Academic Senate Dual Enrollment Task Force met on January 29th. The committee reviewed our past practices in dual enrollment. On the whole, the committee is pleased with the current status of the program. They analyzed the two-page handout on AB 288 to see what it might mean in relation to our current arrangements with Taft Union High School.
- One recommendation from the committee was to change the current Special Admit form to allow high school sophomores who are not yet 16 years old to enroll in our courses.
- The committee concluded that there was no need to enter into a partnership agreement under AB 288. There might be some opportunity to expand what we do in the current program.
- Joy moved to investigate the possibility of expanding current dual enrollment opportunities without entering into a CCAP partnership. Mike Jiles seconded the motion.

Paul asked that when this issue comes back to the senate that we spend some time reviewing what is currently being offered via dual enrollment. The motion carried. (End of minutes).

On November 7, 2016, the Academic Senate policy on Dual Enrollment was shared with the Academic Senate. Also, a document sharing the legal opinion on Dual Enrollment was shared. A revised AP document on Concurrent Enrollment was shared; a revised BP document on Concurrent Enrollment was shared. At this time, the high school collaboration project had evolved to include the following courses:

Taught on the high school campus (TUHS)

ENGL 1500 Composition and Reading
BIOL 1500 + BIOL 1501, now BIOL 1510 Fundamentals of Biology
ENGL 1600 Critical Thinking and Literature
SPCH 1511 Fundamentals of Speech

Taught at Buena Vista High School

STSU 1019 Career/Life Planning

Online Sections for High School Students

PSYC 1500
SOC 1510
INCO 1048

The concerns expressed in this document were:

- Need Clarity to the Process
- Curriculum and General Education Committee involved
- Who writes the Board Policy on Dual/Concurrent Enrollment?
- Lack of Written Memorandum of Understanding for Current Dual Enrollment Program
- Need a clear agreement between college and high school
- Perfect 60 and ADT's
- More CSU campuses are becoming impacted, even CSUB due to redirects from other highly impacted schools like CSU San Diego. Avoid students having too many units.

Concerns

- Instructors meeting Minimum Qualifications
- Include the voice of the Academic Senate in the discussion (10 + 1)
- Lack of Program Review to determine if program is effective
- Lack of due diligence
- Lack Dual Enrollment Advisory Committee with charter and full Representation.

The document also discussed CCAP:

Doing it right... The CCAP agreement has lots of details to consider and needs to be approved by the Chancellor's Office. The high school has wanted vocational program like welding for several years. CCAP can be a year to year agreement. We could start with two classes leading to a local certificate in welding (for welder's helper) and evaluate how it's going. We need to develop the evaluation piece before we start (APR on dual enrollment).

Non AB 288 and 288

- Districts can have both agreements
- Must be in compliance with collective bargaining unit agreements
- Discuss ADA and FTES
- Change in current Board Policy and Administrative Procedures
- Economic impact

CCAP must not displace or reduce access for adults at the college.

The legal opinion document is extensive in its coverage and can be accessed online via the Academic Senate link on the Taft College website.

November 16, 2016, the Academic Senate approved the following resolution:

Endorsement of College and Career Access Pathways Partnership Agreement: Welding
Whereas, Existing local procedures limit Taft Union High School (TUHS) students who are eligible to enroll in Taft College (TC) courses to high-performing students deemed able to benefit from college-level work;

Whereas, AB 288 now authorizes community colleges and high schools to enter into College and Career Access Pathways (CCAP) Partnerships in an effort to provide high school students who are not traditionally college-bound pathways to entering specified community college programs or to entering the workforce directly;

Whereas, Labor market information data show 537 job opportunities in welding in 2016 and 2017 in our region, and

Whereas, WELD 1500 and INTC 1000 make up TC's local Welder Assistant/Helper Certificate but also provide the foundation for TC's local Gas Metal Arc and Flux Core Arc Welding Certificate, local Gas Tungsten Arc Welding Certificate, Chancellor's Office approved Pipe Code Welding Certificate of Achievement, Chancellor's Office approved Structural Code Welding certificate of Achievement, and Welding Technology Associate in Science, providing students with skills that are transferrable to diverse vocations within and beyond Kern County,
Resolved, That the Taft College Academic Senate endorse entering into a CCAP agreement with TUHS on a year-to-year basis in order to offer WELD 1500 and INTC 1000 as TC courses on TUHS campus in an effort provide TUHS students with skills to help them enter the workforce and/or continue their studies at the community college level,

Resolved, That the Taft College Academic Senate encourage its Applied Technology Division, Director of Career and Technical Education, Vice President of Instruction, and industry partners to continue to assess TC's welding program's impact in meeting industry need, and

Resolved, That the Taft College Academic Senate encourage its Applied Technology Division, Director of Career and Technical Education, and Vice President of Instruction to monitor the impact of the CCAP agreement on TC's welding program's enrollment and completion rates subsequent to the implementation of the CCAP.

(Contact: Geoffrey Dyer, Academic Senate President)

1Center for Excellence. "Welding Demand LMI." March 2016.

Other supporting documents are on Academic Senate link on Taft College website.

A second reading of the Welding CCAP resolution was read at the **December 5, 2016** meeting.

At the **December 5, 2016** meeting, a resolution was proposed:

Revitalize Joint Dual Enrollment Committee

Whereas, Taft College (TC) has partnered with Taft Union High School (TUHS) to offer dual enrollment courses within the general education pattern since 2009, in an effort to allow TUHS students to complete and receive college-level coursework on TUHS campus, augmenting TUHS students' ability to continue to enroll in TC classes on TC campus through special-admit procedures, initially facilitated through the guidance of a Joint Dual Enrollment Committee with representation of TC and TUHS personnel;

Whereas, AB 288 delineates many detailed requirements for entering a College and Career Partnership Agreement (CCAP), including an analysis of labor market information data for CTE programs; specific criteria for receiving the benefits of a CCAP, including no cost for textbooks or other materials, assessment and counseling, and the ability to enroll in up to fifteen units per term in an established CCAP program for a designated student population; limitations regarding courses with waitlists; and the necessity of honoring both districts' collective bargaining agreements, none of which requirements dictate displacing existing non-CCAP dual enrollment offerings,

Whereas, The National Student Clearinghouse Research Center found that the college "completion rate for dual enrollment students was 66 percent compared to 54 percent for students with no prior dual enrollment experience¹"; and

Whereas, Program Development and Curriculum are academic and professional matters²,

Resolved, That the Taft College Academic Senate work with its administration and with TUHS to revitalize the Joint Dual Enrollment Committee to monitor and guide ongoing dual enrollment efforts and to project the impact of potential additional dual enrollment offerings,

Resolved, That the Taft College Academic Senate recommend to its administration and to TUHS stakeholders that the Joint Dual Enrollment Committee contain significant faculty representation of TC and TUHS faculty, and

Resolved, That TC faculty members serving on the Joint Dual Enrollment Committee report at minimum once per semester to Taft College's Curriculum and General Education Committee.

(Contact: Geoffrey Dyer, Academic Senate President)

1National Student Research Clearinghouse Center. "Signature Report 6: Completing College: A National View of Student Attainment Rates –Fall 2007 Cohort." December 2013

<http://nscresearchcenter.org/signaturereport6/>

2 ASCCC Resolution 9.02 F 16 Faculty Involvement in the Creation of Dual Enrollment Programs.

January 11, 2017 The Academic Senate approved the Welding CCAP agreement. The Academic Senate passed resolution to revitalize Joint Dual Enrollment Committee.

May 1, 2017 CCAP Meeting Notes sent to Academic Senate from a body calling itself Dual Enrollment Advisory Committee.