Dual Enrollment/Articulation Program Mission:
The mission of the Dual Enrollment program at Bakersfield College is to provide eligible high school students with a seamless pathway to post-secondary education that will allow them to earn high school and college credit in general and career and technical education opportunities leading to college enrollment and future employment in high skill, high wage and high demand fields applicable to the student's success.

Program Overview:
The Dual Enrollment Program began in fall 2013 as a component of the CCPT1 grant partnership with the Wonderful Company. The initial goal was to provide students the opportunity to complete an Associate of Science in Ag Business by the time the student completed their high school education. Since that time the College has developed partnerships (non-CCAP agreements) with all of our local high school districts, including Kern High School District, Delano Joint Union High School District, McFarland Unified High School District and Wasco High School District. The program currently serves 24 High Schools from these districts and offers a variety of courses consisting of CTE and general education.

Alignment with BC’s Mission:
“Bakersfield College provides opportunities for students from diverse economic, cultural, and education backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.”

The Dual Enrollment/Articulation Program supports the mission of Bakersfield College by serving our diverse community’s high school students an early start on obtaining a college education. The Dual Enrollment/Articulation program provides students: a clear path to College and Careers; a reduced need for remediation; an ability to enter college with a declared major; and, a decreased time for completion. Through our partnerships with our local high schools we can better prepare students for workforce thereby giving them the opportunity to be contributing members of society.

Alignment with BC’s Strategic Directions:
BC’s five Strategic Directions include:

Student Learning – A commitment to provide a holistic education that develops curiosity, inquiry, and empowered learners.
• Dual enrollment supports student learning by providing high school students an opportunity to take college level courses while still in high school. The student can choose to earn HS credit, College credit or both for all courses successfully completed.
• Dual enrollment supports career exploration for all freshmen students through the dual enrolled STDV B3 course (“Career Choices Get Focused...Stay Focused” curriculum).

**Student Progression and Completion** – A commitment to eliminate barriers that cause students difficulties in completing their educational goals.

• Student progression and completion is supported through activities focused on getting students on the right path with Dual Enrollment opportunities and development of clear and concise career pathways.
• Dual enrollment closes the equity gap by creating a college going culture for students who may not typically be exposed to the idea.

**Facilities** – A commitment to improve the maintenance of, and secure funding for, college facilities, technology, and infrastructure for the next thirty years.

• The program supports current enrollment management techniques and provides portion of the College FTES revenue.

**Oversight and Accountability** – A commitment to improve oversight, accountability, sustainability, and transparency in all college processes.

• The administrative leadership of both systems (college and high schools) is committed to maintaining transparency in all college processes through regular meetings and discussions.
• Faculty and staff resources are in continual development – Instructor Handbook, Administrative Handbook, newsletters, faculty instructor video, etc.

**Leadership and Engagement** – A commitment to build leadership within the College and engagement with community.

• The Dual Enrollment program is a collaborative partnership with our high school partners which allows Bakersfield College full-time faculty to coach and mentor high school dual enrollment instructors on how to best deliver college level curriculum.
• The partnership also fosters a collaborative relationship with staff and administrators from both systems to develop a community of best practices to ensure that rules and requirements are maintained.

**Program Status:**
The Bakersfield College Dual Enrollment program has been experienced a 300% growth over the past year. During the 2016/17 academic year, the College offered 284 sections at 24 comprehensive high schools serving 5,760 students.
The College offers a variety of CTE and general education courses with the major growth course being that of “Career Choices... Get Focused Stay Focused” (BC STDV B3) that is now being offered primarily to freshmen students. Despite the increased growth in this course, the CTE and general education courses have also seen growth.

Demographics of our students indicate that 81% are Hispanic/Latino, 8% White, 3% African American, 3% Filipino, 3% Other, and 2% Asian.
Top declaring majors for Dual Enrollment students is Accounting 15%, Agriculture Business Management and Criminal Justice 7% respectively. It is interesting that the top major is accounting, this may reflect on the fact that Dual Enrollment students are forced to choose a major when applying to Bakersfield College and the list is so extensive that students may just choose something quickly. Nineteen percent of students have not indicated (undecided) what their educational goals might be.

The students enrolled in the program continue to be quite successful with retention rates of 96% and success rates of 90.3%.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Sections Offered</th>
<th>Students Served</th>
<th>High School Sites</th>
<th>FTES</th>
<th>FTEF</th>
<th>Retention Rate</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/17</td>
<td>284</td>
<td>5760</td>
<td>24</td>
<td>655.9</td>
<td>13.2</td>
<td>96.0%</td>
<td>90.3%</td>
</tr>
<tr>
<td>2015/16</td>
<td>75</td>
<td>1710</td>
<td>8</td>
<td>194.6</td>
<td>7.3</td>
<td>96.3%</td>
<td>86.9%</td>
</tr>
<tr>
<td>2014/15</td>
<td>22</td>
<td>500</td>
<td>8</td>
<td>14.9</td>
<td>3.9</td>
<td>89.5%</td>
<td>80.7%</td>
</tr>
<tr>
<td>2013/14</td>
<td>10</td>
<td>235</td>
<td></td>
<td>23.6</td>
<td>2.1</td>
<td>94.4%</td>
<td>77.7%</td>
</tr>
</tbody>
</table>

In addition to dual enrollment credit, the department supports all activities associated with articulated credit. Currently the college only provides articulated credit to high schools for CTE courses. The College articulation program has remained relatively stable, with a slight decrease in numbers of articulation agreements and numbers of high schools articulated with. The decrease is due most likely to the increased number of dual credit sections being offered. Despite the decrease in articulation agreements we have seen an increase in articulation credit
granted, this may be in part due to better reporting practices by the high school instructors using the CATEMA system or by improved systems once we receive the CATEMA reports.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Credit granted</th>
<th>HS Sites with Articulation Agreements</th>
<th>Articulation Agreements</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/17</td>
<td>1880</td>
<td>16</td>
<td>105</td>
</tr>
<tr>
<td>2015/16</td>
<td>1600</td>
<td>18</td>
<td>110</td>
</tr>
<tr>
<td>2014/15</td>
<td>1579</td>
<td>19</td>
<td>129</td>
</tr>
</tbody>
</table>

**Plan for 2017/18 and Moving Forward:**

As the college continues to define what high school to college pathways consist of there will be a need to clearly articulate and market the path for students – the high school provides dual credit offerings, articulated course offerings or concurrent course offerings. This approach will allow students to understand what is needed for the pathway, how it can be obtained at their high school and how long or how many courses are needed to complete the pathway.

As the program continues to mature there will be a strong need for research and data collection to evaluate student success. Specific areas to evaluate long term: time for completion, retention and success in subsequent courses, equity gaps, and college going rates are just a few of major areas. In addition, there will be a need for data sharing between the entities so that we are able to track students long-term. This will require state wide support since currently there is no way to “tag” students between the 2 systems.

Even though the program has hired a FT Program Manager, Department Assistant 3 and an A&R Technician II with 100% responsibility to the Dual Enrollment program, the increasing workload surrounding dual enrollment continues to be unmanageable. Compounding the issue is the fact that the Dual Enrollment program supports communities with completely different needs and resources: Kern High School District the largest high school district in California and our rural partners of Delano, Wasco and McFarland. There is a need for coordination of processes between the high school systems and the college for scheduling of courses, enrollment of students as well as instructional and administrative support for all partners. However, alignment of these systems may not be possible given that the high schools and the colleges work on completely different scheduling timelines that do not give access to student enrollments in a manner conducive to college instructional needs. The high schools create year-round student schedules which results in student placements occurring after college scheduling timelines have been closed, thus necessitating manual entry of all course sections and student enrollments into the Banner system by the A&R and Scheduling departments (284 sections and 5760 students).

The Dual Enrollment program operates as a mini college entity within Bakersfield College under the executive leadership of the Vice President of Instruction and the Dean of Instruction. The
Dean of Instruction provides overall supervision of the Dual Enrollment Program with the support of the Program Manager. As the program continues to experience growth, and it will continue to grow since the load limitation for high school faculty teaching only HS dual enrollment courses has been removed, as well as dual enrollment being a performance measure of College/Career Indicator, the program will require additional staff. There is a strong need to increase the number of support staff needed to operate the Dual Enrollment program: a Scheduling Technician with primary responsibility for Dual Enrollment; an A&R technician and Department Assistant IIII with primary responsibility to the rural communities; an Educational Advisor and/or Counselor to promote and educate HS faculty/counselors about student selection and enrollment processes and provide student support services, such as multiple measures; and, administrative support with either a Dean of Dual Enrollment or at the very least a Program Director for Dual Enrollment. Given the amount of FTES generated by Dual enrollment funding is available to support these additional positions.