**Bakersfield College Dual Enrollment/Articulation Program**

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**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 four 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 served 30 locations from these districts in 2017-18 and offers a variety of courses consisting of CTE and general education. Another opportunity for high school students to receive college credit is through the Articulation Program. Articulation affords students earning an A, B or C in a CTE course to receive credit by exam. Bakersfield College has agreements with individual high schools and district wide agreements to serve students at over two dozen locations.

**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 and Articulation Programs supports the mission of Bakersfield College by providing our diverse community’s high school students with an early start to 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 four 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 eliminates barriers by bringing access to college courses to rural communities.
- Dual enrollment closes the equity gap by creating a college going and college ready culture for high school students.

**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 just under 5% of the College FTES revenue.
- The program is providing installation of Audio Visual equipment at North high school to support expansion of dual and concurrent enrollment courses.

**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.
- 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.

**Program Status:**
The Bakersfield College Dual Enrollment program has experienced a 21% increase over the past year. During the 2017/18 academic year, the College offered 384 sections at 30 high schools serving 7,101 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. Although STDV represented half the courses just two years ago, the CTE and general education courses have seen growth in the last year, now representing two-thirds of dual enrollment sections.
Demographics of our students indicate that 76% are Hispanic/Latino, 13% White, 5% Filipino, 2% Asian, 2% Two or More Races, 1% African American, and the remaining below 1% (Unknown, American Indian, and Pacific Islander).

The students enrolled in the program continue to be successful with retention rates of 97% and success rates of 92%.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Sections Offered</th>
<th>Students Served</th>
<th>High School Sites</th>
<th>FTES Actual</th>
<th>FTEF</th>
<th>Retention Rate</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/18</td>
<td>384</td>
<td>7101</td>
<td>30</td>
<td>795.4</td>
<td>14.7</td>
<td>97.3%</td>
<td>92.2%</td>
</tr>
<tr>
<td>2016/17</td>
<td>288</td>
<td>5892</td>
<td>30</td>
<td>669.1</td>
<td>14.1</td>
<td>96.2%</td>
<td>90.5%</td>
</tr>
<tr>
<td>2015/16</td>
<td>75</td>
<td>1710</td>
<td>12</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>3</td>
<td>14.9</td>
<td>3.9</td>
<td>89.5%</td>
<td>80.7%</td>
</tr>
<tr>
<td>2013/14</td>
<td>11</td>
<td>248</td>
<td>1</td>
<td>23.6</td>
<td>2.1</td>
<td>94.4%</td>
<td>75.7%</td>
</tr>
<tr>
<td>2012/13</td>
<td>4</td>
<td>74</td>
<td>1</td>
<td>.2</td>
<td>.2</td>
<td>97.3%</td>
<td>91.9%</td>
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</table>

In addition to dual enrollment credit, now housed under the Director of Outreach, students are eligible to receive credit from articulated courses, supported by the CTE office. 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 most likely due to the increased number of dual credit sections being offered.
<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>2017/18</td>
<td>1729</td>
<td>28</td>
<td>100</td>
</tr>
<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>
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**Plan for 2018/19 and Moving Forward:**
Dual enrollment continues to grow and is on track for an increase of 1,500 in enrollment in 2018/19 over the previous year. As much of the work to support the program is manual, there is an ongoing effort to address bottleneck points, including a focus on the use of technology to shift and reduce workload, particularly in the area of enrollment for high volume high schools.

As the college continues to develop high school to college pathways there will be a continued need to integrate dual enrollment into guided pathways work, including clearly articulating and marketing the paths for students. Much of this work has already begun at specific sites, including rural areas, southwest Bakersfield, and at North high school. The development and stewardship of relationships across the five school district partners is ongoing and will continue to be an area of focus for the foreseeable future. The partnerships will allow for the replication of best practices across high school sites and the ability to address the unique needs of each high school.

Although course level data is monitored on a regular basis, student level data and tracking students from high school to college continue to be areas of opportunity and will assist with gaining a full understanding of the success of the program. From the data available, it is clear that dual enrollment has offered a unique benefit to rural communities and serves a strong role in address equity gaps. However, there continues to be a need to focus on sub-populations (e.g. African-American students) as some continue to be underrepresented in program participation. Further information is needed and likely a state-wide solution to be able to truly understand the college going rates of high school participants.

Even though the program has hired a FT Program Manager, Department Assistant III and two A&R Technician IIs with 100% responsibility to the Dual Enrollment program, and another Program Manager has been hired, the increasing workload surrounding dual enrollment continues to be a challenge. At present, the two technicians are responsible for manually enrolling over 4,000 students a term. Compounding the issue, the Dual Enrollment program supports communities with completely different needs and resources: Kern High School District is one of the largest high school districts 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. In addition, the difference in census enrollment and end of term enrollment suggests that additional support is needed in the areas of admissions, enrollment, and student counseling/advising to ensure streamlined processing, reduction in enrollment mistakes, and improved understanding among students and parents regarding participation in dual enrollment courses.

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 Director of Outreach and Dual Enrollment. The Director 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 to operate the Dual Enrollment program: an Educational Advisor to promote/educate students, parents, counselors and high school faculty about enrollment and provide student support services, an A&R technician and Department Assistant III with primary responsibility to the rural communities. Given the continued growth of FTES generated by Dual Enrollment, funding is available to support these additional positions. In addition, the program will be undertaking a sustainability study to better understand the true costs of supporting college courses across 30 sites.