

To: Academic Senate

From: Lisa Palmer

Re: Dual Enrollment

Date: September 22, 2022

Our district is enthusiastic about increasing dual enrolled students; see the [MOU between SFSU SUHS and Cañada](#). The dual enrollment MOU lists the goal of “increasing participation of student groups traditionally underrepresented in college graduation” (bullet 3), which is an aspiration we all share.

As [Research on Equitable D.E. Outcomes](#) points out, successful dual enrollment “requires two sets of policies and structures to align and integrate to design and deliver dual enrollment. Successfully bridging these two sectors to design high-quality programs requires deliberate and intentional policy and action across sectors and levels.” Broadly defined, successful dual enrollment requires (1) logistical coordination; (2) wrap-around support for students, and (3) instructional expertise, training, and collaboration.

(1) The logistical coordination is outlined in the MOU as follows:

- Establish targeted outreach for the Cañada College Promise Scholars Program with the goal of establishing priority admission to Cañada College for all admitted qualified graduates of SUHSD schools
- Establish targeted outreach for the Cañada College Promise Scholars Program with the goal of establishing priority admission to Cañada College for any additional newly established secondary schools within SUHSD.
- Establish a joint Equity Leadership Academy for K-14 leaders and business partners.
- Build out high school pathways that result in a certificate and/or meet Intersegmental General Education Transfer Curriculum (IGETC) requirements.

(2) The MOU lists the following support for students:

- Create a Living the Promise Posse Program that provides **tutoring and counseling for cohorts of underrepresented juniors and seniors** through UC A-G completion and on to guaranteed admission at SFSU and CSUEB.
- **Hire a director and two counselors to increase Middle College enrollment and oversee the Living the Promise Posse Program.**
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(3) Instructional collaboration, training, and support appears to be overlooked in the MOU and [Cañada College's Dual Enrollment Plan](#).

Middle College programs (a type of dual enrollment) have the highest success rates.

- Rather than putting a college professor on a high school campus and expecting them to have the classroom management and instructional skills to turn a class of adolescents into college students, Middle Colleges bring the high school students to the college

campus where the students get overlapping support and instruction from their high school and college faculty.

- Middle College students are interspersed in regular college courses, a few students per college course, so that the college ethos and expectations dominate.
- Middle College teachers support student success in their college courses by checking in on assignments, helping to explain material, and aiding students in meeting deadlines.

According to the PPIC “Geography of D.E” report of November 22, 2021, “The increase in Black and Latino representation in formal dual enrollment programs is encouraging. However, more work is needed to achieve equitable access and outcomes statewide. . . . Moreover, Black and Latino students are less likely to pass dual enrollment courses than their white and Asian peers. Colleges and partnering high schools could use disaggregated data to inform their intentional recruitment efforts, provide wrap-around services to support student access, and address the disproportionate impact of COVID-19 on students’ academic and social-emotional well-being (<https://www.ppic.org/blog/geography-of-dual-enrollment-programs-in-california/>).

*As Research Priorities for Advancing Equitable D.E. Outcomes* points out, dual enrollment is a liminal space that bridges high school and college (“DE Faculty and Instruction,” p. 22). Therefore, pedagogy and classroom management need to be tailored to that space.

My questions: What have we done to help faculty adapt their curriculum and pedagogy to implement successful dual enrollment courses? What does faculty need?