



Dual Enrollment Workgroup

Notes

November 1, 2024, 9-10am

<https://cccd-edu.zoom.us/j/81948438646>

Sunshine McClain	X Doreen Fioretto	X Martie Ramm Engle
X Lauren Sosenko	Damien Jordan	Teresa Rodriguez
X Jennifer Kalfsbeek	Maly Kim	Joel Powell
X Jennifer Bailly	Theresa Lavarini	X Michell Veyette
Dorsie Brooks	Stacy Morrow	Ayesha Zia
Rachel Zacharia	Ruth Calcanas	X Kay Nguyen
Leilani Johnson	X Alex Miranda	Margot Bowlby

1. CCEMC Dual Enrollment Leadership Academy (DELA): Corona-Norco (Dec 13, Feb 14, and March 7)
 - a. Doreen Fioretto
2. Faculty co-chair
 - a. Lauren: send out a message to the entire DEW to ask for a faculty co-chair
 - b. Ask Sunshine for a short description of duties. Michelle Veyette may be interested.
3. Reporting to Planning?
 - a. Historically, may report to the VPI?
 - b. Enrollment management plan out of Planning Council will include Dual Enrollment, so it may make sense.
 - c. Lauren: Ask Planning Council for standing report out.
4. Membership
 - a. Evolution of the committee was a concern about the implementation of dual enrollment, especially faculty concerns.
 - b. Purpose statement:
 - c. Passed some of the early concerns.
 - d. Lauren: Request A&R participation; Request Counseling faculty participation; Assess all dripline representation by faculty
5. Improving the Registration Process
 - a. Using Slate for one-time parent permission
6. Faculty-in-the-Field Reports (pages 3-4)
 - a. Lack of time is concerning (50 mins in-bell)—is it fair to the high school students? This is concerning. The time constraints of the discipline. It would be nice to see if

there are trends in certain disciplines. Would a peer mentor program be beneficial? E.g., Ayesha Zia helped Michelle Veyette about sharing her experience. Had whole summer to plan for it. Boost of confidence to get in touch with Erin Chase. Michelle Veyette would be willing to do that for others. Contrast with high school priority to keep students in-bell.

- b. discipline attention seems appropriate, given the influence of experience, maturity, and developmental stage to address certain topics in social sciences.

c. **Doreen Fioretto** 9:31 AM

The textbook issue seems to be something that could be managed. Without those, it puts the students behind from the start. Can GWC help facilitate any of that?

- 7. Where are we now with dual enrollment? Where do we want to go in 5 years?
 - a. Training on the co-teaching model, and support for it.
 - b. Textbooks continue to be an issue. ZTC materials, other option.
 - c. Logistic issues for each school. Contacts for issues such as IT, restroom breaks, etc. This came up in my workshops. It is different for each high school, so it will take some work.
 - d. I liked your suggestion for a mentorship pairing between experienced and new DE instructors.
 - e. Further clarify, articulate the training of HS teaching partners. What are the expectations of the HS teachers on the other days when our faculty of record is not in the classroom.
- 8. Spring 2025 schedule additions:
 - a. Estancia High School: NURS G101
 - b. Westminster High School: CMST G100, DRAF G170
 - c. Valley Vista: SPAN G180
 - d. Fountain Valley: ASL G185
 - e. Edison: NURS G101
- 9. On the horizon: Huntington Beach HS (SPAN/ASL); Edison (ASL); Estancia (ECA-type model); Westminster (Auto); Bolsa Grande (Criminal Justice)
- 10. Dual Enrollment Program Evaluation (page 2)

Next agenda:

- Draft of 5-year plan

Table 1: GWC/HBUHSD Dual Enrollment has Grown Over the Last 8 Years, with a Dip in 2020-21

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollment Count	156	290	552	1314	999	1677	2116	2560	1977*
% growth YOY		86%	90%	138%	-24%	68%	26%	21%	

*Represents Summer 2024 only, which showed 50% YOY growth from summer 2023 (1977 compared to 1313)

Table 2: HBUHSD Asian Students are Participating and Succeeding at a High Rate in GWC Dual Enrollment

Enrollments by Race/Ethnicity	Count Enrolled	% Enrolled in GWC Dual Enrollment	Representati on in HBUHSD Student Population	Cou nt Succ ess	Success Rate
Amer. Indian/Alaska Native	11	0.1%	0.5%	6	55%
Asian	5820	50.0%	27.6%	5418	93%
Black/Afr. American	51	0.4%	0.9%	35	69%
Hispanic/Latinx	2158	18.5%	28.9%	1711	79%
Nat. Hawaiian/Pac. Islander	21	0.2%	0.4%	17	81%
Two or more races	788	6.8%	3.9%	714	91%
Unknown	222	1.9%	1.0%	202	91%
White	2570	22.1%	35.4%	2287	89%

Total	11641	1039	0	89%
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Note: HBUHSD data is from [CDE DataQuest](#).

Faculty in the Field Reports

Name	High School	Please share your experience teaching dual enrollment in the field:
Ed Harris	Pacifica High School GGUSD	We need a video cast demonstrating how students enroll in the dual enrollment course (both forms) so that guidance and GWC are not overloaded at the start of the school year.
Lisette Martinez	Los Amigos HS	The ECA at Los Amigos is wonderful. Although, teaching my discipline to 10th graders, from my honest perspective, does not qualify as higher education college course. Regardless of the fact that we are supposed to teach the same curriculum, the changes I have had to make are directly related to their age and extracurricular factors. The hybrid model is in fact not hybrid as students are working in class with co-teachers on the alternative days. As an instructor working with my co-teacher has been a lesson in flexibility as we accommodate both of our teaching styles for the students needs. Overall, the program is wonderful and the students are phenomenal students. I have taught dual enrollment students for 8 years and unfortunately, I feel the least like an actual college instructor at Los Amigos. I do hope the program finds a good faculty fit in the future.
Leonard Ibarra	Westminster HS	Most students are responsive to the lecture based individual work environment and have been more consistent with completing their work than the other classes, not in dual.
Michael McCarthy	Marina High School	Pros- The students seem to enjoy the course. The staff has been very accommodating. Adding to the understanding of college and how courses and time management work in college is a valuable experience. Cons- The high school is on a completely different schedule, and they adjust for events reducing the time in class several times per semester. The college students receive approx. 1.5hrs per class or 3hrs a week of in person. The HS only receives approx. 50min per class or less than 2hrs per week. The concepts explaining the US legal system takes longer, so the HS students have to do more outside the classroom. They are minors and lack the maturity and experience in life making everything in this course brand new. They need more time in explanations and questions to gain understanding. The registration and obtaining the textbooks for this course is a setback, since the HS has to purchase and then enter them into their system. Once the school completes this they can hand out the books, (took 2 weeks for this to occur). The enrollment and getting the kids to get the permission form back from their parents to access Canvas took a while. This was another added delay. I would like to have a HS only class at GWC this way the students could gain the experience on campus and the class can be done without the HS interruptions. I like helping the students and I'm proud of GWC for adding to these students' educational experiences. But the shorter time in class is

		difficult, the set-up process somehow needs to be quicker so instruction can start day 1, and this class is offered 0 period which is causing hardship for the students, especially the ones with extra-curricular activities (sports, lesson, etc.) makes for a long day. Most come to class unprepared (no book, no laptop to access canvas, tired, and over 1/2 the students do not complete assignments) Some adjustment could help the course if the goal is to continue this program. If more information is needed, please feel free to contact me
Michelle Veyette	Los Amigos High School	My experience has been fantastic! It's my second semester teaching there and I'm very happy to be back. My co-teacher Adriana Alba and I get along fantastically. Additionally, Erin Chase is very supportive of GWC faculty when a boost in student encouragement is needed. I could not have wished for a better partnership in this setting!
Criss Vo	Los Amigos High School	It has been fantastic so far. I think the only thing that I was worried about was getting the textbooks in on time since I was not sure what was happening behind the scenes, but luckily, the books were ordered and arrived just in time for the students' assignments. Besides minor behavioral issues with students dealing with "senioritis," these students are really bright, and they work so hard managing all the tasks they have to complete at school, work, and home. Huge props to their teacher who tries her best to keep them afloat.
Juti Seshie	Fountain Valley HS	Teaching American Sign Language has been an exciting and fun experience.
B Gergens	Bolsa Grande HS	Absolutely rewarding. Great students and love the excitement and effort in the class Kids are loving the material WIN WIN
Barbara Miyadi	Westminster HS	I had a student who approached me and let me know that she had a major health problem last year which resulted in some deficits that continue to this day. She apparently received accommodations with test taking at the high school. I was unaware of this as she is the first student with this concern. How do we handle this? The student informed me that she takes exams in a different area, is given more time, and is able to use notes. I have worked out how to handle this for her as the exam is not a high stakes with her grade. If this has happened previously, I would love to know what to do. If not, I think we need to figure this situation out.