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**In Support of College and Career Access Pathways (Dual Enrollment Under AB 288)  
Resolution 17-09**

Whereas, the Academic Senate is the organization whose primary function is to make recommendations with respect to academic and professional matters (Title 5, § 53200), and is primarily relied upon for curriculum and instruction development, grading policies, education program development, student preparation and success, degree and certificate requirements, and policies regarding faculty professional development (Board Policy 3255); and,

Whereas, Mt. San Antonio College Academic Senate holds firmly to the position that Dual Enrollment is an academic and professional matter as defined under California Education law (Resolution 2017-02); and,

Whereas, the State Academic Senate supports College and Career Access Pathways (or CCAP as defined in AB 288) Dual Enrollment Programs (ASCCC resolution Spring 15, 6.03) which must "be developed with significant involvement of community college faculty who meet minimum qualifications in the disciplines involved in order to ensure appropriate consideration of academic and professional matters, such as curriculum development, assessment of student learning outcomes, and grading standards, that are critical to student success in the program"; and,

Whereas, under AB 288, College and Career Access Pathways Dual enrollment programs have the potential to provide high school students who are underachieving, underrepresented, or seeking CTE credentials or advanced studies an opportunity to complete college level work; and,

Resolved, the Academic Senate of Mt. San Antonio College agrees with the State Academic Senate in supporting the legislative intent of AB 288 (CCAP) to increase or improve dual enrollment opportunities for all high school students, especially for struggling and at-risk high school students; and,

Resolved, the Academic Senate of Mt. San Antonio College supports the development of Dual Enrollment Partnerships among high schools in our district under the guidelines of AB 288 College and Career Access Pathways; and,

Resolved, the Academic Senate strongly requests that further development and implementation of Dual Enrollment by the College be developed under the legal guidelines of AB 288 College and Career Access Pathways; and,

Resolved, the Academic Senate insists that Dual Enrollment is developed, implemented, and evaluated with full participation of discipline faculty and the Academic Senate.

Respectfully submitted,  
Scott Guth and Vicki Greco

First reading: May 18, 2017  
Second reading:  
Approved:  
Approved by AMAC:



# ACTION ITEM

## OVERVIEW AND BACKGROUND OF DUAL ENROLLMENT PROGRAMS

### Brief Summary Points on AB288 CCAP Partnership and Traditional Dual Enrollment

- College and Career Access Pathways (CCAP) Programs
  - Must have a specific purpose of serving students who may not already be college bound or who are underrepresented in higher education. (from Legal Opinion of the Chancellor's Office dated 3/11/2016)
  - Must address at least one of the following goals:
    - For CTE or transfer preparation
    - To improve high school graduation rates
    - To help high school students achieve college and career readiness
  - Permits courses to be taught at HS campus to *only* HS students.
  - Permits student enrollment in English and math remedial coursework. Specific student eligibility criteria must be met and collaboration in delivering the remediation course between high school teacher and community college faculty must occur.
  - Requires district level partnerships that must be filed with the CCC Chancellor's Office before students are enrolled. CCAP partnership agreements can only be developed with public school districts.
  - Includes provisions so as not to displace HS teachers or CC faculty and/or traditional college students
  - Colleges may claim apportionment and course may be offered at the high school campus for high school students and closed to the general public.
  - Supports dual enrollment as part of a pathway of courses.
  - Permits specified high school students to enroll in up to 15 units per term if those units are required for the partnership programs and specified conditions are satisfied.
- Traditional Dual Enrollment (Non-CCAP)
  - Purpose is to provide advanced scholastic and vocational training to students who are determined to be ready for degree-applicable credit coursework.
  - Courses offered must be college level or CTE.
  - Specific goals are not specified.
  - Classes must be open to any regular college student.
  - Agreement must be approved by K-12 and college boards but no requirement to file with the Chancellor's Office.
  - College may claim apportionment if course is open to the general public.
  - College credits capped at 11.99 units/term.



### Some Concerns about Dual Enrollment

- Numerous studies and programs find that dual enrollment provides important benefits to high school students and to participating institutions, but these outcomes are closely dependent upon the allocation of additional institutional resources, dedicated faculty involvement, and careful coordination between colleges and high school districts to provide access, ensure course quality, and develop appropriate assessments and reporting.

Some states with extant dual enrollment programs, such as Texas, experienced rapid growth accompanied by serious problems associated with course and instructor quality. In the case of Texas, the program remains under scrutiny because some four-year colleges have raised concerns that dual enrollment course offerings do not reflect the necessary rigor of authentic college-level courses.<sup>1</sup>

### The State Academic Senate Supports CCAP Dual Enrollment Program (AB 288)

- The California statewide Academic Senate (ASCCC) supports pending legislation AB 288 (not yet enacted) and adopts S 15 Res. 6.03, "Support Expanding Dual Enrollment Opportunities for High School Students," April 11, 2015, but identifies that dual enrollment is an education program falling under faculty purview:

"Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other system partners to draft guidelines for the field on the implementation of dual enrollment that promote collegial consultation with local senates in the development of dual enrollment agreements, assert community college faculty primacy in all curricular matters involving dual enrollment course offerings, provide a clear system-wide interpretation of the requirements and conditions for the college and school districts to receive apportionment that includes a clear definition of the meaning 'instructional activities' in the proposed new Education Code §76004(l), and promote the fulfillment of accountability requirements and incentives for both colleges and school districts"<sup>2</sup>.

- The statewide Academic Senate (ASCCC) supports the development of dual enrollment programs at California's community colleges with important caveats that include the primary role of community college faculty as a sine qua non of

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<sup>1</sup> Katherine Mangan, "As Dual Enrollment Swells, So Do Worries about Academic Rigor." Chronicle of Higher Education, July 22, 2016.

<sup>2</sup> [http://asccc.org/sites/default/files/Final\\_Resolutions\\_Adopted%20April%202015\\_0.pdf](http://asccc.org/sites/default/files/Final_Resolutions_Adopted%20April%202015_0.pdf)



program success; it adopts F 16 Res. 9.02, "Faculty Involvement in the Creation of Dual Enrollment Programs," April 23, 2016.

"Whereas, Dual enrollment programs have the potential to provide underperforming students a pathway to engage in college-level work prior to graduation from high school;

"Whereas, Some administrators may view dual enrollment programs as a means by which to increase Full-Time Equivalent Student (FTES) without considering the implications of these programs for both faculty and students involved; and

"Whereas, Dual Enrollment programs must be developed with involvement of community college faculty who meet minimum qualifications in the disciplines involved in order to ensure appropriate consideration of academic and professional matters, such as curriculum development, assessment of student learning outcomes, and grading standards, that are critical to student success in the program; [*italics added*]

"Resolved, That the Academic Senate for California Community Colleges urge local senates to engage in discussions with their administrations to ensure that the development and implementation of dual enrollment programs occur with endorsement through collegial consultation with the academic senate;

"Resolved, That the Academic Senate for California Community Colleges urge local senates to consult with their administrations to assure dual enrollment course offerings are within the capacity of the college to maintain without adversely affecting local programs...."<sup>3</sup>

#### The Benefits Of CCAP Dual Enrollment

- The legislative intent of AB 288, College and Career Access Pathways Partnerships, as indicated in the bill's preamble, Section I, is to redefine the familiar purpose of a dual enrollment program, which has traditionally "targeted high-achieving students." AB 288, in explicit contrast, views a dual enrollment program as a "strategy to help students who struggle academically or who are at risk of dropping out." AB 288 is aimed principally at "reducing the number of high school dropouts, increasing the number of community college students who transfer [...], and improving the level of preparation of students to successfully complete for-credit, college-level courses."<sup>4</sup> Accordingly, AB 288 identifies four

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<sup>3</sup> <http://www.asccc.org/events/2016-11-03-150000-2016-11-06-000000/2016-fall-plenary-session>

<sup>4</sup> AB 288; Section I (b)



specific student cohorts as the targets of a dual enrollment strategy:<sup>5</sup>

- Underachieving students;
  - Groups of students underrepresented in postsecondary education;
  - High school students seeking advanced studies;
  - Students seeking career technical education credentials or certificates.
- CCAP attempts to ensure an equitable and inclusive approach to dual enrollment.
  - Allows for restricting enrollment to high school students and offer classes on the HS campus during regular school hours.
  - Allows for high school teachers and college faculty to collaborate and provide innovative remediation instruction to eligible high school students.

### **TASK FORCE RECOMMENDATIONS**

1. The Academic Senate take the position to fully support and, in collaboration with the District's administration, lead in the development of and expansion of a Dual Enrollment Program intended to serve students who are not already college bound or are historically underserved students in higher education, i.e. College and Career Access Pathways (CCAP) track. The CCAP track's purposes directly align with the Student Equity goals, focusing specifically on "...developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness." [Education Code Section 76004]
2. The Academic Senate collaborate with the District's administration in the determination of high school district(s) with which the College will enter into CCAP partnerships and any other dual enrollment agreements.
3. The Academic Senate communicate to the District its expectation that the development of all dual enrollment agreements includes meaningful collegial consultation with the Academic Senate.
4. Throughout all phases of dual enrollment (planning, creation, implementation, assessment and evaluation), the Academic Senate shall maintain its role of primacy over academic and professional matters. This includes requesting, as needed, of the appropriate Academic Senate Committees their recommendations with regards to any academic and professional matters related to dual enrollment, especially, but

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<sup>5</sup> AB 288: Section I (d)

not limited to, matters concerning curriculum, grading policies, student preparation and success, and faculty professional development.

5. Mt. SAC discipline faculty shall be involved in the selection of faculty assigned (with minimum qualifications) to dual enrollment classes and will provide oversight of instructional activities (e.g., syllabi, exams, other student evaluation methods, etc.), including conducting classroom visitations.
6. Ongoing professional and curricular development between dual enrollment faculty and Mt. SAC full-time discipline faculty. This would include, but is not limited to, periodic real time academic department meetings, involvement in development of department curriculum, policy, and procedures, and professional development activities designed for faculty who are providing instruction in Dual Enrollment courses.

#### **SOURCES OF REFERENCE**

Dual Enrollment Toolkit: A Resource for Community Colleges and School District Partners

<http://www.careerladdersproject.org/areas-of-focus/pathways/ccccode/>

Dual Enrollment and Assembly Bill 288 (CCAP) Legal Opinion L 16-02. Thuy Nguyen, Staff Counsel -California Community Colleges Chancellor's Office. March 11, 2016

Assembly Bill 288, Holden. Public Schools: College and Career Access Pathways Partnership.

Dual Enrollment: Considerations Regarding Agreements for College and Career Access Pathway (CCAP) Partnerships and Non-CCAP Partnerships.

[http://www.careerladdersproject.org/wp-content/uploads/2015/12/V10\\_AB288vsnon-onepager.pdf](http://www.careerladdersproject.org/wp-content/uploads/2015/12/V10_AB288vsnon-onepager.pdf)



# ACTION ITEM

## DUAL ENROLLMENT MUTUAL AGREEMENT COMMITTEE (DEMAC)

(Governance Committee – Reports to President's Advisory Council)

### Purpose

DEMAC is the primary body for reaching mutual agreement between the faculty and administration on academic issues pertinent to dual enrollment ~~programs~~ and making recommendations regarding the implementation of dual enrollment.

### Function

1. Review and approve proposed dual enrollment agreements with K-12 partners.
2. Recommend proposed and ongoing College policies regarding dual enrollment programs.
3. Make recommendations for maintaining and improving the quality of the students' educational achievement in the College's dual enrollment classes programs.
4. Monitor the implementation of dual enrollment agreements with K-12 partners.
5. Review data on the College's dual enrollment agreements with K-12 partners and make recommendations as needed.

### Membership (10)

	<u>Position Represented</u>		<u>Name</u>	<u>Term</u>
1.	Associate Vice President, Instruction (Co-Chair)		Joumana McGowan	ongoing
2.	Student Services Manager	Appointed, VPSS		2017-19
3.	Dean or Associate Dean	Appointed, VPI		2017-20
4.	Dean of Associate Dean			2017-18
5.	Associate Dean, Counseling		Francisco Dorame	ongoing
6.	Vice President, Academic Senate*	Appointed, Academic Senate		ongoing
7.	Faculty, At-large			2017-18
8.	Faculty, At-large			2017-19
9.	Faculty, At-large			2017-20
10.	Faculty, At-large	Appointed, Faculty Association		2017-20

\*Faculty Co-chair

### Membership Meeting Times:

COMMITTEE TYPE	CHAIR	MEETING SCHEDULE	LOCATION	TIME
Governance Committee	Joumana McGowan/ Senate VP	TBD	Administration Building Room 2460	TBD

Person Responsible to Maintain Committee Website:

Marlyn Lanuza  
mlanuza3@mtsac.edu Ext. 5414

College Website Link and Last Time Website Was Updated:

<http://www.mtsac.edu/governance/committees/demac/> (To Be Established)

Last updated: TBD