



Student Services Program Review Report Dual Enrollment Program

Managers: Henry Hua, Dean of Business and CIS, Stephanie Teer, Special Projects Director of Dual Enrollment

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Date: May 1, 2019

Date of previous program review: Not Applicable

Part 1. Satisfaction with Support Services Provided

Review the results from core items in the Student Services Program Review Survey that are summarized the table below. See Appendix A for complete survey results.

	% Responded "Excellent"	% Responded "Good"	% Responded "Excellent" or "Good" Combined	% Responded "Excellent" or "Good" Combined in Last Review	% Difference
Hours of operation	54.9%	36.6%	91.5%	N/A	N/A
Timeliness of response	51.4%	37.8%	89.2%	N/A	N/A
Clarity of procedures	50.7%	38.7%	89.3%	N/A	N/A
Quality of materials	51.3%	42.1%	93.4%	N/A	N/A
Staff helpfulness	75.3%	16.9%	92.2%	N/A	N/A
Staff knowledge	67.1%	25.0%	92.1%	N/A	N/A
Overall quality of service	62.3%	32.5%	94.8%	N/A	N/A

Part 2. Changes since last Program Review and Evaluation of Previous Goals

Provide a brief summary of the survey results (see Appendix A) and comparative analysis of the survey results with the results from the previous cycle (see table in Part 1). Document any accomplishments or improvements and provide insight on any significant challenges or obstacles the department/program has faced since the last review, particularly in relation to the survey results. Additionally, describe whether the goals and objectives identified in the previous review were met or not, and please provide explanations if the goals were not met.

Summary and Comparative Analysis of Survey Results:

Not applicable for 2016-18; no data

Accomplishments, Improvements, Obstacles, and/or Challenges:

Not applicable for 2016-18; no data

Comments on Previous Goals:

Not applicable for 2016-18; no data

Part 3. Mission Statement and Student Services Student Learning Outcomes (SSSLOs)

Provide the mission statement of your department/program and summarize the student learning outcomes (SLOs) for the department/program.

Mission Statement:

In collaboration with local area high schools, the Dual Enrollment Program is committed to preparing underrepresented and low socioeconomic status high school students for college and career success by guiding them through various career and transfer pathways.

SSSLOs:

Dual Enrollment will provide appropriate materials, services, and programs to facilitate College and Career pathways for enrolled 9-12 students to participate in Cypress College instructional programs.

Part 4. Student Services Student Learning Outcomes (SSSLO) and Program Student Learning Outcomes (PSLO) Assessment

SSSLOs are assessed annually and are mapped to the college's PSLOs and ISLOs. SSSLO assessment provides an opportunity for dialogue regarding best practices and challenges in achieving outcomes. Review and summarize the results of the last two SSSLO cycles. Please include highlights from your SSSLO results and action plans, including best practices and challenges. What changes will be made to your programs and services, and/or the SSSLO process as a result of this assessment?

SSSLO Assessment Results from 2016-18 (theme: one-stop to non-stop) and 2018-20 (theme: guided pathways):

Not applicable for 2016-18 program review; no data

Changes as a Result of SSSLO Assessment:
Not applicable for 2016-18 program review; no data

Part 5. Faculty/Staff Involvement

Summarize the involvement of faculty/staff in the review process.

A Cypress College full-time faculty member made a significant contribution to the review process. The faculty member, who serves as the Co-Chair of the Dual Enrollment Steering Committee and the Faculty Professional Development Series, is well oriented with the services the Dual Enrollment program provides to students. He assisted in drafting and reviewing the mission statement and SSSLO of the program. In addition, he analyzed and reviewed the survey results in order to provide concrete constructive feedback during the program review process.

The Cypress College full-time faculty member serves as the Co-Chair of the Dual Enrollment Steering Committee. He was also the Co-Coordinator of the Dual Enrollment Professional Development Training Workshop Series and made a significant contribution to review the survey results, mission statement, and SSSLO for the program.

Part 6. Connecting Department Goals to Strategic Planning and Major Campus Initiatives.

Identify general goals and specific, measurable objectives your department/program plans to achieve within the next four years and respond to the related questions for each goal. These goals must directly relate to at least one of our major campus initiatives (see list below).

Departments/programs should identify at least one goal per year. If any of your goals require fiscal resources, please complete Part 7.

Major Plans and Initiatives: SSSLOs, District or College Educational Master Plan, Student Success and Support Program (SSSP) Plan, Student Equity Plan, District or College Strategic Plan, Distance Education Plan, Technology Plan, Guided Pathways, Promise Program, NOCCCD Pledge, Dual Enrollment, Strong Workforce, College Outcome Assessment and Review Cycle Plan, or another plan or initiative.

Please modify the number of goals and objectives outlined below as needed.

Year 1: Goal 1:

The Dual Enrollment Program will develop Dual Enrollment Guided Pathways that will provide students with defined sequenced course program maps for college transfer, associate degrees, and/or Career Technical Education certifications.

Supports plan(s) or campus initiative(s):

Goal 1 supports the following plans/campus initiatives: Student Success and Support Program (SSSP) Plan, Student Equity Plan, Guided Pathways, NOCCCD Pledge, and Dual Enrollment.

Objective 1:

Establish a Dual Enrollment Guided Pathway Workgroup, which includes our high school district partners, who will design, draft, and edit the course sequence program maps

Person(s) responsible:

Special Projects Director, AUHSD Administration, Dual Enrollment Adjunct Counselor, & the Dual Enrollment Faculty Steering Committee Members

Dual Enrollment Guided Pathway Workgroup will set consistent meeting times to discuss

Timeframe:

Objective will be implemented by Academic Year 2019-2020

Objective 2:

Establish consistent meeting times throughout the academic year for the Dual Enrollment Guided Pathway Workgroup to collaborate and design course pathways

Person(s) responsible: Special Projects Director, Dual Enrollment Staff, AUHSD administrators

Time Frame:

Academic year: 2018-2019

What fiscal, personnel, facility, or technology resources are required for you to implement this goal and complete your stated objective(s)?

Response: Cypress College faculty, counselors, Dual Enrollment staff, high school administrators/counselors and continued fiscal support from Cypress College

What defines overall success for your goal and what metrics will be used for evaluating progress?

The following defines overall success of goal 1:

Final draft of clear and defined Dual Enrollment program maps for transfer, AA and CTE pathways.

The following metrics will be used for evaluating goal progress:

Student completion of 4-6 sequenced courses in a program pathway

Student completion of CTE certificate pathways

Student surveys that include open and close ended questions, student testimonials/interviews

Which of the student services division themes and trends are supported by this goal? (Mark blank column with X for all that apply):

X	Inclusion/Equity/Diversity
	“One-stop to Non-stop” service
X	Completion (Transfer/Degree/Certificate)
X	Retention and/or Persistence
X	Student Engagement
X	Student Access
X	Student Support
X	Student Learning
X	Student Advocacy
X	Accessibility/Universal Design
	Other (please specify):

Year 2: Goal 1:

Expand the dual enrollment program pathways to additional high school districts to establish sequenced approved college courses for high school students.

Supports plan(s) or campus initiative(s):

The goal supports the following campus initiatives: Student Success and Support Program (SSSP) Plan, Student Equity Plan, Guided Pathways, NOCCCD Pledge, and Dual Enrollment.

Objective 1:

Define Dual Enrollment pathways which align with new high school/district programs and build relationships with high school counselors and administrators.

Person(s) responsible:
Dean of Business and CIS, Special Projects Director,

Timeframe:
Academic year 2020 - 2021

Objective 2:
Develop and establish CCAP agreements with two additional high school districts

Person(s) responsible:
Dean of Business and CIS, Special Projects Director, District EST Director of Special Projects

Timeframe:
Academic Semester 2020 - 2021

What fiscal, personnel, facility, or technology resources are required for you to implement this goal and complete your stated objective(s)?

Response: Cypress College faculty, counselors, Dual Enrollment staff, high school administrators/counselors and continued fiscal support from Cypress College

What defines overall success for your goal and what metrics will be used for evaluating progress?
The following defines the success for goal number 3:

- Board Approved CCAP agreements with at least 2 additional high school districts
- Enrollment in Dual Enrollment classes with at least 70% fill rate

Which of the student services division themes and trends are supported by this goal? (Mark blank column with X for all that apply):

X	Inclusion/Equity/Diversity
	“One-stop to Non-stop” service
	Completion (Transfer/Degree/Certificate)
X	Retention and/or Persistence
X	Student Engagement

X	Student Access
X	Student Support
	Student Learning
X	Student Advocacy
	Accessibility/Universal Design
	Other (please specify):

Year 3: Goal 1:

Implementation of a permanent personnel infrastructure for Dual Enrollment operations

Supports plan(s) or campus initiative(s):

The goal supports the following plans and campus initiatives: Student Success and Support Program (SSSP) Plan, Guided Pathways, NOCCCD Pledge, Dual Enrollment

Objective 1:

Establish and maintain continued growth in student enrollments to provide sustained stability for personnel and operational needs in the Dual Enrollment Program.

Person(s) responsible:

Dean, Business & CIS, Dual Enrollment Special Projects Director, Dual Enrollment staff

Timeframe:

Academic Year 2021-2022

What fiscal, personnel, facility, or technology resources are required for you to implement this goal and complete your stated objective(s)?

Response: Cypress College faculty, counselors, Dual Enrollment staff, high school administrators/counselors and continued fiscal support from Cypress College

What defines overall success for your goal and what metrics will be used for evaluating progress?

Sustained enrollment growth that supports the permanent status of Dual Enrollment Management

Which of the student services division themes and trends are supported by this goal? (Mark blank column with X for all that apply):

X	Inclusion/Equity/Diversity
	“One-stop to Non-stop” service
X	Completion (Transfer/Degree/Certificate)
X	Retention and/or Persistence
	Student Engagement
X	Student Access
	Student Support
X	Student Learning
	Student Advocacy
	Accessibility/Universal Design
	Other (please specify):

Part 7. Student Services Program Review Committee Comments

Appendix A: Student Services Program Review Survey Results Dual Enrollment Program

A survey was sent to students who are a part of the Dual Enrollment Program and 79 students completed the survey. The results are summarized below.

1. Please rate the following aspects of the Dual Enrollment Program based on your experiences.

	Excellent	Good	Fair	Poor	N/A or I don't know	Total
Hours of operation	49.4% 39	32.9% 26	7.6% 6	0.0% 0	10.1% 8	100.0% 79
Timeliness of response	48.1% 38	35.4% 28	10.1% 8	0.0% 0	6.3% 5	100.0% 79
Clarity of procedures	48.7% 38	37.2% 29	10.3% 8	0.0% 0	3.8% 3	100.0% 78
Quality of materials	49.4% 39	40.5% 32	6.3% 5	0.0% 0	3.8% 3	100.0% 79
Staff courtesy	67.1% 53	22.8% 18	7.6% 6	1.3% 1	2.5% 2	100.0% 79
Staff helpfulness	73.4% 58	16.5% 13	6.3% 5	1.3% 1	2.5% 2	100.0% 79
Staff knowledge	65.4% 51	24.4% 19	5.1% 4	2.6% 2	2.6% 2	100.0% 78

Overall quality of service	60.8%	31.6%	5.1%	0.0%	2.5%	100.0%
	48	25	4	0	2	79

2. Has the Dual Enrollment Program helped you determine your college or career pathway?

3. Has the Dual Enrollment Program given you the confidence to pursue higher education in the future?

4. What services provided by the Dual Enrollment Program have been most helpful to you?

Frequent Comments:

- Receiving college credit (17x)
- Learning about and experiencing college (11x)

Other Comments (verbatim):

- With the counseling class offered at our school it has given me the opportunity to get to know myself better.
- There are teachers always ready to help.
- The unique tests, like the Myers Briggs
- The requirements to finish all of my GEs.
- The most part of Dual Enrollment is the GPA boost I get, and the experience that I receive by taking college level courses as a freshman in high school.
- The many options of careers the class presents to us is amazing.
- The helpfulness of the professors involved in dual enrollment. Also, the number of classes offered is enough to choose something that works with your schedule. The free materials that we get to borrow also makes it easy to have the materials for class.
- The hands on activities
- The Dual Enrollment Program is in-general fantastic. However, the most helpful part of Dual Enrollment is the fact that my eyes have opened to the fact there are many more opportunities than just going to a 4-year college than getting a job. I have been exposed to certificates that people use to get internships and climb up, and have been granted real-life experiences through labs pertaining to specific career pathways, not just lectures about general education subjects like Chemistry.
- The classes help me learn more
- The Career Exploration program was most helpful in the aspect that it delved deep into the personalities of each individual student through many online assessments. In freshman year of high school, I feel that many of us struggle with determining our passions, and this class helps narrow and pinpoints our interests.
- That it helps high schools. Also it has awesome and understanding, and helpful teachers.
- Researching your major
- Life guidance
- Learning about what type of person I am.
- Learning about the various programs and internships has been helpful.
- Knowing how much I hate coding but for free at high school
- It helps me with future skills and gives me more credits for high school.
- It has helped me determine what I want to be.
- It has been nice to get college credit but I am still not sure this is the path I want to pursue.

- It has been helpful to start my college education in high school and explore career paths.
- It allows me to explore interests and gain skills that I could not in the normal school curriculum.
- It allowed me to take classes that I wouldn't expect and now I learned that I'm glad that I took that class.
- I like how nice, approachable, and helpful my teacher is, but they maybe try harder to responding to emails, even as little as an okay or thank you.
- I have found the opportunity to jump ahead in college and start from junior year of college to be really helpful since it will save me and my family a lot of time and money.
- I have found that Dual Enrollment was helpful in that it has given me more opportunities and access to education, as well as given me skills that I can use
- I can learn many things in high school don't teach.
- Helped me see a bright future ahead of me and I know I have the support and guidance from the Dual enrollment program and administration.
- Having Dual Enrollment courses at a high school campus, embedded within high school schedule
- Flexibility of staff. Support available for students who struggle. Coordination between the school site staff and the Cypress College Dual Enrollment staff is high. The school is very supportive of the partnership and has done everything it can to make sure that students know about their options, both on the school campus and at Cypress College's campus.
- Dual enrollment has made me look forward towards my career.
- As a counselor, I find the Dual Enrollment program opens up more opportunities for my students.
- We can get out associates degree before high school and other certificates

5. What else can the Dual Enrollment Program do to help you be successful?

Frequent Comments:

- Offer more classes (16x)
- Offer more general education classes (10x)

Other Comments (verbatim):

- There are so many majors to choose from. I may be a little difficult for me because I'm undecided.
- Provide more information on higher education.
- Provide Counseling to students
- Offer more classes that can be applied to various areas because I am not 100% sure of my career path
- Offer more A-G courses! I'm not totally set on computer information systems and would rather fulfill my general education requirements so that my college credits are more versatile given that I may pursue a different major.
- My future career in what I want to do
- More classes in STEAM possibly
- It would be more helpful if there was a section in the high school that can help with any questions about Dual Enrollment.
- Teach me how to not procrastinate and be a more efficient student.
- It made me chose my careers and make me know my strength and weakness.
- Make summer programs info more accessible at least a month before summer break actually starts.
- It can help set a career path
- Increase the type of courses offered for students so that they can use the DE courses to meet graduation requirements at the high school, not just for elective credits, but actual curricular credit.

- If the dual enrollment program wanted to go above and beyond what it already does, it should provide more information about internships in the area, information about what to do once out of college, and general tips about the differences between going to a community college than transferring, versus going straight to a UC with a targeted audience of kids who already go to dual-enrollment classes. How should I as a high-school student benefit the most from dual-enrollment aside from college credits?
- I wish there were a larger variety of classes available for high school students and that those classes were made known more.
- I think they're doing a pretty good job right now.
- I think the Dual Enrollment Program is excellent right now, but a suggestion could be to offer more classes and give more information on how to complete the General Education as well.
- I know what major I want to study
- I hope that in the future there will be more classes offered to me and my peers here at our school.
- Help gain more credits and be more competitive. also with boosting my gpa
- Have more career classes available.
- Have a better description of assignments/how to do the new parts. Make the teachers more available at our school because they come to us.
- Figuring out what my future will be.
- Don't have Professor Penniel Wu teach at the high schools. It's not for him.
- Continued communication with the feeder high school.
- Connect me with opportunities in the industry
- Be more interactive.
- At least 2 meetings with guidance counselors per semester
- Always support each and other student who is the program and to success
- Allow more flexibility
- A suggestion I have is that in order to conserve paper, the physical textbook of the class should be omitted and instead an electronic version of the textbook should be made available.