

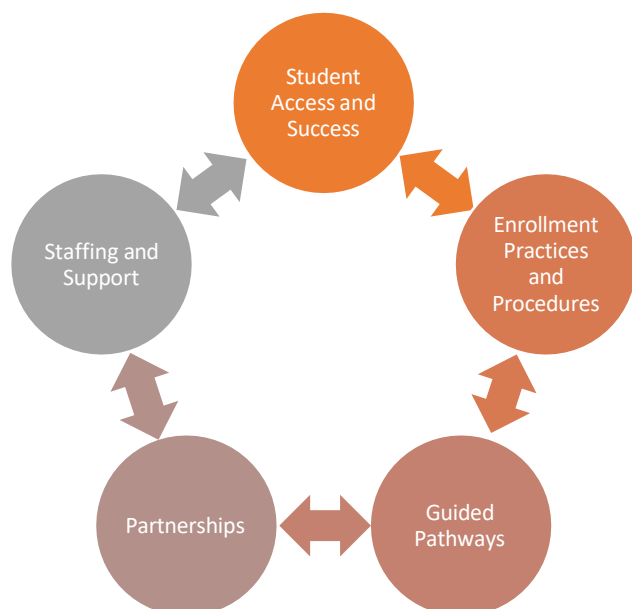


Dual Enrollment and High School Enrichment (DuE/HSE) Strategic Action Plan

DRAFT 4/25/2021

OVERVIEW AND INTRODUCTION

This 2020-2021 Reedley College (RC) Dual Enrollment/High School Enrichment (DuE/HSE) Strategic Action Plan outlines goals and strategies that, when successfully pursued, will result in improved student success and completion and increased enrollment opportunities for local high school students. The Action Plan is designed to achieve the mission, vision and strategic goals of Reedley College and to contribute to the achievement of the California Community College Chancellor's Office (CCCCO) Vision for Success goals.



The Strategic Action Plan was developed with the following five focus areas:

1. Student Access and Success
2. Enrollment Practices and Procedures
3. Guided Pathways
4. Partnerships
5. Staffing and Support

Each focus area contains strategic goals with outcomes related to achieving the goal.

Dual Enrollment includes both College and Career Pathways (CCAP) and Non-CCAP and the goals outlined in this plan pertain to both groups. CCAP provides students the opportunity to

take college courses, taught by college faculty, at their high school campus. Non-CCAP allows students to take college courses on a college campus. Non-CCAP is also called High School Enrichment in State Center Community College District (SCCCD). Reedley Middle College High School is also included in this strategic action plan as its model offers both CCAP and Non-CCAP opportunities for students.

In writing the strategic action plan, several concerns and issues were reviewed and considered however not all of them made it into the document. Discussions and activities occurring within the District were considered and include implementation of SB 554, review of District Dual Enrollment Workgroup documents (Partnership Agreement Best Practices and Dual Enrollment Concerns) and review of AR/BPs related to Dual Enrollment (AR 4070). Strategic goals and outcomes were selected based on the ability for RC team to complete the stated objective.

The DuE/HSE Strategic Action Planning process is being viewed in four phases.

- *Phase 1:* Creation of the initial draft plan by DuE/HSE leadership.
- *Phase 2:* Will occur during the 2020-2021 academic year and will include vetting of the document through campus stakeholder groups including the Dual Enrollment Committee, Academic Senate, Guided Pathways Core Team and the Guided Pathways K-12 Design Team. The intent is to ensure that the plan is complete, comprehensive, inclusive, relevant and actionable.
- *Phase 3:* Implementation phase and will begin during the 2021-2022 academic year.
- *Phase 4:* Since the current draft is written as a one-year action plan, during the 2021-2022 academic year a 3-5-year strategic plan will be created for use beginning with the 2022-2023 academic year (Phase 3). The plan will be reviewed annually by staff, parents, and high school partners to determine progress and to realign efforts when needed. Consistent with a cycle of continuous improvement, adjustments may be made to goals, desired outcomes, objectives, or strategies.

Phase	Timeline	Action
1	Fall 2020	Creation of the initial draft plan by DuE/HSE leadership
2	Spring 2021	Vetting initial draft plan through campus stakeholder groups
3	Fall 2021-Spring 2022	Implementation of initial plan
4	Fall 2021-Spring 2022	Development of 3-5 year DuE/HSE strategic plan

FOCUS AREA #1: STUDENT ACCESS AND SUCCESS

Strategic Goal 1:

Establish an effective and efficient onboarding and registration process for dual enrollment

- **Outcome 1:** Create fully digitized application process
- **Outcome 2:** Develop orientation sessions for students and parents
- **Outcome 3:** Create combined DuE and HSE enrollment and support information website
- **Outcome 4:** Create DuE/HSE enrollment and support information materials (ex. handbooks, checklist)
- **Outcome 5:** Determine structure for ensuring DuE/HSE students have access to support services (ex. DSPPS, tutoring)
- **Outcome 6:** Evaluate which students have access to dual enrollment opportunities

Strategic Goal 2:

Develop data informed strategies which focus on student success and retention.

- **Outcome 1:** Conduct assessment and evaluation of Dual Enrollment data on disproportionately impacted equity groups
- **Outcome 2:** Create data dashboard to examine success, retention, persistence, etc. of Dual Enrollment students
- **Outcome 3:** Explore ways to utilize California College Guidance Initiative (CCGI) in partnership with high schools
- **Outcome 4:** Create a student/parent survey to assess satisfaction with onboarding and registration process
- **Outcome 5:** Develop a process to track student SEP status, unit status (within maximum), probation status, etc.

FOCUS AREA #2: ENROLLMENT PRACTICES AND PROCEDURES

Strategic Goal 3:

Work collaboratively with instructional divisions and high school partners to develop formal procedures for scheduling, course delivery and registration paperwork.

- **Outcome 1:** Establish course request and scheduling process with timeline (ex. start and end times with block schedules, plan a year in advance like regular RC schedules)
- **Outcome 2:** Explore opportunities for shared resources including dedicated space at the high schools, appropriate space for science labs, and lab equipment and consumable supplies
- **Outcome 3:** Explore compatibility between Canvas and Google Classroom and Chromebooks
- **Outcome 4:** Create process flow chart with deadlines and processes (ex. DuE office role, A&R role)

FOCUS AREA #3: GUIDED PATHWAYS

Strategic Goal 4:

Incorporate DuE/HSE program into Guided Pathways framework.

- **Outcome 1:** Explore process for introducing Guided Pathways to DuE/HSE students (ex. career exploration component before they start)
- **Outcome 2:** Explore opportunities for DuE/HSE program to engage in Guided Pathways work with students (ex. clarifying possible paths; helping underrepresented students enter those paths through outreach, support and onboarding; warm handoff to pathway team)
- **Outcome 3:** Determine DuE/HSE representation on and involvement in Success Teams

FOCUS AREA #4 PARTNERSHIPS

Strategic Goal 5:

Grow and develop mutually supportive partnerships with on and off campus stakeholders.

- **Outcome 1:** Establish DuE/HSE Advisory Committee to include instructional divisions, student support services, high school partners, and parents
- **Outcome 2:** Hold regularly scheduled partner meetings with high schools to discuss goals, norm syllabi, grading standards, program mapping, program data and process and procedures
- **Outcome 3:** Establish faculty onboarding process and timelines (ex. orientation, LMS training, grading, faculty resource guide, college liaisons)

FOCUS AREA #5 STAFFING AND SUPPORT

Strategic Goal 6:

Develop a DuE/HSE program staffing plan.

- **Outcome 1:** Conduct an in-depth study of comparable Dual Enrollment programs data including staffing levels
- **Outcome 2:** Define the level of service needed to be delivered to partners and students and determine staffing and funding support required
- **Outcome 3:** Evaluate current DuE/HSE program staff functions and roles (ex. counseling, instructional coordination, student support, registration coordination)