

Dual Enrollment Program Review

A. Program Information

Program Mission Statement

1. Please enter your mission statement here.

Empowering high school students to jumpstart their college journey through accessible, high-quality Foothill courses. Aligned with the goals of AB 288 and the Foothill College Strategic Vision for Equity, the dual enrollment program creates equitable pathways for all high school students that accelerate academic success, strengthen workforce readiness, and foster lifelong learning.

Program Level Service Area Outcomes

2. Please list the program-level service area outcomes.

The Dual Enrollment Program is committed to providing equitable access to college-level learning opportunities for high school students, fostering academic success, and supporting seamless transitions into higher education. The following service area outcomes guide the program’s efforts:

1. **Expand Access to Dual Enrollment:** Increase awareness, enrollment, and participation in dual enrollment programs, with a focus on historically underrepresented and underserved student populations.
2. **Facilitate College Readiness:** Equip high school students with the academic skills, knowledge, and confidence needed to succeed in college-level courses through intentional support and guidance.
3. **Promote Equity and Inclusion:** Reduce barriers to participation by offering multilingual resources, culturally responsive support, and targeted outreach to students and families from diverse backgrounds.
4. **Build and Strengthen Partnerships:** Collaborate with local high schools, school districts, and community organizations to create and sustain dual enrollment opportunities that align with workforce and higher education pathways.
5. **Improve Student Success Rates:** Ensure students achieve high levels of academic success, aiming for a program-wide course success rate that meets or exceeds 94%.

These service area outcomes align with Foothill’s mission to foster inclusivity, equity, and academic excellence, ensuring that dual enrollment remains a transformative opportunity for all students.

B. Enrollment Trends

	2019-20	2020-21	2021-22	2022-23	2023-24	5-yr %Inc
Unduplicated Headcount	1,113	1,248	1,230	1,595	1,826	64.1%
Enrollment	2,288	2,835	2,491	4,092	4,232	85.0%
Sections	85	115	117	164	169	98.8%
WSCH	3,030	4,111	3,181	4,953	5,678	87.4%
FTES (end of term)	200	271	209	324	374	87.0%
FTEF (end of term)	3.6	3.9	3.9	5.4	5.3	47.0%
Productivity (WSCH/FTEF)	845	1,048	817	913	1,078	27.5%

Data collected 11/20/24

FTES

3. What are your program’s goals in respect to FTES?

Dual Enrollment FTES has increased 87% over the past 5 years. Our goal is to increase the 2023-24 FTES total by another 10% during the 2024-25 academic year, which would be 411 FTES. This is a realistic growth target and reflects the difficulty in identifying faculty (either high school or regular Foothill faculty) who can teach at our high school sites.

4. What do you observe in the data above in relation to your goals? What do you want the college to understand about FTES in your program?

The data reflects substantial growth in FTES over the past five years, increasing by 87%. This growth aligns with the program's success in expanding access to college-level courses for high school students. However, it also highlights the increasing demand for faculty resources, as FTEF has grown at a slower rate (47%). This suggests that the program is operating with high productivity but may require additional resources to sustain this level of growth and maintain quality.

We want the college to understand that continued growth in FTES demonstrates the program's ability to meet student demand and enhance pathways to higher education. To achieve our goal of a 10% increase to 411 FTES, the program may need increased support in faculty hiring and infrastructure to ensure we continue providing quality instruction and equitable access.

This increased support would also involve a long-term commitment in terms of 1320 funding.

5. What actions does your program plan to take in order to achieve your goals?

To increase FTES by 10% in 2024-25 and to continue growing FTES after 2024-25, the dual enrollment program will

1. Continue to meet regularly with its CCAP/MOU partners to identify new pathway opportunities, as well as areas of growth within existing pathways;
2. Onboard new HS faculty to teach dual enrollment classes whenever possible;
3. Continue to take meetings with potential dual enrollment partners, so we can expand the number of CCAP/MOU partnerships.

SB 1244, which passed in September of 2024, will facilitate the creation of new CCAP partnerships. Among other things, the Senate Bill allows high school districts to enter into a CCAP agreement with a community college outside their service area if the local community college doesn't respond to their request within 60 calendar days or if the local community college does not have the program expertise required for the high school pathway.

4. What does your program need to execute this action plan?

With three full-time dual enrollment coordinators, continuing to grow the program is possible; however, additional resources would assist that growth. Dual enrollment would benefit from Banner registration support. All CCAP/MOU registration is processed manually by the dual enrollment coordinators. When they are overwhelmed, they have support from Adiel Velasquez, the Student Success Specialist, and Josh Pelletier, the supervisor. With over 1,800 students in the programs, the registration process demands a lot of time. Having additional staff support during summer/fall and winter/spring registration cycles will remove a massive burden from the coordinators, allowing them to remain focused on program coordination tasks, like developing new pathways and building new partnerships.

Per our comments above, we'd also need a long-term 1320 funding commitment to be able to grow pathways with confidence that we have the stable funding to maintain them.

Sections

7. What are your program's goals in respect to sections?

Over the past 5 years, sections have increased by 98.8%. The data indicates relatively small section growth from 2022-23 to 2023-24. In fact, the pattern over the past 5 years has been: big leap, small step, big leap, small step. Those big leaps happened because new pathways were added to existing partnerships. Planning

cycles, at best, take one year. Most of the time, they take two years. If the pattern holds, we'll see another big leap this year.

Overall, the goal is to increase sections. As with FTES, we'd like to see at least a 10% increase in sections.

8. What do you observe in the data above in relation to your goals? What do you want the college to understand about the sections in your program?

Dual enrollment sections have nearly doubled over the past 5 years (85 in 2021-22 and 169 in 2023-24). Considering that we have CCAP partnerships with all of the school districts in our service area, further growth will not be as dramatic as it has been. New sections will need to be added to existing partnerships. That type of growth is slower than adding new partnerships. The caveat is if SB 1244 drives more high schools to us, the college will need to take a decision on increased funding to serve more students.

9. What actions does your program plan to take in order to achieve your goals?

We will implement a multi-pronged strategy focused on expanding pathways, increasing partnerships, and enhancing operational efficiency. Specifically, we plan to

1. Collaborate with current CCAP/MOU partners to identify opportunities for growth within existing pathways and explore new high-demand areas.
2. Actively onboard and support new high school faculty members to teach dual enrollment classes.
3. Expand partnerships by engaging with additional high schools, especially leveraging new opportunities provided by SB 1244 to collaborate with schools outside our traditional service area.
4. Streamline registration processes by advocating for additional staffing or technological solutions to reduce manual workloads during peak enrollment cycles.
5. Focus on targeted marketing and outreach efforts to increase awareness of dual enrollment benefits among underrepresented student groups. This effort includes intentional outreach to parents, going to their communities and presenting in Spanish and English.

These actions will position the program for sustainable growth while maintaining quality and equity in access.

8. What does your program need to execute this action plan?

To execute this action plan, the program requires several key resources and supports:

1. Increased staff support, particularly for registration processing, would alleviate the manual workload on coordinators during peak registration cycles, enabling them to focus on partnership development and pathway expansion.
2. Automation tools, such as a streamlined registration platform integrated with Banner, would improve efficiency and reduce errors.
3. Ongoing training for high school faculty teaching dual enrollment courses to ensure consistent quality and alignment with Foothill College standards.
4. Funding for targeted outreach to underrepresented student groups and promotion of new pathway opportunities.
5. Collaboration with college administration to prioritize dual enrollment expansion and address logistical needs. This includes proper training and support for the instructional deans; they are the main point of contact for each DE coordinator.

These resources are essential for sustaining program growth, maintaining quality instruction, and supporting equitable student access.

Productivity

11. What are your program's goals in respect to productivity?

Productivity has historically been exceptionally high in dual enrollment classes, ranging from a low of 817 to a high of 1,078. Even the lowest figure is 300 points above the highest annual college-wide productivity number. Our goal is to keep the productivity at 1,000 or higher. We are able to do this by hiring high school dual enrollment faculty to teach the CCAP/MOU classes. Most of the time--when the assignments are part of the high school teacher's instructional load--the high school pays the instructor's salary, making the FTEF 0 for these classes. Foothill pays a stipend to the HS faculty, but this cost is well below what a regular class section would cost the college.

12. What do you observe in the data above in relation to your goals? What do you want the college to understand about productivity in your program?

The data indicates that productivity in the dual enrollment program has consistently exceeded expectations, ranging from 817 to 1,078 over the past five years. These figures highlight the program's efficiency in utilizing faculty resources while serving an expanding student population. The highest productivity levels occur when high school faculty teach dual enrollment classes as part of their regular HS instructional load, resulting in an FTEF of 0 for those courses. This model supports the program's ability to meet growth demands without significantly increasing costs.

We want the college to understand that maintaining this high productivity depends on continued collaboration with high school partners and sufficient administrative support. As the program grows, additional resources will be necessary to prevent overburdening current staff and to ensure equitable access to dual enrollment opportunities without compromising instructional quality.

13. What actions does your program plan to take in order to achieve your goals?

To achieve our productivity goals, the dual enrollment program plans to:

1. Strengthen partnerships by collaborating with CCAP/MOU partners to optimize existing pathways and develop new ones that align with student demand and workforce needs.
2. Provide onboarding and ongoing support to high school faculty teaching dual enrollment classes to maintain consistent quality and high productivity.
3. Seek additional staffing and technological resources to streamline registration and administrative tasks, ensuring that dual enrollment coordinators can focus on growth and partnership development.
4. Utilize opportunities created by SB 1244 to expand partnerships with schools outside the college's service area, driving enrollment growth while maintaining high Productivity.
5. Continuously analyze productivity and enrollment data to identify trends and adjust strategies to sustain efficiency and equitable access.

12. What does your program need to execute this action plan?

To execute this action plan, the program needs the following:

1. Resources to train high school faculty teaching dual enrollment courses to ensure instructional quality and consistency.
2. Continued support from college administration to prioritize dual enrollment initiatives and address logistical needs.
3. Strategic use of SB 1244 to facilitate partnerships beyond the immediate service area and enable sustainable growth.

These resources are critical for scaling the program effectively while maintaining its high productivity and commitment to equitable access.

C. Enrollment by Student Demographics

a. By Gender

Student Headcounts by Gender

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	1,220	53%	1,509	53%	1,279	51%	2,020	49%	2,096	50%
Male	994	43%	1,251	44%	1,146	46%	1,927	47%	1,964	46%
Unknown gender	74	3%	75	3%	66	3%	145	4%	172	4%
Total	2,288	100%	2,835	100%	2,491	100%	4,092	100%	4,232	100%

Data collected 11/20/24

15. What are your program's goals in respect to enrollment by gender in your program?

The program's goal is to ensure equitable access to dual enrollment opportunities for students of all genders. This includes maintaining a balanced representation of male and female students while addressing any potential barriers to participation. Additionally, we aim to support and encourage students who identify outside the traditional gender binary by fostering an inclusive environment.

As enrollment grows, we will strive to increase awareness and outreach efforts tailored to underrepresented gender groups in specific pathways or disciplines, such as STEM for female students and humanities for male students, to promote equitable academic and career opportunities.

16. What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by gender in your program?

The data reflects a relatively balanced gender distribution in the dual enrollment program, with female students consistently representing around 50% - 53% and male students making up 43% - 47% of the total enrollment over the past five years. While this balance aligns with our goal of providing equitable access, the slight decline in the percentage of female students from 53% in 2019-20 to 50% in 2023-24 warrants further investigation to ensure there are no emerging barriers.

The number of students with an unknown gender has increased from 74 (3%) in 2019-20 to 172 (4%) in 2023-24. This suggests the need for an emphasis on inclusivity in how we approach enrollment processes.

We want the college to understand that gender equity remains a priority for the program, and targeted outreach efforts may be necessary to sustain balanced participation while fostering an inclusive environment for all students.

17. What actions does your program plan to take in order to achieve your goals?

To achieve our goals related to gender equity in enrollment, the dual enrollment program plans to

1. Work with HS partners to develop outreach campaigns aimed at addressing gender imbalances in specific pathways, such as promoting STEM opportunities for female students and humanities or arts programs for male students.
2. Partner with HS counselors to create awareness about dual enrollment among students who identify outside the traditional gender binary and ensure these students feel welcome and supported in the program.
3. Regularly review gender-related enrollment data to identify disparities and adjust strategies to ensure equitable participation across all pathways and disciplines.

These actions will help ensure the program remains accessible and equitable for students of all genders.

16. What does your program need to execute this action plan?

To execute this action plan, the program requires the following resources and support:

1. Additional training for current outreach personnel to design and implement targeted recruitment strategies that address gender disparities in specific pathways.
2. Funding to develop and distribute materials tailored to promote gender equity, such as highlighting underrepresented genders in STEM, humanities, and other key disciplines.
3. Strengthened collaboration with high school counselors and teachers to identify and encourage students of all genders, especially those from underrepresented groups, to participate in dual enrollment.
4. Continued commitment from the college to prioritize gender equity within the dual enrollment program, including regular evaluation of progress and outcomes.

These resources will be critical to ensuring the program meets its goals of equitable access and representation for all students.

b. By Ethnicity

Student Headcounts by Race/Ethnicity

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Asian	623	27%	767	27%	759	30%	1,203	29%	1,256	30%
Black	101	4%	129	5%	98	4%	156	4%	173	4%
Filipinx	95	4%	77	3%	26	1%	108	3%	98	2%
Latinx	736	32%	1,026	36%	853	34%	1,408	34%	1,453	34%
Native American	2	0%	15	1%	9	0%	14	0%	4	0%
Pacific Islander	54	2%	42	1%	36	1%	70	2%	63	1%
Unknown ethnicity	117	5%	79	3%	30	1%	106	3%	144	3%
White	560	24%	700	25%	680	27%	1,027	25%	1,041	25%
Total	2,288	100%	2,835	100%	2,491	100%	4,092	100%	4,232	100%

Data collected 11/20/24

19. What are your program's goals in respect to enrollment by ethnicity in your program?

The program's goal is to ensure equitable access and representation for students of all ethnic backgrounds, with a particular focus on increasing enrollment among historically underrepresented groups, such as Black, Native American, and Pacific Islander students. While Latinx and Asian students have strong representation, we aim to sustain their participation by continuing to offer culturally responsive pathways and support services.

Additionally, we seek to reduce the percentage of students categorized as "Unknown Ethnicity." This will enable the program to better monitor trends and identify gaps in equity.

Through targeted outreach, community partnerships, and the development of programs tailored to diverse student needs, the program strives to reflect the demographics of its service area and foster an inclusive environment where all students feel supported.

20. What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by ethnicity in your program?

When comparing the program's enrollment data to Santa Clara County census demographics, several trends emerge. Latinx students are well-represented, making up 32%-34% of program enrollment compared to 25% countywide. Similarly, Asian students represent 27%-30%, aligning with the county's 41.9% Asian population and reflecting strong engagement with these communities.

Black, Native American, and Pacific Islander students are underrepresented but reflective of smaller county populations. Black students make up 4% of enrollment, exceeding their 2.9% county representation, while Native American (0%-1%) and Pacific Islander (1%-2%) student participation is modest, matching their county proportions (1.2% and 0.5%). White students comprise 24%-25% of enrollment, lower than their 49.2% county representation.

The program demonstrates success in engaging diverse groups, but we remain committed to addressing barriers for underrepresented populations and ensuring equity in access and participation for all ethnic groups.

21. What actions does your program plan to take in order to achieve your goals?

To achieve our goals of equitable enrollment by ethnicity, the program plans to:

1. Collaborate with high school counselors and community organizations to promote dual enrollment opportunities among underrepresented groups, particularly Native American, Filipinx, and Pacific Islander.
2. Develop and distribute materials tailored to resonate with specific ethnic communities, highlighting pathways and career opportunities relevant to their interests and needs.
3. Strengthen partnerships with local organizations that serve underrepresented ethnic groups to build trust and encourage participation.
4. Use demographic and enrollment data to identify gaps, track progress, and adjust outreach strategies as needed.
5. Promote student support services, such as tutoring, advising, and mentoring, to ensure students from all ethnic backgrounds have the tools to succeed.

These actions will ensure the program continues to grow while fostering equity and access for all ethnic groups.

20. What does your program need to execute this action plan?

To execute this action plan, the dual enrollment program requires the following resources and support:

1. Funding to create culturally responsive materials and organize events that promote dual enrollment opportunities to targeted communities.
2. Training for staff and counselors to ensure culturally sensitive approaches when engaging diverse ethnic groups.
3. Ongoing collaboration with college leadership to prioritize equity-focused initiatives and provide resources such as advising, tutoring, and mentoring programs for students from underrepresented ethnic groups.

These resources will be critical for implementing effective strategies and supporting equitable access for all ethnicities.

D. Course Success

Course Success
FHDA District->Foothill College

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	2,123	93%	2,504	88%	2,274	91%	3,784	93%	3,967	94%
Non Success	128	6%	100	4%	111	4%	171	4%	190	4%
Withdrew	37	2%	228	8%	103	4%	132	3%	74	2%
Total	2,288	100%	2,832	100%	2,488	100%	4,087	100%	4,231	100%

Course Success by Race/Ethnicity
FHDA District->Foothill College

Course Success for Black, Latinx, and Filipinx Students

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	834	89%	985	80%	834	85%	1,438	86%	1,386	89%
Non Success	71	8%	69	6%	79	8%	128	8%	124	8%
Withdrew	27	3%	176	14%	63	6%	102	6%	40	3%
Total	932	100%	1,230	100%	976	100%	1,668	100%	1,550	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	1,289	95%	1,519	95%	1,440	95%	2,346	97%	2,581	96%
Non Success	57	4%	31	2%	32	2%	43	2%	66	2%
Withdrew	10	1%	52	3%	40	3%	30	1%	34	1%
Total	1,356	100%	1,602	100%	1,512	100%	2,419	100%	2,681	100%

Data collected 11/20/24

23. What are your program’s goals in respect course success in your program?

The program’s primary goal is to maintain or exceed the overall course success rate of 94% in 2023-24, ensuring that students consistently achieve passing grades of "C" or higher. We also aim to close equity gaps by increasing the success rates for Black, Latinx, and Filipinx students to align with the higher success rates observed among Asian, White, and other student groups.

To achieve this, the program will prioritize providing equitable access to academic support services, such as tutoring, advising, and mentoring. Additionally, we aim to address barriers that contribute to non-success and withdrawals, particularly for historically underrepresented groups. By fostering an inclusive learning environment and leveraging data-driven strategies, the program seeks to ensure all students have the tools and resources necessary to succeed.

24. What do you observe in the data? What do you want the college to understand about course success in your program?

The data indicates that the program achieves consistently high overall course success rates, increasing from 93% in 2019-20 to 94% in 2023-24. Withdrawal and non-success rates have decreased significantly since the pandemic-related challenges of 2020-21, reflecting the program’s resilience and student support efforts.

However, an equity gap persists between Black, Latinx, and Filipinx students and other groups, with success rates for these populations improving from 80% in 2020-21 to 89% in 2023-24, but still below the 95%-96% rates of Asian, White, and other students. Withdrawal rates for Black, Latinx, and Filipinx students have also decreased significantly, from 14% in 2020-21 to 2% in 2023-24, suggesting progress.

We want the college to understand that while the program’s overall success rates are exceptional and exceed the college averages for all underrepresented student populations, continued institutional support is essential to address equity gaps and ensure that all students achieve similar levels of success.

25. What actions does your program plan to take in order to achieve your goals?

To achieve our goals for course success and equity, the program plans to

1. Increase access to tutoring, advising, and mentoring for all students, with a focus on Black, Latinx, and Filipinx students to close equity gaps.
2. Provide professional development for instructors on inclusive teaching practices to better support diverse learners.
3. Implement proactive strategies to identify and support students at risk of non-success or withdrawal, including mid-term progress reports and targeted outreach.
4. Collaborate with high schools and community organizations to ensure students are academically prepared and supported before enrolling in dual enrollment courses.
5. Regularly analyze success and withdrawal rates by demographic group to refine strategies and monitor progress.

These actions will ensure high overall success rates while fostering equity and support for underrepresented student populations.

24. What does your program need to execute this action plan?

To execute this action plan, the program requires the following resources and support, all of which are in place already:

1. Academic advisors, tutors, and mentors dedicated to supporting dual enrollment students, particularly those from underrepresented groups.
2. Resources to train dual enrollment faculty in culturally responsive teaching practices and strategies for supporting diverse learners.
3. Tools to track student progress and flag at-risk students for timely interventions.
4. HS partners who prepare students for the rigor of dual enrollment courses and provide a seamless transition into college-level academics.
5. Access to real-time data on course success rates by demographic group to inform targeted interventions and track progress toward equity goals.

These resources will continue to enable the program to sustain high success rates while addressing equity gaps and ensuring all students have the support needed to thrive.

E. Course Success by Modality

For Course Success by Modality visit https://foothilldeanza-my.sharepoint.com/:f/g/personal/20078222_fhda_edu/EszjC9ybR6lPp1hiVCtvpzcBHINNrIVsy8J7-omvvo-CwA?e=DCzG3M

27. What are your program's goals in respect course success by modality in your program?

The program's goal is to maintain or exceed the overall success rate of 94% across all modalities while addressing any gaps in performance among different modalities. This includes sustaining high success rates in face-to-face and online-asynchronous courses, which account for the majority of enrollments, and improving support for less-utilized formats such as hybrid and synchronous courses to ensure equitable outcomes.

Additionally, the program aims to identify and address barriers that students may face in specific modalities, particularly in online formats. By enhancing instructional quality, providing strong academic support, and leveraging data to monitor trends, the program seeks to ensure students have the resources and tools needed to succeed regardless of modality.

28. What do you observe in the data? What do you want the college to understand about course success by modality in your program?

The data indicates consistent improvement in success across modalities. The overall rate rose from 92% in 2019-20 to 94% in 2023-24. Face-to-face and online-asynchronous courses dominate enrollments, with face-to-face maintaining a steady 94% success rate and asynchronous courses showing remarkable growth in both enrollment and success rates (58% in 2019-20 to 94% in 2023-24).

Online-synchronous and hybrid formats remain underutilized, with limited enrollment. While success rates in these formats are generally high, fluctuations in some hybrid courses (e.g., 69% in 2022-23) suggest a need for further support. It is important to note that high school students do better when they can take a class at their high school in-person, and during their regular school day.

We want the college to understand that the program's high success rates reflect strong academic support and instructional quality across modalities. Investment in technology, faculty training, and student resources is crucial to sustaining success and expanding access.

29. What actions does your program plan to take in order to achieve your goals?

To achieve success goals across modalities, the program will

1. Promote tutoring, advising, and mentoring for students in all modalities, with additional support for online and hybrid learners.
2. Offer access to Foothill professional development focused on best practices for teaching in asynchronous, synchronous, and hybrid formats, ensuring consistency in instructional quality.
3. Regularly review modality-specific success data to identify and address trends or gaps.
4. Encourage faculty to integrate interactive elements into online and hybrid courses to enhance student engagement and learning outcomes.

These actions will ensure that the program continues to maintain high success rates across all modalities.

28. What does your program need to execute this action plan?

To execute this action plan, the program requires the following resources and support, all of which are in place and available at Foothill College:

1. Professional development workshops on effective teaching practices across all modalities.
2. Tutors and advisors trained to address the unique needs of students in online and hybrid courses.
3. Continued investment in learning management systems and tools that support interactive and accessible course delivery.
4. Data that tracks success rates by modality to inform continuous improvements.
5. Collaboration with college leadership to prioritize technology, faculty development, and student services that support multi-modal learning.

These resources will enable the program to sustain high success rates while ensuring equitable access and outcomes for all students, regardless of their chosen modality.

F. Disproportionate Impact

For Disproportionate Impact visit https://foothilldeanza-my.sharepoint.com/:f/g/personal/20078222_fhda_edu/EszjC9ybR6lPp1hiVctvpzcBHINNrIVsy8J7-omvvo-CwA?e=DCzG3M

29. Identify the groups that are experiencing a disproportionate impact in the most recent year (please provide the percentage and number for each group).

The groups experiencing disproportionate impact in the most recent year include

- Black Students: Success rate of 85%, with a -9 percentage point gap compared to 94% for all other students. An additional 16 student successes are needed to close this gap.

- Pacific Islander Students: Success rate of 79%, with a -15 percentage point gap. An additional 10 student successes are needed to close this gap.
- Low-Income Students: Success rate of 86%, with a -9 percentage point gap. An additional 90 student successes are needed to close this gap.
- Foster Youth: Success rate of 55%, with a -39 percentage point gap. An additional 5 student successes are needed to close this gap.

These findings highlight the need for targeted interventions to support these student groups and close equity gaps in success rates.

32. What do you observe in the data? What do you want the college to understand about disproportionate impact in your program?

The data reveals strong overall success rates (94%), but it also highlights significant equity gaps for Black, Pacific Islander, Low-Income, and Foster Youth students. These groups experience disproportionately lower success rates, with the largest gaps observed for Foster Youth (-39 percentage points) and Pacific Islander students (-15 percentage points).

We want the college to understand that while the program performs well overall, these equity gaps require attention to ensure all students have an equitable opportunity to succeed. Addressing these gaps aligns with the college's commitment to equity and student success and will require enhanced resources and support targeted toward these populations.

Having said that, it is important to note that success rates for all disproportionately impacted groups are higher in the DE classes than for the traditional college population. Black Students success rates are

33. What actions does your program plan to take in order to achieve your goals?

To address disproportionate impact, the program will:

1. Promote access to tutoring, advising, and mentoring, particularly for Black, Pacific Islander, Low-Income, and Foster Youth students.
2. Promote and encourage professional development for faculty on inclusive teaching strategies to better support diverse learners.
3. Collaborate with high schools and community organizations to identify and engage at-risk students early.
4. Implement systems to identify students struggling academically and connect them with resources before they withdraw or fail.
5. Build stronger relationships with Foothill programs serving Foster Youth and other underrepresented groups to provide holistic support.

These actions will help close equity gaps and promote success for all students.

32. What does your program need to execute this action plan?

To execute this action plan, the program requires the following, all of which are in place already:

1. Academic advisors, tutors, and mentors focused on supporting disproportionately impacted groups.
2. Faculty training on culturally responsive teaching and inclusive practices.
3. Data systems that track student success and identify early warning signs for at-risk populations.
4. Partnerships with programs serving Black, Pacific Islander, Low-Income, and Foster Youth students to provide additional resources and services.
5. Administrative support to prioritize equity-focused initiatives and sustain targeted interventions.

These resources will ensure the program can effectively close equity gaps and support all students in achieving success.

G. Service Area Objective Addendum

1. What are the service area outcomes & strategic objectives for the coming year?

The Dual Enrollment Program's service area outcomes and strategic objectives for the coming year focus on increasing access, equity, and academic success for high school students. Key objectives include the following:

1. Expand Dual Enrollment Participation: Increase enrollment by 10% by building new partnerships with local high schools and expanding existing pathways.
2. Promote Equity and Inclusion: Develop targeted outreach and support strategies for historically underrepresented groups, including Black, Pacific Islander, and Low-Income students.
3. Enhance Student Success Rates: Sustain an overall success rate of 94% or higher by increasing access to academic support services and fostering collaboration with high school instructors.
4. Leverage SB 1244 Opportunities: Partner with schools outside traditional service areas to expand access to dual enrollment for more students.
5. Strengthen Faculty Support: Encourage professional development for high school and college faculty to align curriculum standards and improve teaching effectiveness.

These objectives are aligned with Foothill College's mission to foster equity, academic excellence, and lifelong learning.

2. What is your implementation plan for the above-mentioned objectives?

To achieve the above-mentioned objectives, the program will implement the following plan:

1. Expand Partnerships: Collaborate with additional high schools through new CCAP/MOU agreements, particularly those serving underrepresented communities.
2. Targeted Outreach: Develop bilingual marketing materials and host workshops for underserved families to reduce barriers to dual enrollment.
3. Student Support Services: Promote tutoring, academic advising, and early intervention programs to support student success, especially for at-risk populations.
4. Faculty Training: Promote and encourage regular professional development workshops to ensure alignment of high school and college-level curriculum and improve instructional quality.
5. Streamline Processes: Advocate for technology upgrades to simplify enrollment and registration processes, reducing the workload on staff and students.
6. Data Monitoring and Analysis: Track enrollment and success rates by demographic group to assess progress and adjust strategies as needed.

This implementation plan focuses on scalability, equity, and sustainability to support long-term growth and success.

3. What barriers has the program faced in implementing improvements?

The Dual Enrollment Program has encountered several barriers to implementing improvements:

1. Staffing Limitations: The program operates with three coordinators, which restricts its ability to manage growth, develop new partnerships, and provide individualized student support. Adding one or two more Student Success Specialists to partner with the program coordinators will ease the student support workload for the coordinators, so they can focus more on managing growth and developing partnerships.
2. Resource Constraints: Insufficient funding for the Outreach Department (the Dual Enrollment Program and the Outreach Program) has created challenges in scaling initiatives.
3. Technology: Manual enrollment and registration processes are labor-intensive and prone to delays, impacting staff efficiency and, at times, students' experiences.
4. Equity Gaps: Addressing the specific needs of underrepresented groups, such as Black, Pacific Islander, and Low-Income students, requires additional resources and tailored interventions. It also requires

stronger collaboration with our HS partners to identify and support struggling students at the earliest possible juncture.

5. Legislative and Policy Changes: While opportunities like SB 1244 offer new possibilities, navigating compliance and logistical challenges has required significant time and effort.

Despite these barriers, the program has demonstrated resilience and adaptability. Addressing these challenges through increased staffing, technological upgrades, and targeted funding will enable the program to continue its trajectory of growth and equity-focused impact.

H. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

The Dual Enrollment Program continues to demonstrate exceptional growth and success, aligning with the college's mission to create equitable pathways to higher education. Over the past five years, the program has nearly doubled its FTES and section offerings while maintaining high productivity and an impressive overall course success rate of 94%. This growth underscores the program's ability to meet increasing demand and provide high-quality instruction to high school students.

Equity remains central to the program's mission and goals. While the program successfully engages diverse student populations, and those populations succeed at higher rates than underrepresented student populations in the traditional college population, data still highlights equity gaps for Black, Pacific Islander, Low-Income, and Foster Youth students. Proactive strategies are in place at Foothill to address these gaps, including culturally responsive faculty training, academic support services, and targeted outreach through community partnerships. These efforts reflect the program's and the college's commitment to ensuring that all students have access to the tools and resources they need to succeed. Having said this, dual enrolled students outperform the traditional college population and equity gaps are much decreased. Latiné students course success - DE = 89% and College = 78%, Black student course success - DE = 85% and College = 75%, etc.

The Dual Enrollment program has also adapted to shifts in instructional modalities, with face-to-face and online-asynchronous courses showing strong enrollment and success rates. Continued investment in faculty development, technology, and infrastructure will be essential for sustaining this success and supporting underutilized modalities, like hybrid and synchronous courses.

Looking ahead, the program is focused on sustainable growth and innovation. By leveraging opportunities such as SB 1244, deepening collaborations with current high school partners, and streamlining administrative processes, the program aims to expand access and address barriers to participation for all students. These efforts will further strengthen the Dual Enrollment program's role as a transformative bridge to higher education, particularly for underserved communities.

Foothill College's continued support is vital to these efforts. Investments in staffing, infrastructure, and data systems will enable the program to maintain its trajectory, ensuring equitable outcomes and lifelong learning opportunities for all students. In addition, the whole college should see dual enrollment as part of our mission. These students now make up over 10% of all Foothill students and that number is only going to increase. If the college fully embraces dual enrollment, there is no limit to what we can do for the students. The program's ongoing success exemplifies a shared commitment at Foothill to empowering high school students to jumpstart their college journeys and thrive in the global workforce.

I. Rubric

Click on the link below to view the Dual Enrollment Rubric.

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