

College & Career Access Pathways

Oversight Hearing of the Assembly Committee on Higher Education
Dual Enrollment Landscape
November 6, 2023

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Merced College

Where is Merced College?

- Located in the Central Valley
 - MCCCD encompasses 2,184 square miles

Who do we serve?

- 16,520 total students 2022-2023
 - 64% Hispanic
 - 17.7% White Non-Hispanic
 - 8.3% Asian
 - 3.4% African American
 - First generation student enrollment 40%



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Dual Enrollment

CCAP

- CCAP Growth over the years
 - 2018-2019 - 734 students
 - 2022-2023 - 3,080 students
- Closing the Equity Gap
 - Enrollment reflective of the larger community population
 - CCAP Course Success rates 82%
 - CCAP Course Completion rates 87%

CCAP Expansion & Growth

- Fire Technology & Allied Health
- CDE Grants & New Partners



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Bright Spots

What do we offer?

- Distinct CCAP Pathways at 15 campuses
 - CTE & A-G Pathways
 - 90% of courses CSU Transferable
 - 100% of MC degree applicable

How we streamlined the process!

- Enrollment & Retention Specialists assigned to serve specific high schools
- Pathways Counselors - On site MC adjunct
- Equivalency Grids - “Game Changer”
- Dedicated Staffing in A&R serving K-12



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Challenges

What are the challenges?

- Enrollment Process...CCCApply
- Different requirements depending on Dual Enrollment type
 - CCAP vs. Special Admit (unit max)
 - CCAP courses offered via Distance Ed.
- Qualified instructors to serve rural locations
 - Flexibility & Creativity
- College & HS course alignment (C-ID model)
- A-G Course List for CCC (2013-2014)
- Dedicated funding for CCAP growth at CCC level.



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Communities Served/Student Demographics:

- Chula Vista, Otay Mesa, National City, San Ysidro, Coronado
- Bi-National Border Region
- 25,228 headcount students
- 68% Latine; 10% White Non-Latine; 8% Filipino; 4% African-American; .22% Native American/Alaska Native

Dual Enrollment

Enrollment Profile:

- 1,655 students
- Dual enrollment disaggregated by race
- 84.7% course success rates
- Dual enrollment (CCAP, Concurrent, Early College)
- Plans for expansion w/ focus on CCAP

Challenges to Scale:

- Enrollment Process
 - New process for students and parents
 - System wide application (CCC Apply) process
 - Resources- onsite support at the high schools from the college
 - Need for technology solutions for streamlined student enrollment
- Faculty collective bargaining
- Different academic schedules
- Funding

Bright Spots

Success with Dual Enrollment:

- A part of the college's Equity Action Plan
- Enhanced Outreach Department (English/Spanish marketing)
- Leveraging technology to enhance communication and enrollment
- Peer Ambassadors and Outreach Staff onsite at high schools
- Intentional curriculum design (Math/English)



Bright Spots

Opportunities with Dual Enrollment:

- Earlier exposure dual enrollment
- New ways of working with our k-12 partners
- Opportunities through AB-91
- Engage nonhistorical pathway students
- Latino, Black, Filipino, Pacific Islander, and Indigenous

Landscape

- **Growth**
 - from 50k (2002-03) to 150k students (2022-23)
 - 115 community colleges offer dual enrollment
- **Equity**
 - Narrowing of equity gaps in dual enrollment offered at high schools
- Moment of **opportunity** for equitable expansion

Statewide Challenges

- **Outdated processes and technology**
- **Complexity** of current legislation and regulation
- **Capacity** - Teachers, student supports & coordination
- **Intersegmental alignment** - esp Dual Credit
- **Gatekeeping** behavior and mindset

How Do We Know These Are Challenges?

- [Dual Enrollment Landscape \(CLP, 2018\)](#)
- [A Cumbersome Enrollment Process: Statewide Survey \(CLP 2023\)](#)
- [A Deeper Dive \(CLP, 2022\)](#)
- [Dual Enrollment and Admissions & Records \(CLP 2023\)](#)
- [Dual Enrollment in CA \(PPIC, 2021\)](#)
- [Improving College Access & Success \(PPIC \(2023\)\)](#)

- **Outdated processes and technology**
Applications, CCCApply, permissions
 - The “enrollment process” as top barrier (66%)
 - CCCApply (53%)
- **Complexity**
of current legislation and regulation, differing rules for differing types
 - Complexity of state regulations (28%)
- **Capacity**
Teachers, student supports & coordination
 - Lack of personnel: instruction (44%), academic support (50%), enrollment (57%)
- **Intersegmental alignment - esp Dual Credit**
 - Aligning schedules as barrier (57%)
 - Dual credit is not always given, or may be limited
- **Gatekeeping behavior and mindset**
 - On the part of HS staff (35%) and college staff (15%)

Guiding Principles

1. Prioritize **equity** in access, support & success
2. Shift focus to **pathways** with certificate and degree completion
3. Build on **what works**

Specifics

- Outdated **processes and technology** -> Direct/support systems to update and simplify
- **Complexity** -> Simplify and align types of dual enrollment
- **Capacity** -> Flexible funding for upskilling, support & coordination
- **Intersegmental alignment** -> Simplify and make dual credit default
- **Gatekeeping** -> Equity vision and goals



About CLP

Career Ladders Project promotes equity-minded community college redesign.

We collaborate with colleges and their partners to discover, develop, and disseminate effective practices. Our policy work, research, and direct efforts with colleges lead to system change—and enable more students to attain certificates, degrees, transfers, and career advancement.