

Dual and Concurrent Enrollment Taskforce Notes

11.20.25

- Summer- Concurrent Enrollment
- Student survey interest- those in concurrent courses
- Noticed in data: serving different populations across the colleges.
 - Concurrent- White/Asian
 - Dual- Black/Latine
 - Different success rates
- More professional development – for instructors teaching in HS settings (shadowing options- build)
- Link HS Clubs with CCC clubs or programs: eg. Puenta- transition pathway (Bakersfield)
- Communication with families
- Jumpstart- middle school (MESA- College- family nights) San Diego?
- Different Colors for data graphs so is easier to see
- Middle school- younger students access increase
 - Focused intention- Black and Latine
- Language Specific- family engagement- On Campus CCC
- Advertise Student Services/ Tutoring (Student supports)
- Communication- with USDs and Charters appointment dates- for enrollment, etc.
 - Shifting at HS Challenge
- Calendars- with timelines
- PD for HS personnel- CCC info (there is a disconnect)
- Students: messaging about permanent record- so they have a better understanding
- HS students- struggle with navigating system (especially HS to grad transition)
- Dual instructors can communicate about concurrent enrollment options in classes
- Students in concurrent do not realize they need books-
- Physics and Ethnic Studies...
- Interesting in report- CoA younger students at CoA with 100% success (Likely ASTI)
- Concurrent enrollment groups- sell to HS- student groups (cohorts)
- Dip in 18 year old males- possibly due to work...
- Survey Students- why taking concurrent enrollment courses