

**Educational Planning Committee
Report for Academic Year 2016-2017
Student Access 5.1
Presented by Jonathan Eldridge and
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Please keep the report to a maximum of 2 pages for each objective.

1. EMP Recommendation and Objective (Include narrative from 2015-2018 strategic plan)

EMP Recommendation Student Access 5: Develop, implement, and assess outreach activities that involve all segments of the college community and that target high school students, under-represented groups, and growing segments of the county's population.

Objective SA5.1: Increase dual enrollment of high school students by 15 percentage points per year during the three years of this plan, 2015-16, 2016-17 and 2017-18.

Our continuing efforts to increase the numbers of high school students taking college courses resulted in a dramatic increase from Spring 2015 to Spring 2016 of 58.4%, largely due to expansion of the COMPASS Program (with new high schools coming online with 9th grade cohorts at 4 sites) and satellite classes at the high schools. As noted under Performance Indicator SA5.1, there was a very small decline in the %Difference from Spring 2016-2017 (adjusted figures* reflect late adds after First Census Day). Please see the table and footnote under question 3. Taking the significant 58.4% jump from Spring 2015-2016 numbers into account, we succeeded in increasing our concurrent numbers by 15% per annum on average over the course of the last three spring terms. Specifically, a 15% increase from 233 would have been a jump to 268, and a further 15% increase would have been a jump to 308, vs. our Spring 2017 Headcount of 394. We expect another significant jump in concurrent enrollment in Fall 2017 due to the implementation of the Get Focused/Stay Focused Program in the Novato District, which will result in enrolling ~600 incoming 9th graders who will receive 3 units of articulated college credit related to the College Access/Success content they will receive in the program.

2. What actions have been taken toward achieving the objective? Please describe (reference action steps when relevant).

Action Step 1.1: Enrollment over the past few years has edged up slightly among Hispanic students in all the high schools, with an increase in the number of newcomer students who often "age out" of the high school at age 18 without a high school diploma. Recognizing this need, we have worked with our CTE Department, in particular, to develop more options for this population beyond Non-Credit ESL. Thanks to the Adult Ed Block Grant, we have been able to develop more Vocational ESL classes in hospitality/culinary areas as well as Non Credit skill builder certificates. We are working with a countywide committee to support this population to accelerate their language acquisition and workforce skills so that they can find work and continue their education.

Additionally, in order to increase our concurrent enrollment among first generation, under-represented students, and recognizing that transportation to our campuses can be a barrier for some high school students, we have recently instituted a free bus pass through Marin Transit for any student enrolled in 1 unit of more or Non-Credit ESL. We have also facilitated discussions with our high school partners to determine if a satellite at the high school site could meet the needs of their students. Generally, introductory classes that expand and supplement the high school's offerings (e.g., Intro to Engineering at Terra Linda HS), or classes that fill a specific need (e.g., Chinese 101 and

102 due to a shortage of world languages at Novato HS) are of greatest interest. These classes also help us build a pipeline to higher level courses with students often “crossing over” to our campuses in subsequent terms.

Action Step 1.2: Our efforts to expand the number of concurrent enrollment students through the promotion of the Jumpstart Program has been further supported in the past years not only by our High School Counselors/College Career Specialists, but by our community partners who provide college access support to the target student population. For example, Huckleberry Youth and 10K Degrees promote concurrent enrollment among their students as an academic and financial aid strategy, which reinforces our messaging. Increasingly, we have gained access to PTSA (Parent/Teacher/Student Association), ELAC (English Learner Advisory Committee) and Parent Advisory meetings, so that we are able to inform them of the value proposition of concurrent enrollment. Our new High School Outreach webpage prominently showcases Jumpstart, its benefits, and the application/registration process.

Action Step 1.3: The COMPASS Program has expanded each semester for the past 2 years to 4 high school sites as of Spring 2017. Terra Linda (“TL”), San Marin (“SM”), San Rafael (“SR”) and Tamalpais High School are now in place, with Novato scheduled to open in Fall 2017. With each year, we add another grade level, and already have TL 10th graders concurrently enrolled in COM classes. We expect to see an increasing number of these COMPASS students earning college credits over their 4 years in the program. With the addition of the second COMPASS Coordinator this summer we will have greater capacity and coverage as the cohorts grow and the program develops.

Action Step 1.4: Aside from the increasing numbers of concurrent students due to Jumpstart and COMPASS, we will be using data to inform our onboarding, sustaining and transitional support. Already, we have identified the need for stronger messaging related to the importance of college deadlines, especially Add/Drop dates, to ensure that students are mindful of the process needed if the class is not working out. Another example will be to provide more upfront counseling support to Jumpstart students to ensure that they are making informed decisions in their choices, both in terms of which classes they choose, but also in terms of workload and allocation of time to ensure success in the class.

- 3. Are you on track to achieve this objective? What evidence supports your judgment of progress made toward this objective? YES.

Performance Indicator SA5.1: Number of high school students concurrently enrolled for credit 15 percentage points higher than same term in prior year. Baseline is 233 based on 233 concurrently enrolled high school students in Spring 2015.

Concurrently Enrolled High School Students as of First Census Day

	Baseline Headcount Spring 2015	Headcount Spring 2016	% Difference Spring 2015 to 2016	Headcount Spring 2017	% Difference Spring 2016 to 2017
CCP Students	233	369*	58.4	359*	-2.7

Source: Banner

*Adjusted numbers as of April 7, 2017, per PRIE: Spring 2016 Headcount was 401 and Spring 2017 Headcount is 394 due to late adds after first census, so year to year difference of -1.7%.

- 4. Have you achieved this objective? Yes x No _____. If not, why not?