


Dual Enrollment Evaluation Plan: Status Report

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October 15, 2005



Chancellor's Goals 2004-05

Student Access and Opportunity

Expand dual enrollment towards the goal of serving 45,000 students by 2009, *ensuring that the quality of all courses is equivalent to college offerings and meet SACS criteria.*

JSRCC Strategic Plan: Objectives and Strategies FY05-06

- **Goal 8.0 PLANNING & ACCOUNTABILITY:**
 - *Plan for, evaluate, and document the needs, performance, and effectiveness of JSRCC operations and services.*
 - Complete all components of the Dual Enrollment Evaluation Plan.

Progress Toward Enrollment Goal

- VCCS dual enrollment headcount
 - ✓ 2001-02: 14,607 (6.2% of total)
 - ✓ 2002-03: 15,553 (6.6% of total)
 - ✓ 2003-04: 16,801 (7.3% of total)
 - ✓ 2004-05: 21,941 (11.6% of total)
- Goal for 2009: 45,000

Dual Enrollment Growth: JSRCC

- Unduplicated headcount
 - ✓ 2000-01: 1,370 (8.2% of total)
 - ✓ 2001-02: 1,673 (9.1% of total)
 - ✓ 2002-03: 1,575 (9.2% of total)
 - ✓ 2003-04: 1,895 (11.3% of total)
 - ✓ 2004-05: 2,045 (11.6% of total)

Progress with Respect to Quality

- Where, or where, are the data?



Institutional Effectiveness Program

- **SACS Core Requirement 2.5:** The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement, and (b) demonstrates that the institution is effectively accomplishing its mission.

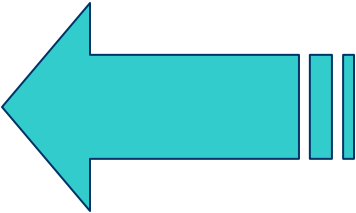
Institutional Effectiveness Program

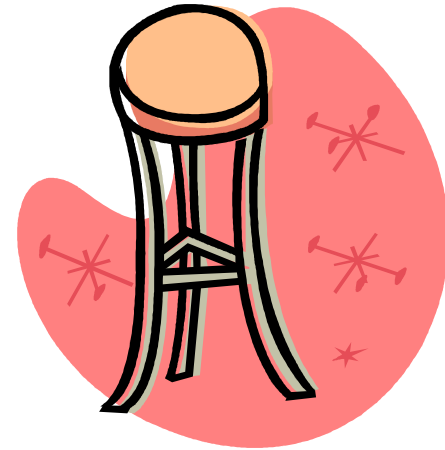
- **SACS Comprehensive Standard 3.3.1:**
The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.

Develop/implement evaluation processes for all major aspects

- Identifies outcomes
- Assesses achievement of outcomes
- Provides evidence of continuing improvement
- Demonstrates that the institution is effectively accomplishing its mission

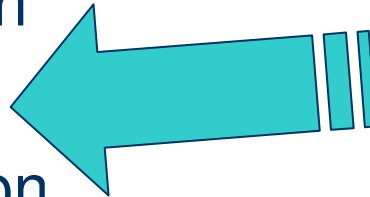
Major Aspects

- Administrative Units
- Instruction 
- Governance and Management Structure



Major Aspects to be Evaluated

- Instruction
 - Academic Programs
 - General Education
 - **Dual Enrollment**
 - Distance Education
 - Off-campus



Dual Enrollment Evaluation Plan

Five Aspects of Dual Enrollment

- Rigor; Collegiate-Level Instruction
- Student Readiness, Eligibility, and Support
- Faculty: Qualifications, Orientation, Evaluations
- Administrative Characteristics
- Student Outcomes Assessment


Collegiate Level Instruction

- **Course equivalency of traditional college course sections and dual enrollment**
 - Syllabus comparison in progress; OIE waiting to receive assessments for all selected courses
 - New target completion date: 12/15/05
 - [DE Syllabus Rev Tool.doc](#)

Collegiate Level Instruction

- **Common grading standard among dual enrollment and traditional faculty**
 - Cross grading of students' work by dual-enrollment and full-time faculty
 - Team formed to develop process
 - New target completion date: 5/15/06

Collegiate Level Instruction

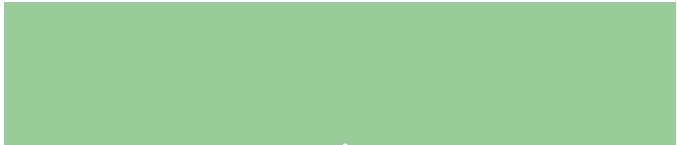
- Eligibility of courses for dual enrollment arrangement
 - Assessment completed 
 - 27 courses not directly articulated with an approved JSRCC program
 - Plan developed to remediate
 - Program affiliation report\1 Summary report.doc

Student Readiness, Eligibility, and Support

- **Students meet college's admissions criteria.**
 - Complete review and analysis of random sample of student applications/test results by 5/15/06

Student Readiness, Eligibility, and Support

- Students are academically prepared for college-level work.
- Student support services meet students' needs.
- Resources (media/library, labs, equipment) are easily accessible to students.
 - Measure: Student, faculty, and parent surveys



	Student Results		Faculty Results		Parent Results	
<i>Satisfaction with student support services...</i>	Benchmark	Survey	Benchmark	Survey	Benchmark	Survey
	80%	90%	80%	87%	None	89%
<i>Preparation for college level work...</i>	Benchmark	Survey	Benchmark	Survey	Benchmark	Survey
	80%	98%	80%	87%	80%	97%
<i>Access to college resources...</i>	Benchmark	Survey	Benchmark	Survey	Benchmark	Survey
	80%	98%	80%	87%	None	N/A
<i>Overall satisfaction with dual enrollment program...</i>	Benchmark	Survey	Benchmark	Survey	Benchmark	Survey
	75%	98%	80%	93%	None	98%



Faculty Characteristics

- **Dual enrollment faculty meet VCCS/SACS qualifications.**
 - 100% of a random sample of faculty credentials in full compliance with requirements for employment. (11/30/05)
- **Dual enrollment faculty evaluations equal those of regular faculty.**
 - 100% of dual-enrollment faculty evaluations conform to evaluations used for on-campus adjunct faculty. (11/30/05)

Faculty Characteristics

- **Dual enrollment faculty will complete an effective orientation process, including PeopleSoft training.**
 - 100% of faculty teaching dual-enrollment courses will complete orientation and PeopleSoft training. (05-06)
 - 80% of faculty completing evaluation forms will rate orientation and PeopleSoft training as effective. (05-06)
- **Dual enrollment faculty are satisfied with the program.**
 - Faculty Survey: 80% of faculty will express satisfaction with the dual-enrollment program.
 - 93% of faculty reported satisfaction with program



Administrative Characteristics

- Dual enrollment students are registered in timely manner.
 - 100% of all dual-enrollment registrations will be added to the SIS by the college census date each semester.
 - Target completion date: May 15, 2006

Administrative Characteristics

- **Dual enrollment students and courses have unique identifiers to facilitate accurate reporting and research.**
 - 100% of all dual-enrollment students and courses will have unique identifiers, i.e., curriculum codes and course section numbers that uniquely identify them as dual-enrollment. (Target completion date: 11/30/05)

Administrative Characteristics

- **Course planning is done in a timely manner.**
 - 100% of dual-enrollment classes will be negotiated by the established deadline each semester.
 - To be completed by May 15, 2006

Administrative Characteristics

- **Up-to-date dual enrollment agreements**
 - 100% of articulation agreements with jurisdictions/high schools will be up-to-date.
 - [Dual Enrollment Agreements.xls](#)



Administrative Characteristics

- New contract template has been developed.
- All contracts need to be updated.
- Dr. Rhodes will present to contract to superintendents for implementation in 06-07 (per Dr. Rhodes' work plan).

Student Outcomes Assessment

- Dual enrolled students' placement is based on same criteria as that of traditional students.
 - Placement of students in credit courses based on placement test results will be identical for both dual-enrollment courses and on-campus courses.
 - Target completion date: May 15, 2006

Student Outcomes Assessment

- **Grade distributions for dual enrollment classes are comparable to those of traditional classes.**
 - The percent of students in dual-enrollment courses receiving grades of A, B, or C will be comparable to the percent of students in the same classes taught on-campus.



Student Outcomes Assessment

- 94 courses included in study
- Sample adjusted to 88 courses
 - 7 AUT courses and 1 ACC 115 course had missing grades for dual enrolled students
- In majority of the courses (86%), dual enrolled students had higher rates of ABC grades than on-campus students
- For detailed analysis see http://inside.jsr.vccs.edu/inside_asr/ProgEval/DualEnrollment/default.htm

Student Outcomes Assessment

- **Students are satisfied with dual enrollment experience.**
 - At least 75% of dual-enrolled students will report being satisfied with their dual-enrollment course(s).
 - Survey results indicate 95% satisfaction with dual enrollment

Student Outcomes Assessment

- **Students in a prerequisite dual-enrollment class will be as successful in the subsequent related dual-enrollment course as students taking both classes on-campus.**
 - The percent of students identified as taking both prerequisite and subsequent related dual-enrollment courses and receiving grades of A, B, or C in the subsequent course will be comparable to the percent of students in the same classes taught on-campus. (Completion: May 1, 2006)

Student Outcomes Assessment

- **Former dual enrolled students experience transfer success.**
 - At least 75% of students surveyed one year after high school graduation who are attending college will report being in good academic standing and being well-prepared for additional college coursework.
 - Projected completion date: May 1, 2006



Questions?

