
 **ALAMO COLLEGES DISTRICT**
San Antonio College

Adventures in Dual Enrollment: Using *The Principles To Guide* Programing


Lisa K. Zottarelli, Ph.D., SACSCOC Institutional Liaison
Sobia Khan, Ph.D., Dean for Academic Success
Tiffany Cox Hernandez, Ph.D., J.D., Dean for Student Success


2019 Annual Meeting of the Southern Association of Colleges and Schools Commission on College
December 9 from 1:30pm to 2:30pm in CS-103



Presentation Learning Outcomes


- Examine Dual Enrollment Integration into the Institution
- Identify inconsistencies in dual enrollment integration to be addressed
- Generate strategies to address challenges in dual enrollment integration

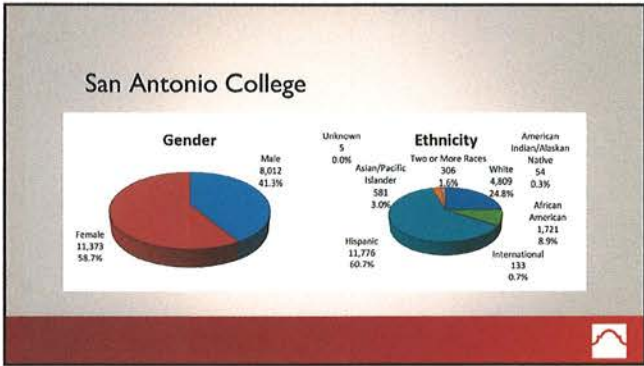


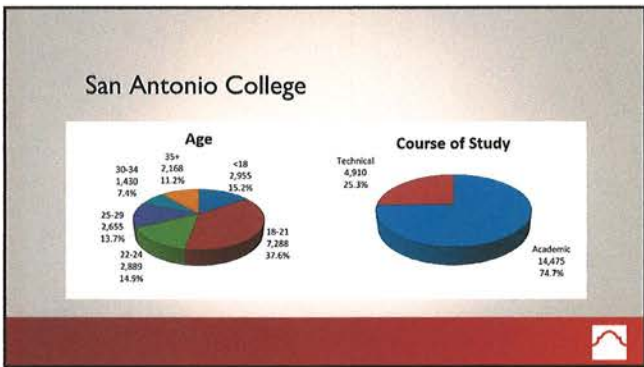


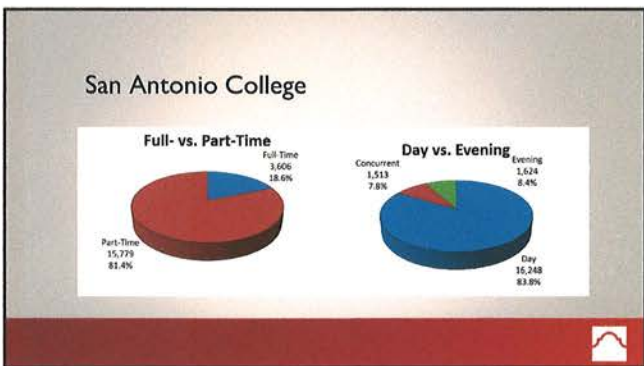
San Antonio College (SAC)

- Urban community college located in the heart of San Antonio Texas
- Main campus with approximately 30 off-site locations
- Approximately 19,000 students









Texas Education Code Section 28.009

Each school district shall implement a program under which a student may earn the equivalent of at least 12 semester credit hours of college credit in high school.

The Texas Higher Education Coordinating Board (THECB) may not adopt rules that limit:

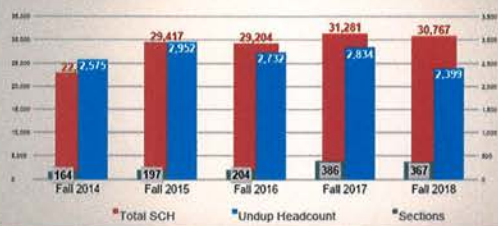
- the number of Dual Credit courses or hours in which a student may enroll while in high school;
- the number of Dual Credit courses or hours in which a student may enroll each semester or academic year; or
- the grade levels at which a high school student may be eligible to enroll in a Dual Credit course.

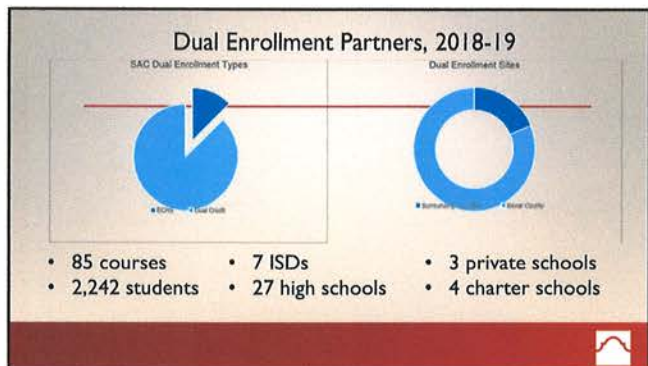


Number of Off-Campus Instructional Sites to Serve Dual Credit Students



SAC FIVE-YEAR DUAL CREDIT STUDENT FALL ENROLLMENT





Snapshot of SAC's 2016 Dual Credit Problems

- An Island Unto Itself
- No Record Keeping
- No One Really Wanted It
- Non-compliance with SACSCOC Substantive Change Policy

Internal Assessment Results and Actions


Placement in Reporting Structure Created Problems with Accountability and Integration

Change: Placed Within Academics Under New Dean

Internal Assessment Results and Actions

Lack of Clarity in Institutional Roles and Responsibilities


Change: Responsibilities across the College Identified and Clarified



Internal Assessment Results and Actions

Assessment of Non-compliance with SACSCOC Substantive Change Policy

Change: Improved Record Keeping and Communication Practices




Change Institutional Culture

from

"That's Not Ours"


to

"Our Students, Our Faculty, Our Courses"



THE PRINCIPLES

Section 6: Faculty




Clarified Faculty and Non-Faculty Roles and Responsibilities

New Academic Dean Position with Focused Responsibilities


Student Services Dean with Clearer Responsibilities

Unit Restructure
Administrative Office: Director, 2 Coordinators, and 2 Specialists
Faculty: Lead Faculty Liaison and 5 Faculty Liaisons
Advising: Team Advising Leader and 3 Certified Advisors



Engaged Academic Chairs and Coordinators

Alignment in:
Hiring Practices
Supervision
Evaluation
Faculty Support and Inclusion
Instructional Services and Support



Faculty Liaisons

Established Team of Faculty Liaisons

- High Need Areas: English, Math, History, Biology, Spanish

Faculty and Academic Support

- Hiring Process Alignment
- Course Content Alignment
- Faculty Evaluations
- Ensure Course and Program Student Learning Assessment



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Section 12: Academic and Student Support Services



Academic Advising Aligned with Career Pathways

- Academic Offered to Every Dual Credit Student
- Advising Team Lead and 3 Certified Advisors
- In-person, email, phone, and Zoom (teleconferencing Advising Sessions Available)



Academic Advising Aligned with Career Pathways

- 50 certified advisors, 5 advising team leads, 1 Director of Advising serve 19,000 students
- 350/1 advisor/student case loads
 - 750/1 advisor/student case loads for Dual Credit
- Students meet advisors at New Student Orientation, map out a degree plan, and meet with their advisor after completion of 15, 30, and 45 hours of coursework
- Advising Syllabus guides advisor/student engagement throughout student's journey
- SSLOs created by certified advisors to measure and improve student learning



Student Success Learning Outcomes (SSLO)

- Student Success Division Began Developing Assessments of Student Learning in 2014
- Each Team Identifies Learning Outcomes to be Assessed (each academic year)
- Assessment Occurs Through Surveys Administered Pre-/Post-Engagement with a Student
- SSLOs aligned with Marketable Skills
 - Texas Core Component Outcomes of Critical Thinking, Communication, Personal Responsibility
- Teams Review Results, Make Adjustments, and Determine Action Plans Twice a Year



Dual Credit Advising Continuous Improvement

- Created to Improve Student Learning in Areas Identified as Challenging for Students
- Aligned with Main Campus Advising Assessment Practices
- Pre-Advising and Post-Advising Surveys that Measure Learning Primarily during Initial Advising Site Visits
- Initiated Fall 2018



Our Students – Academic and Student Success

- SAC Student College Identification Card with Student ID Number
- SAC Student Email Account
- ACES (Online Portal) Access
 - Canvas (Learning Management System)
 - Access to Information (e.g. Unofficial Transcripts, Transcript Requests, My MAP, etc.)
- Individual Study Plan (Academic Course of Study Plan)

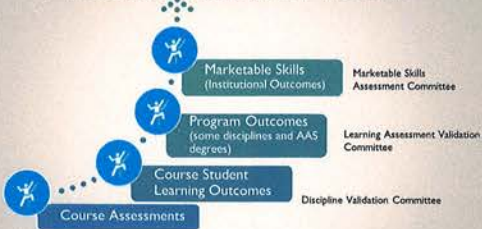


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Section 8: Student Achievement



ACADEMIC ASSESSMENT MODEL



Dual Credit Students and Courses Fully Integrated

Faculty Liaison, Academic Chairs, and Program Coordinators Support Faculty in the Student Learning Assessment Process

Data Included in "SAC Scores" Assessment Days

Disaggregate Data by "Dual Credit" and by Off-Campus Instructional Site



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Section II: Library and Learning/Information Resources




Library Services to Faculty and Students

- Library Access
- Online Portal for Faculty and Students
- Librarian Support for Faculty and Students
- Training for High School Librarians



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Ongoing Compliance and Continuous Improvement



Creating a Culture of Compliance

- Using an Equity and Inclusion Lens for Dual Credit


Example: Including Dual Credit in Planning from the Beginning and at Every Stage



Creating a Culture of Compliance

- Creating and Maintaining Open and Routine Structured Communication

Example: SACSCOC Liaison and Academic Dean Meet Every Semester to Review Off-Campus Instructional Site Activity, Project Growth, and Ensure Substantive Change Compliance



Creating a Culture of Compliance

- Building Teams and Support Across the College

Example: Faculty Liaison Role



Using *The Principles*, We Created a Culture of Compliance



QUESTIONS AND DISCUSSION



THANK YOU!

- Dr. Lisa K. Zottarelli
LZottarelli@alamo.edu
- Dr. Sobia Khan
SKhan32@alamo.edu
- Dr. Tiffany Cox Hernandez
TCox29@alamo.edu

