



Shared Responsibility for Success

A Supported Hybrid-Online Dual Enrollment Model

After 5 years of continued refinement, Leadership Public Schools and Merritt College have a best practices model for maximizing the potential of dual enrollment.

The Model:

- Merritt Instructor – course content, presentation and grading (paid by Community College ADA)
 - Online instruction via Moodle / Canvas with three in-person meetings
- LPS Course Facilitator – access and success supports (paid by High School ADA)
 - Daily in-class support during regular high school class period on high school campus
 - Access strategies: Deconstructing syllabus and textbook, time management and course management, discussions to foster critical thinking, collaboration strategies, writing support, reflection and goal setting
- LPS Counseling Liaison - managing institutional logistics
 - Streamlines institutional logistics – registration, add-drop, credit transfer, Moodle, MOU, textbooks, course planning and scheduling, aligning calendars and master schedules
- Ongoing Communication and Data Sharing – joint commitment to supporting student success
 - Pre-semester planning session: sharing syllabus and expectations; planning hybrid sessions, identifying individual responsibilities and communication; and aligning high school and college calendars
 - Sharing student progress data and course expectations for ongoing student support; specific communication before first and final withdrawal deadlines
- Intentional Pathway
 - All courses are UC / CSU transferrable
 - Courses align to a career pathway that leads to an AA and BA
 - Initial courses are: 1) generalizable to multiple career pathways, 2) of high interest, accessible, and 3) provide a chance to "learn to do college." Technical courses later
 - High success beginning with and applied Interpersonal Communications followed by Intercultural Communications, courses where the the actual content supports college and career readiness

The Results:

- **96%** of LPS Oakland 2016 graduates received college credit
 - 90% passed 2 or more UC / CSU transfer courses
 - 7% earned more than a semester of credit
- Interpersonal Communications: **72%** LPS pass rate fall, **94%** LPS pass rate spring
 - 73% Merritt pass rate fall; 53% Merritt pass rate spring - same course, same instructor
- Intercultural Communications: **100%** LPS pass rate spring
 - 67% Merritt pass rate spring – same course, same instructor

Dual Enrollment – Dual Benefits

- **LPS**
 - Students learn the processes and expectations of college early, with support
 - Particular support and focus given to Special Education students and English Learners to increase their course, and college, success
 - Students learn to navigate online courses and have that as an option when in college
 - All students graduate with college credit usually two courses in the Supported Hybrid-Online model
 - Students are able to transition to a wider range of online courses with more limited cohort support and then to independent summer courses on campus. Some graduate with up to a year of college credit
 - Students headed to community college have the possibility of completing certificate programs prior to graduation and / or passing courses that enable them to enter without remediation
- **Merritt**
 - Increased college success rates (High school teacher delivers “TA” effect)
 - FTE generated with a high Productivity – over 30 students per course with a Productivity ratio of 18-19
 - Maximized adjunct potential
 - All teachers of a course use the same hybrid framework, maintaining quality control regardless of the instructor.
 - All instructors agree to data sharing and communication, maximizing success for the student and productivity for the course
 - Enthusiastic response of adjunct faculty due to hybrid model and lack of travel
 - Creating enrollment pipeline and reducing “stigma” of community college
 - Impact of Applied Communication courses
 - Exposure to college success skills (critical thinking, writing, listening and public speaking, time management, revising).
 - Heightened awareness of: listening as a communication skill, using “I” statements to resolve conflicts in their daily lives, ability to focus on racial and cultural perspectives other than their own.
 - 50% of undecided students said they would enroll at Merritt after taking a Communication class.