

San Diego and Imperial Counties Community Colleges Regional Consortium

SUMMARY OF FEEDBACK

REGIONAL EARLY COLLEGE CREDIT DRAFT DEFINITIONS

Project Context

Regional Strong Workforce Program Workgroup 1 Career Pathways (WG1) efforts include acceleration of pathways from high school, Adult School, and noncredit education students to college. Early college credit opportunities are a key strategy for accelerating college degree and certificate completion. As such, the San Diego Imperial County Regional Consortium is committed to supporting K-12, Adult School, noncredit education, and community college practitioners in working together to build meaningful early college credit opportunities for career pathway completion.

WG1 activities identified the need to establish common regionally approved definitions related to early college credit for K-12, Adult School, and noncredit education to credit-bearing community college as a priority first step. Establishing regionally agreed-upon definitions related to early college credit will help bridge gaps across K-14 career pathways and create consistency for K-12, Adult School, noncredit education, and community college practitioners.

Draft Definitions & Stakeholder Feedback

The definitions were first compiled by WestEd from existing local, regional, and statewide resources. WG1 members then provided feedback via an online shared document and in workgroup meeting discussions. Earlier versions were shared at previous regional career education deans' meetings, K12 CTE directors' meetings, and other K14 outlets throughout the spring 2021 semester. Constituents were encouraged to provide feedback throughout the full process.

Most Recent Round of Feedback – CC Focused

Between May and June, each Community College had an additional opportunity to review the definitions and provide feedback. Led by the lead Career Education Deans, the following community college stakeholder groups were encouraged to review the draft definitions and provide feedback:

- Local community college early college credit practitioners (CCAP and articulation leads)
- College Articulation Officers
- College outreach staff and leaderships
- Curriculum specialists
- Faculty
- Deans
- Vice Presidents of Academic Affairs/Instruction

Summary of Feedback

This document summarizes the feedback received. This document accompanies the latest draft of the definitions (see 8-13-21 version).

Timeline – Final Round of Feedback

Finalized definitions will be presented to ROC in November 2021. In preparation, the 8-13-21 updated definitions will be re-distributed to the Colleges for final comments.

Structure of DRAFT Definitions Document Distributed for Feedback

The draft definitions document distributed for feedback included the definitions for the following seven (7) early college credit opportunities (in alphabetical order):

- Advanced Placement (AP)
- Articulation Credit by Exam
- College Level Examination Program (CLEP)
- Concurrent Enrollment
- Dual Enrollment
 - CCAP Dual Enrollment
 - Non-CCAP Dual Enrollment
 - AB 554 Dual Enrollment for Adult Education

Each entry included the definition as stated in legislation (e.g., Perkins) or official websites (e.g., College Board) along with four subsections:

- Purpose
- Key components
- How students receive college credit
- Critical Issues

Finally, fourteen (14) implementation terms were included in the document to aid understanding of the early college credit opportunity definitions. For example, “Apportionment” and “Course Outline of Record.”

Summary of Feedback Received

A total of 19 people provided feedback for this draft of the ECC Definitions document.

Table 1. Role and Number of Providers of Feedback on ECC Definitions Document.

Deans	7
Members of the County Articulation Council	5
Representatives from college outreach offices	3
VP of Academic Affairs	1
Curriculum Chair	1
Dual Enrollment Supervisor	1
Pathway Coordinator	1
Total	19

These 19 people made a total of 75 comments, 55 of which pertained to the 7 main ECC opportunity entries.

Below is a breakdown of these 55 comments, by definition subsection.

Table 2. Feedback on the Seven Main ECC Opportunities, by Definition Subsection.

Definition itself	8
Purpose	5
Key components	10
How students receive college credit	4
Critical issues	21
Could not be classified by subsection	7
Total	55

The category of “Other” includes comments about an entry in general or a comment that could not be classified by subsection, for example: “Use success indicators as data to continue or terminate articulation.”

Twenty (20) comments pertained to either the document as a whole or to one of the fourteen (14) implementation terms included in the document.

Table 3. Other Feedback on the Definitions Document.

Document as a whole	10
Apportionment	3
Course Outline of Record	4
CTE Transitions	1
K-12 College and Career Readiness Indicator	2
Total	20

The vast majority of the comments in Tables 2 and 3 have a been incorporated into the 8-13-21 revised definitions. Some comments received were operational rather than definitional in nature and were, therefore, not included in the revision.

Operational versus Definitional

Comments regarding operations – for example: whether or not a college chooses to use CATEMA in its articulation credit by exam process, or what grade levels of high school students are eligible to participate in a given early college credit opportunity – while valuable for future exploration, were not included in the revised document. To address differences in operations and implementation of early college credit opportunities across the colleges in San Diego and Imperial Counties, the 8-13-21 definitions document includes statement such as “this process may vary by college,” after the baseline definitions and standard key components are provided.

Many of the operational comments received reveal current practitioner challenges and shared points of tension. These issues, challenges, and recommendations related to implementation for improved practices will be addressed during phase II of the project.

Summary of operational comments and recommendations received:

- Collect sample templates and tools, including – some comments received pertain to requests for the collection and sharing of:
 - Sample MOUs and agreements
 - Sample timelines
 - Forms
 - Data systems
 - Faculty, parent, and student resources
- Promising practices and recommendations – some comments included recommendations for collection and sharing of promising practices in the following areas and/or recommendations for adoption of specific promising practices regionwide:
 - K14 partnership building
 - Early college credit Implementation models
 - Equity within early college credit
 - Career pathway alignment
 - Outreach
 - Data informed strategic planning for early college credit opportunities
 - Operational challenges, incentives, and example practices (textbooks, scheduling, reporting, etc.)
 - Strategies for increasing enrollment opportunities for adult school students
 - Improved student advising regarding college credit, implications for transfer, etc.
 - Addressing instructor qualifications and managing union issues
 - Scheduling of dual enrollment classes
 - Guidance on duplicate credit issues