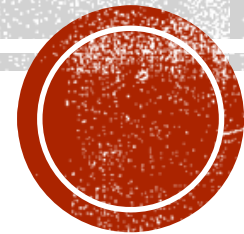


DUAL-E AT CSM



DUAL-E MODELS

Singletons <i>Single courses offered to fulfill an immediate need</i>	<ul style="list-style-type: none">•9th-12th grade•Offered on college or high school campus	<ul style="list-style-type: none">•Higher achieving
Pathways <i>Structured sequence of courses</i>	<ul style="list-style-type: none">•9th-12th grade•Offered on college or high school campus•Has a common theme	<ul style="list-style-type: none">•Not college bound•Underserved, underrepresented
Middle/Early College <i>Structured “school within a school”</i> (EC 11300-11302)	<ul style="list-style-type: none">•9th-12th grade•Dual-credit courses•Typically on a college campus	<ul style="list-style-type: none">•“Middle” performing student•Underserved, underrepresented



DUAL-E RESEARCH

- **Broadening the Benefits of Dual Enrollment Reaching Underachieving and Underrepresented Students with Career-Focused Programs** Katherine L. Hughes, Olga Rodriguez, Linsey Edwards and Clive Belfield
 - More likely to graduate from high school
 - More likely to transition to a four-year college (rather than a two-year college)
 - Less likely to take basic skills courses in college
 - More likely to persist in postsecondary education
 - Accumulating more college credits than comparison students



HIGH SCHOOL INCOMING FALL 2017

		High School District									
		CUSD		SMUHSD		SUHSD		Other		Total	
		Count	Column %	Count	Column %	Count	Column %	Count	Column %	Count	Column %
Ethnicity	African American	1	1.4	8	1.3	14	3.5	8	1.1	31	1.7
	Asian	1	1.4	76	12.0	14	3.5	82	11.2	173	9.4
	Filipino	0	0.0	32	5.1	6	1.5	199	27.1	237	12.9
	Hispanic	40	56.3	265	41.9	217	54.7	279	38.1	801	43.7
	Native American	0	0.0	1	0.2	0	0.0	1	0.1	2	0.1
	Pacific Islander	0	0.0	20	3.2	10	2.5	15	2.0	45	2.5
	White non-Hispanic	24	33.8	176	27.8	116	29.2	81	11.1	397	21.7
	Multi Races	5	7.0	50	7.9	16	4.0	64	8.7	135	7.4
	Unknown	0	0.0	4	0.6	4	1.0	4	0.5	12	0.7
	Total	71	100.0	632	100.0	397	100.0	733	100.0	1,833	100.0
Gender	Female	32	45.1	285	45.1	190	47.9	321	43.8	828	45.2
	Male	39	54.9	334	52.8	198	49.9	388	52.9	959	52.3
	Not disclosed	0	0.0	13	2.1	9	2.3	24	3.3	46	2.5
	Total	71	100.0	632	100.0	397	100.0	733	100.0	1,833	100.0
Student Term Age	Younger than 20	71	100.0	628	99.4	394	99.2	731	99.7	1824	99.5
	20 - 24	0	0.0	4	0.6	3	0.8	2	0.3	9	0.5
	Total	71	100.0	632	100.0	397	100.0	733	100.0	1,833	100.0
AB540/ DACA	AB540/DACA	3	4.2	28	4.4	26	6.5	19	2.6	76	4.1
	Not AB540/DACA	68	95.8	604	95.6	371	93.5	714	97.4	1,757	95.9
	Total	71	100.0	632	100.0	397	100.0	733	100.0	1,833	100.0
First generation college	First generation college	41	65.1	355	60.5	241	64.4	459	67.2	1,096	64.2
	Not first gen	22	34.9	232	39.5	133	35.6	224	32.8	611	35.8
	Total	63	100.0	587	100.0	374	100.0	683	100.0	1,707	100.0



DATA DRIVEN

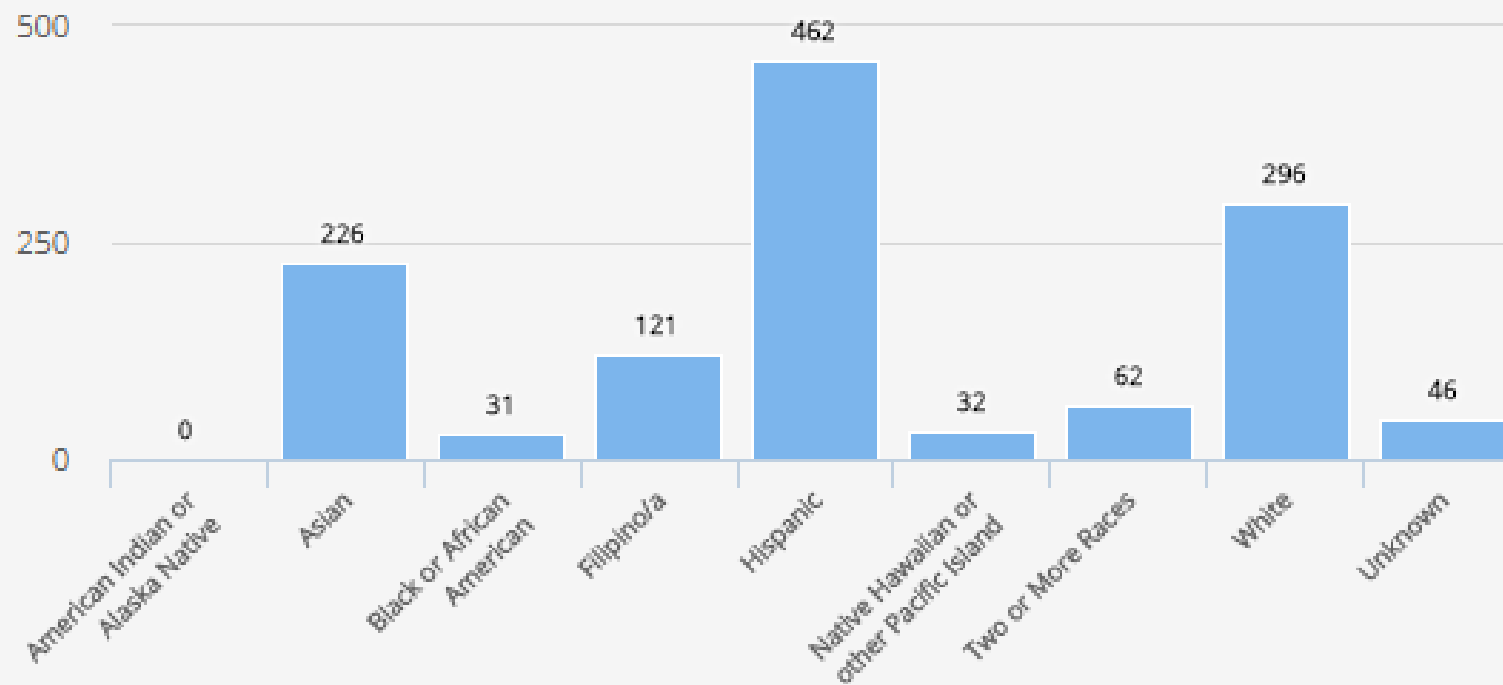
- <https://www.calpassplus.org/LaunchBoard/GuidedPathways.aspx>



Number of Students in the Cohort

1,276

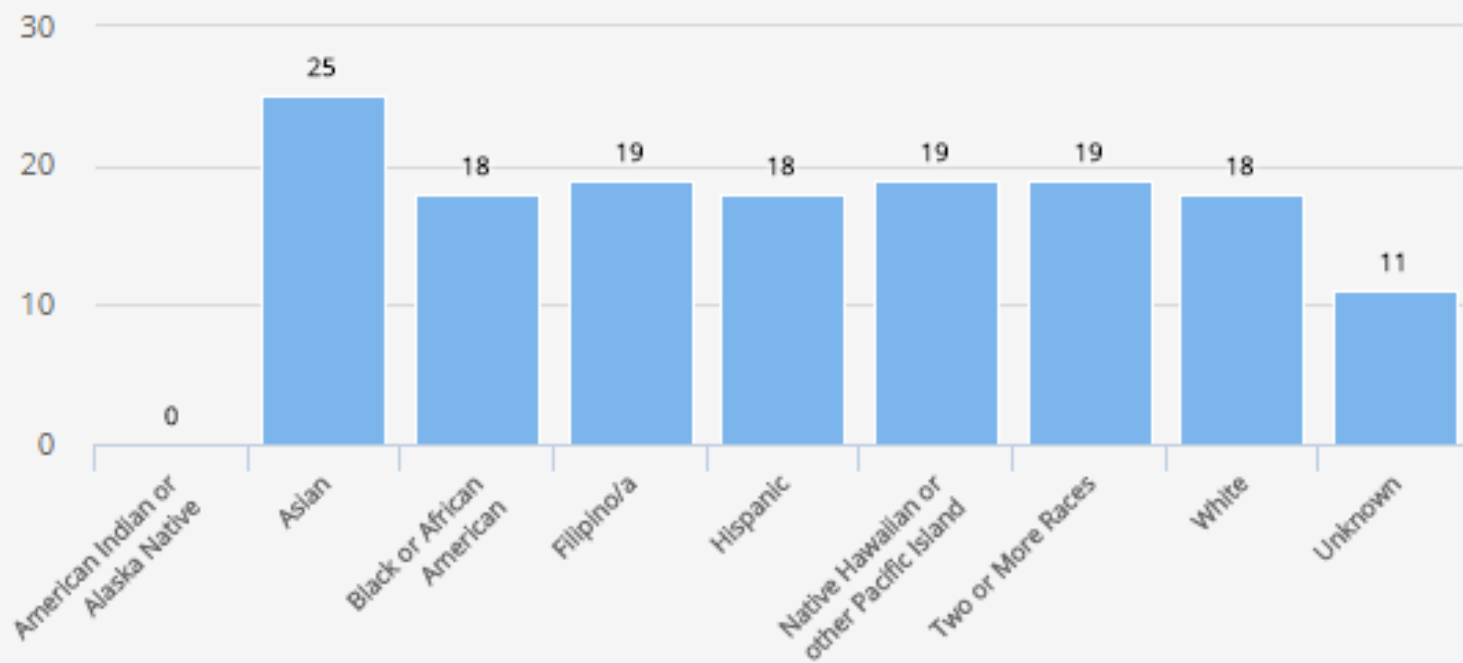
Students



Average Number of Credits Attempted in Year One

19

Units

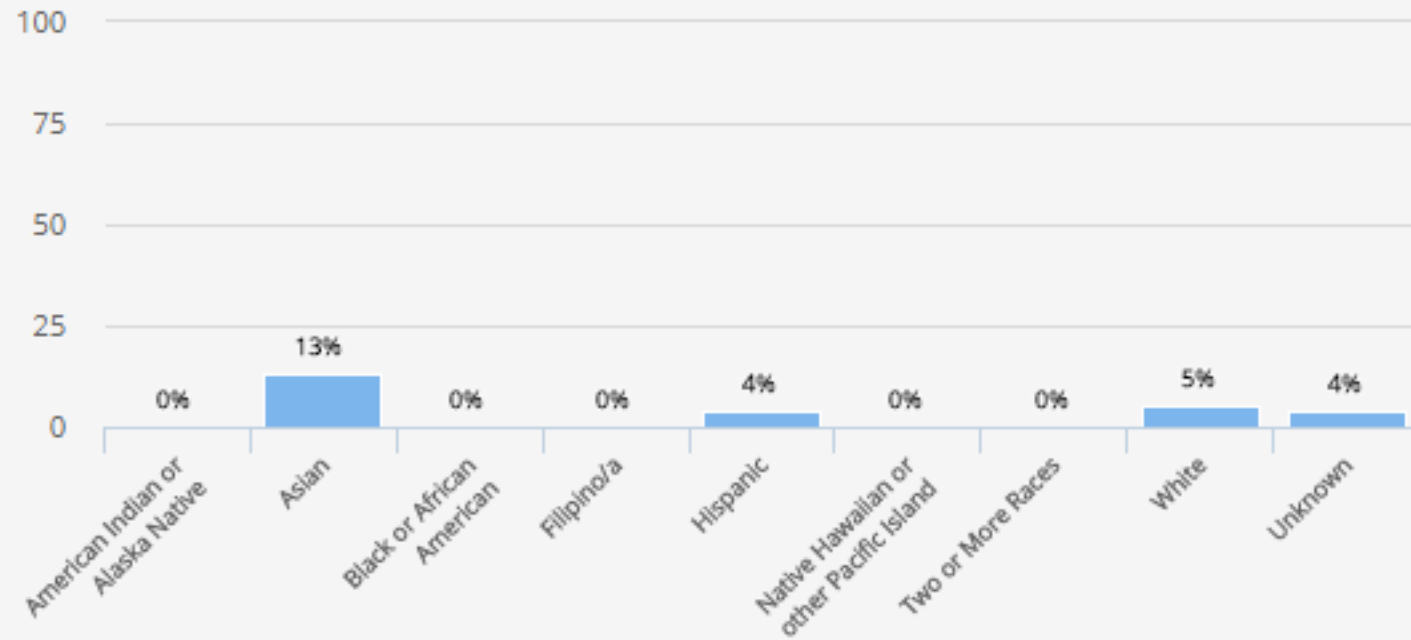


View data as percentages ▼

Successfully Completed Transfer-Level Math in Year One

6%

Students

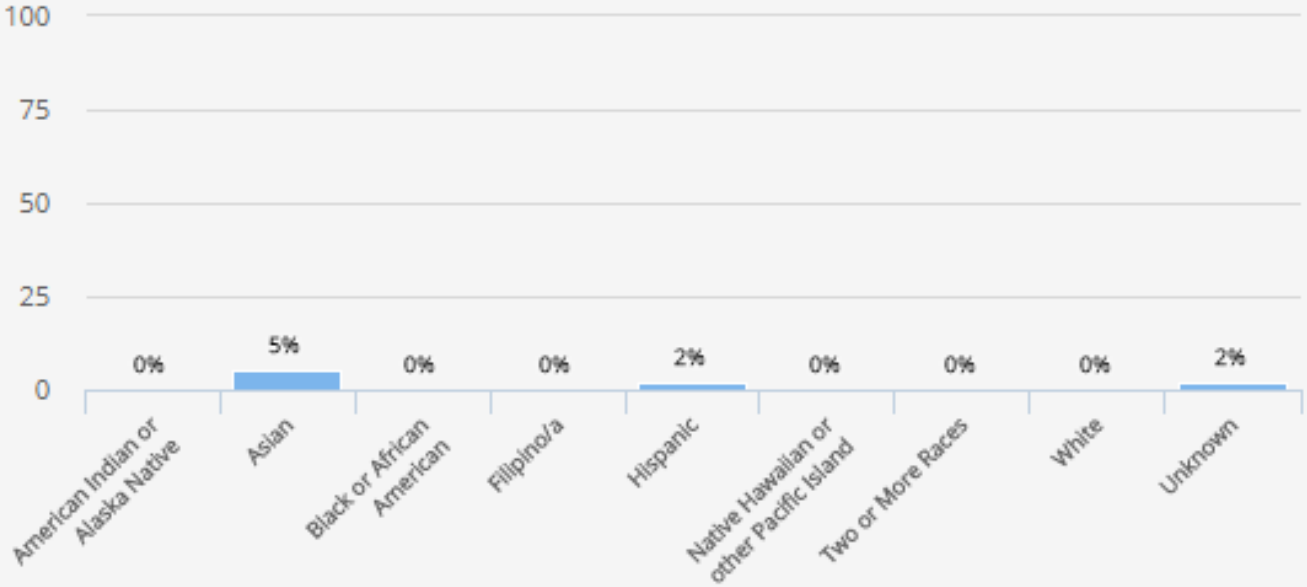


View data as percentages ▾

Successfully Completed Transfer-Level English in Year One

2%

Students



DESIGN PRINCIPALS

- Adopt and Equity Framework by focusing on high school students who may not already be college bound or who are underrepresented in higher education
- Develop seamless pathways from HS to CSM for career technical education or preparation for transfer
- Establish a College Dual E team for each feeder high school

