

Dallas College Educational Partnerships Dual Credit, P-TECH & ECHS: Planning for Student Success 1/13/21

Accountability on these actions is shared amongst various departments and Schools of within Dallas College.

Issue	Action to be Taken, starting Spring 2021
1.Device & Software Requirements for College Courses	<ul style="list-style-type: none"> • Compile list of software/hardware requirements for dual credit courses. • Remote students with Chromebooks and Macs can use virtual desktop infrastructure (VDI) lab that have required software/apps available. <ul style="list-style-type: none"> ○ Initial efforts focused primarily on ITSW 1407 and CADD due to limited number of available virtual desktops and software licenses.
2.Educational Partnerships Contacts with High School & Students	<ul style="list-style-type: none"> • Welcome packet, promotion of Ready for Day One resources and Welcome Week events planned by Student Life & Engagement including plans for Virtual College 101 to better prepare students for virtual learning with topics including study skills, resources, self-care, and a student-led panel. • Develop minimum standards of expectations for Educational Partnerships staff, faculty, and facilitator engagement with students that everyone agrees to that we can implement. • Work with Academic Services to improve tutoring services wait time, group tutoring, and asynchronous tutoring options. • Continue to add resources and information to Dual Credit Resources that can be shared with faculty, high school credentialed instructors and facilitators. • Faculty will be encouraged through Provost communication and FacultyOneStop resources to communicate scheduled office hours and schedule optional tutorials and virtual student engagement meetings with students. • Schedule meetings with dual credit facilitators to discuss best practices. • Communicate with ISD partners to be strategic about characteristics of best facilitators. Additional support would make a difference. <ul style="list-style-type: none"> ○ 892 courses were assigned 212 facilitators in Fall. Outcomes varied depending on the students, course, and faculty
3.Promoting Success of Dual Credit Students & Addressing Myths	<ul style="list-style-type: none"> • Explore adjuncts receiving mileage when in-person classes at high schools resume. • Work with Student Success on role of dual credit academic advisors/success coaches and workshops available through counselors • Work with Academic Services on the role of Library Services and Tutoring Services support for dual credit. • Collaborate with Center for Excellence in Teaching & Learning (CETL) on professional development for faculty. • Celebrate and advertise the overall success of dual credit students through Marketing venues (Employee Newsletter, reports, etc.). Have successful students submit their stories via Dual Credit website. • Communicate the efforts that are already happening and bolster the impact of things that have already been implemented.
4.Faculty Contact with Students	<ul style="list-style-type: none"> • Facilitate opportunities for dual credit students to engage with faculty. Schedule town halls with faculty and students. Representative faculty can share expectations and students can ask questions (i.e., Pop-up Friday's for students with faculty) • Ensure students have a welcoming atmosphere in their college class from faculty and staff. • Encourage faculty to continue communicating course requirements and expectations, including announcements in Blackboard with link to tutoring. • Encourage faculty to open course shells early so students can start reviewing content. • Communicate the impact "F" grade can have for students vs. "W" or "I."

<p>5. Review Fall, 2020 Student Success Data as compared to Fall, 2019)</p>	<ul style="list-style-type: none"> • Evaluate Fall, 2020 grade distribution as compared to Fall, 2019 and discuss implications for Spring, 2020 strategies. • Discussed data with Provost & Vice Provosts of Academic Success, Vice Chancellor & Associate Vice Chancellors of Student Success. Reviewed student success data, classes with high withdrawal and failure rates, contributing factors and what things we can do to improve. <ul style="list-style-type: none"> ○ Leverage Student Progress Reporting and identify gaps where SPR is not happening. ○ Share timelines with faculty, including when to start communicating options for withdrawals or incompletes to students. • Send out faculty survey to those faculty who had facilitators to further plan improvements and support.
<p>7. High School Student Expectations & Preparation for Rigor of College Courses</p>	<ul style="list-style-type: none"> • Update Welcome Packet for Dual Credit Students and e letter that will be shared with students registered for Spring before classes start. • Encourage students to visit the Dual Credit page of Dallas College website and find links for the welcome packet and online orientation. Students get access to all resources available to them and have the option to download or print. • Develop resources or direct messages we can tailor to parents that can be sent through high school partners. Tools/videos/documents to help them support their student at home. • Highlight high school expectations versus college expectations, including utilizing office hours: Difference between High School and College • Plan with High school/ISD to offer meetings or panel discussions between upper class and lower-class peers. Upper class can give some tips and advice. Provide high school/ISD template on how to implement. • High school/ISD offer mentoring programs
<p>8. Scheduling Synchronous Learning Opportunities</p>	<ul style="list-style-type: none"> • Provide faculty guidelines for scheduling synchronous learning. • Faculty teaching multiple sections in one course can offer multiple meeting options. Schedule a morning and afternoon session. Student would not have to attend session during their class time. • Faculty will be encouraged to offer tutorials (i.e., optional orientation or review sessions, and/or general help sessions. Sessions could be recorded (recorded session must meet accessibility requirements). • Faculty can involve assigned high school facilitators in scheduling synchronous learning. Good opportunity to build relationship and communication between faculty and facilitators.