

A. DESCRIPTION AND PURPOSE

Student Services

1. Describe the program's purpose and mission. Limit 250 words.

Dual Enrollment

The Dual Enrollment Program (DE) offers high school students an opportunity to take college-level courses at their high school. The goal of the program is to assist students in completing a pathway in a designed area, helping students get articulated credits for classes that they are taking at the high school and encouraging students to see college as a viable option in their future. The program serves students at Beverly Hills, Culver, New West, Malibu, Santa Monica, and Palisades high schools.

The program provides outreach material, enrollment services, program orientation to all participating students, and intrusive counseling throughout the semester. The program also supports SMC instructors who are teaching Dual Enrollment classes. The classes are selected based on the request of the high school and if the school is outside of our local area permission needs to be requested by the local community college for SMC to offer the courses.

Young Collegians Program

The Young Collegians (YC) Program was developed in collaboration with SMC and SMMUSD administrators. The program was implemented in the summer of 2008. The program's goal is to open up the world of college to students while they attend high school and offer Santa Monica and Malibu high school students the opportunity to obtain a high school diploma while accruing college units simultaneously. The targeted population is comprised of students who have traditionally been underrepresented in postsecondary education, students who have not had access to the academic preparation needed to meet college readiness standards, students for whom the cost of college is prohibitive, students of color, English Language Learners, and first-generation college attendees.

As a cohort, the Young Collegians participate in concurrent enrollment classes at SMC for three summers and are given the opportunity to individually take additional classes in the fall and spring semesters. The aim of the program is for a Young Collegian to successfully complete at least 14 SMC college units by the time they graduate from high school. The summer courses that the Young Collegians participate in are:

Year 1 - Communication Studies 35, Interpersonal Communication (3 units) and Counseling 1, Developing Learning Skills (1 unit)

Year 2 - Music 33, Jazz in American Culture (3 units) and Library 1, Library Research Method (1 unit)

Year 3 - Bus 45, Individual Financial Planning (3 units) and Media 1, Survey of Mass Media Communications (3 units)

Along with the SMC summer classes, the Young Collegians are also expected to attend student success workshops, which provide tutoring opportunities, team building exercises, career exploration, presentations from inspirational speakers, soft skills training, college tours and college preparation workshops.

2. Which of the following Institutional Learning Outcomes does the program support? Select at least one.

ILOs

- ☒ #1 - Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives
- ☐ #2 - Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems
- ☐ #3 - Respect the inter-relatedness of the global human environment, engage with diverse peoples, acknowledge the significance of their daily actions relative to broader issues and events
- ☐ #4 - Assume responsibility for their own impact on the earth by living a sustainable and ethical life style
- ☒ #5 - Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom

B. STUDENTS SERVED

3. Describe 1-3 salient demographic composition of students served by the program and include an analysis of how it aligns with the students your program is intended to serve. (500 words)

The Young Collegian program serves high school students from underserved communities within the SMMUSD district for three summers, starting after their freshman year. During and after the COVID-19 pandemic, the program experienced a decrease in enrollment, but is now slowly growing back. In the past, the program has had over 70 students participate. In summer 2024, there were 45 students, and in summer 2025, there were 55 students. The goal for summer 2026 is to have a full class of new students, aiming to increase enrollment to over 70 students.

The student demographics for the Young Collegian program are 7% Black, 4% Asian, 82% Latinx, 2% Multi-race, and 5% White. This demonstrates that the program is effectively reaching its target demographic. With the increased enrollment, the program aims to serve more Black students to help bridge the equity gap for this group.

The Dual Enrollment program targets high school students, with a demographic makeup from Fall 2024 to Spring 2026 of 4-5% Black, 7-13% Asian, 18-25% Latinx, 9-16% Multi-race, 1-2% Unknown, and 48-55% White. The demographic data at each high school needs to be assessed to determine if there are any gaps in enrollment for any group.

Dual Enrollment is a great tool to help bridge equity gaps; the Dual Enrollment team would like to have more conversations with their target high schools to increase the enrollment for first generation college students who are Black and Latine/x. To support these students' additional pedagogy and support needs to be implemented to ensure that all enrolled students are successful.

The Dual Enrollment team would also love to reach out to LAUSD schools and offer Dual Enrollment classes at these sites, as many of the SMC students come from these high schools. Unfortunately, due to high school administrator turnover, as well as guidelines from LAUSD and LACCD, along with state regulations, the college has not been successful in setting up classes at these schools. However, the Dual Enrollment team continues to meet with and talk to these schools to explore ways of offering Dual Enrollment classes.

4. Describe how the program does outreach to, and provides access for, the intended student population. (250 words)

The Young Collegians are recommended to the program by their high school counselor. Once recommended, the students are invited to attend an informational workshop with their parent/guardian to learn about the program. The student is then asked to complete an application to be accepted into the program.

The Dual Enrollment team works with the counselors of each high school to inform them about the classes that will be offered in the coming year. They also conduct workshops for various parent groups at each school to share information about Dual and Concurrent Enrollment. The students inform their counselors that they would like to take a Dual Enrollment class when they sign up for their classes in the spring semester.

5. When considering student outcomes, SMC produces the largest equity gaps for Black and Latinx students. How does the program address equity gaps within the scope of work that it performs? (500 words)

The Young Collegians program is a great tool for increasing success for our Black and Latinx students and bridging the equity gap. The students complete 14 college credits, which is in line with the Vision 2030 goal for high school students. The students in this program have a very high success rate of 94%. When compared to Concurrent Enrollment students who are Black and Latinx, the Young Collegians have a higher success rate. The Concurrent Enrollment success rate is 79-91% for Black students and 85-92% for Latinx students, based on data from summer 2022 to summer 2025.

The Young Collegians are successful due to the structure of the program. The program is based on a cohort model, and the students take college classes together. A few of them have mentioned that this support made taking college classes easier and allowed them to help one another complete the various tasks required to be successful. The program also utilizes intrusive counseling strategies to ensure that the participating students are engaging with the material and being successful. The

program also has many activities to allow the students to get to know the staff and fellow young collegians, which further adds to the comfort level of the students, allowing them to seek help if they need it.

As mentioned before, the Dual Enrollment program needs to be better utilized to help with the equity gaps for Black and Latinx students, and the team needs to work with the schools to reach the Chancellor's Office Vision 2030 goals. Reaching this goal will be challenging, but the team is constantly working with local high schools to increase the classes they are offering. This year, we had a conversation with SMMUSD to offer a counseling class to all the freshmen next year and possibly implement a personal finance class for all their seniors. Unfortunately, these ideas will not move forward for next year, but we will keep working with the school to determine the best way to reach all the students. We are also working with Beverly Hills on implementing a new model there for next year.

The work we are doing is helping with enrollments. The program has had an increase in student enrollment - in Fall 2024, we had 376 students, and in Spring 2026, we had 583 students. This increase is moving us in the right direction, but as mentioned before, the team cannot implement classes without the support and approval from the high schools. One school that has been a "rockstar" is New West Charter. We have implemented a CalGETC pathway at this school, and next year will be the 4th year we are working on the pathway, with students being able to graduate high school with CalGETC completed.

6. If applicable, describe any instructional partnerships or collaborations that impact the students served by the program. (500 words)

The partners for Dual Enrollment are the high schools. The high school staff and administrators are key stakeholders in the program. The DE team works with each high school to offer classes that meet their needs. The program guides the conversation, but the ultimate say on what classes are offered and how many are decided by the high school.

The high school is also a partner for recruiting students and supporting them. Without this support the DE team would not be able to offer the classes they do to the students.

The high schools also support the SMC faculty that offer their classes on the school site. Along with the DE team, each faculty member gets an orientation, campus tour, campus resources, etc. The high school also designates a point of contact for the faculty in case there is an emergency or faculty need assistance.

C. ASSESSMENT AND EVALUATION

7. Describe any changes that have been implemented as a result of the recommendations of the last program review. (500 words)

The program has implemented a new counseling support initiative utilizing high school counselors. It has also expanded outreach to parent groups and counselors, while encouraging high schools to attend Dual Enrollment conferences to learn more about the program's benefits.

8a. Identify and describe one or two outcomes students are expected to experience after receiving services from, or participating in, the program. (200 words)

The primary outcome for Young Collegians and Dual Enrollment is to help students earn college credit during high school, reducing both the cost and time required to obtain a bachelor's degree after graduation. A secondary goal is to expose students to new content and ignite a passion for learning. Finally, we aim to instill confidence so that students feel prepared to pursue higher education. By experiencing college-level coursework within a supportive environment, students learn about academic expectations and the 'hidden curriculum' of college, leading to greater success in their future studies.

8b. Describe how the identified student outcomes are assessed. (e.g., a survey of program participants is administered at week 12 of each semester) (200 words)

Student outcomes are assessed through success data, participant surveys at the end of the spring semester, and ongoing dialogue with students and parents. Additionally, the program incorporates end-of-semester conversations with counselors and faculty members teaching the courses.

8c. What is the “effectiveness” target goal for each of the expected student outcomes identified? (e.g., 90% or more of students attending the FAFSA workshops successfully complete the financial aid application within four weeks) (200 words)

Our goal is for 90% or more of participating students to successfully earn college credit. Based on survey results, we aim for at least 80% of students to report that they gained exposure to new content, feel better prepared for college, would recommend Dual Enrollment to their peers, and found the overall experience valuable.

8d. Analyze the program’s performance on the data collected to assess the program’s student outcomes. Is the program meeting the target goals? What context is needed to understand the results? (500 words)

Yes, both programs are meeting the goals with high success rate and

9. Based upon the outcomes assessment, satisfaction evaluation and/or other data, provide two notable examples of how the program serves students effectively and briefly explain why they are successful. (500 words)

N/A

10. Based upon the overall assessment and evaluation of the program, describe 2-5 areas that require attention or improvement. (500 words)

N/A

D. THE FUTURE OF THE PROGRAM

11. Based on the findings from your assessment/evaluation, describe the goals/priorities and accompanying action plan(s) you will pursue to improve your program. (500 words)

The team is working on expanding the program to meet the goals of the Chancellor's Vision 2030. We have been working with our high schools to determine the best way of achieving this vision. While these conversations have resulted in additional classes we still have a great deal of work to do to achieve 12 college units for every high school student. The biggest challenge is convincing the high school faculty to take on the extra work that it takes to offer the additional classes. We also have to strive to increase access to Dual Enrollment for our Black and Latinx students.

E. EMPLOYEES/PROGRAM STAFF AND DEPARTMENTAL CULTURE

12. List and describe program staffing, including FTE, faculty, classified professionals, managers, and student/intern support. (250 words)

Maral Hyeler- Program Director

Maria Leon -Vasquez- Project Manager CTE Grant- assists when needed

SMC Dual Enrollment Faculty

High School Counselors- assist with enrollment and student support

High School Administrators- assist with planning and faculty support

13. Analyze staffing levels in the context of the program's mission and purpose. Are there any gaps or needs to be addressed? (250 words)

Due to budget cuts, the program lost its 50% AA1 position. For the 2025–2026 academic year, we utilized staff from other departments to assist with student enrollment and paperwork management. Moving forward, it is essential to develop a sustainable plan to meet these enrollment needs. Furthermore, as the program continues to grow, we must identify long-term solutions for providing students with robust academic counseling and success support.

14. Describe how the program provides ongoing professional development opportunities for staff. (500 words)

The Program Director attends annual Dual Enrollment conferences to stay current on new policies and procedures. Our team also encourages high school partners to attend these conferences to learn more about state-level initiatives to expand Dual Enrollment. Additionally, all Dual Enrollment faculty are required to meet with the Director prior to the start of the semester. During these orientations, the Director covers program logistics, student demographics, available support systems, and best practices for working with high school students.

15. What equity-centered practices and training have been implemented in the program? If applicable, provide examples and discuss strengths and areas for growth. How can the institution better support the program and staff in developing an equity minded work culture? (500 words)

As the program grows and more underserved students are enrolled, we hope to implement equity-focused meetings for our Dual Enrollment faculty. These sessions will better prepare them to support our Black and Latinx students effectively. A core strength of both programs is the use of intrusive counseling practices and constant communication with faculty regarding student progress. When a student needs support, our team intervenes early to ensure they have the time and resources to improve their grades and achieve success in the course.

16. If applicable, describe if the program has a succession plan to ensure that it is minimally impacted by staffing transfers, departures, and/or retirements? (250 words)

A written guide outlining all program steps and procedures is available. The Director also maintains regular meetings with the Dean of Academic Affairs to ensure administrative alignment and awareness of the program's work.

17. Describe the program's workplace culture, climate, and morale, and discuss how it impacts the program's ability and capacity to effectively serve students. Describe how the college can support and improve the environment and/or morale in your department. (500 words)

As a small program with only one Full-Time Equivalent (FTE) staff member, there is no formal departmental workplace culture; however, the program climate remains very positive. The Director strives to maintain a 'Yes, and' culture with partner schools and staff, prioritizing creative problem-solving to meet the specific needs of students and high schools.

F. BUDGET PLANNING

18. Describe how the current program budget aligns with the program's goals and outcomes over the next three years. If it doesn't align, what would be needed to supplement the current budget allocation? (250 words)

The program currently operates on a very limited budget, with funds primarily allocated for high school stipends. For the program to expand effectively, additional financial support will be required.

19. Are there any special projects or initiatives that will require additional budgeting or a reallocation of existing resources for the program? Consider the following: human resources, reducing racial equity gaps, student success and completion, community relations, professional development opportunities, and federal, state or district initiatives. (500 words)

N/A

This form is not yet ready.