

English Department Response to Dual Enrollment Concerns

The English department acknowledges that offering dual enrollment ENGL B1A (transfer-level English) courses can be beneficial to student access and to coordinating curricular goals between BC and partner high school districts. However, the department is concerned that its lack of oversight over dual enrollment hiring and evaluation may be compromising course standards. Most concerning is the large discrepancy between concurrent enrollment success rates and the dual enrollment success rates over the last three years, as captured in the following chart provided by BC's Early College Director.

School Year	Concurrent Enrollment Success Count (Number of students earning a "C" or higher in ENGL B1A at Bakersfield College)	Concurrent Enrollment Success Rate (Percentage of students who attempted ENGL B1A at Bakersfield College and earned a "C" or higher)	Dual Enrollment Success Count (Number of students earning a "C" or higher in ENGL B1A through Dual Enrollment at their high school)	Dual Enrollment Success Rate (Percentage of students who attempted ENGL B1A through Dual Enrollment at their high school and earned a "C" or higher)
2018-2019	100	77%	773	90%
2019-2020	173	73%	882	95%
2020-2021	82	73%	897	79%

The department recognizes that there many variables that can account for the discrepancy in success rates. But we are troubled by our inability to ensure that it does not owe to a divergence in the rigor and expectations of B1A course standards, which would put dual enrollment students at a disadvantage when completing their sequence coursework. Specific concerns about the dual enrollment program include the following:

- Anecdotally, faculty reported that students who took a dual enrollment B1A course were less prepared for higher level courses like B2, especially in areas of analytical thinking and argumentation.
- Communications and interaction between the department and partner high schools are currently low and in most instances non-existent. More opportunities for chairs and counselors to collaborate would be beneficial. Requiring professional development opportunities, such as regular and ongoing essay grade norming between BC and high school faculty, would also help ensure quality standards are being shared.
- Department chairs and deans have little input in the hiring process beyond verifying that an English instructor's transcript showing a Master's in English meets qualifications. Aside from the adjuncts hired at BC, the chair and dean do not conduct any interviews. It would be preferable for the chair and dean to prioritize class assignments from BC full-time and adjunct faculty before high schools recruit their own teachers.
- There is minimal oversight over the evaluation of dual enrollment instructors. Having the ability to evaluate and assess our high school partners would give the department much more confidence that dual enrollment courses are meeting our standards. Given the amount of work necessary for proper oversight, this work would need to be a part of faculty load.