



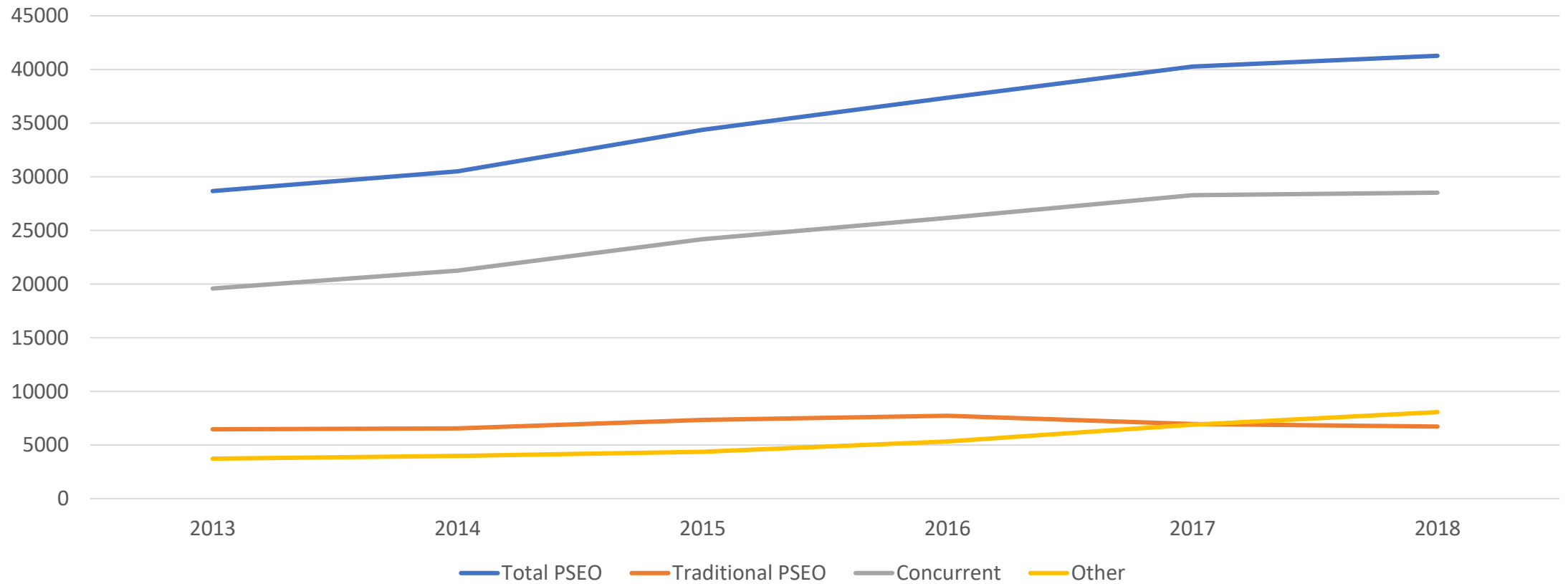
September, 2020
Academic and Student Affairs

PSEO Strategic Workplan

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Dual Enrollment Headcount by Fiscal Year

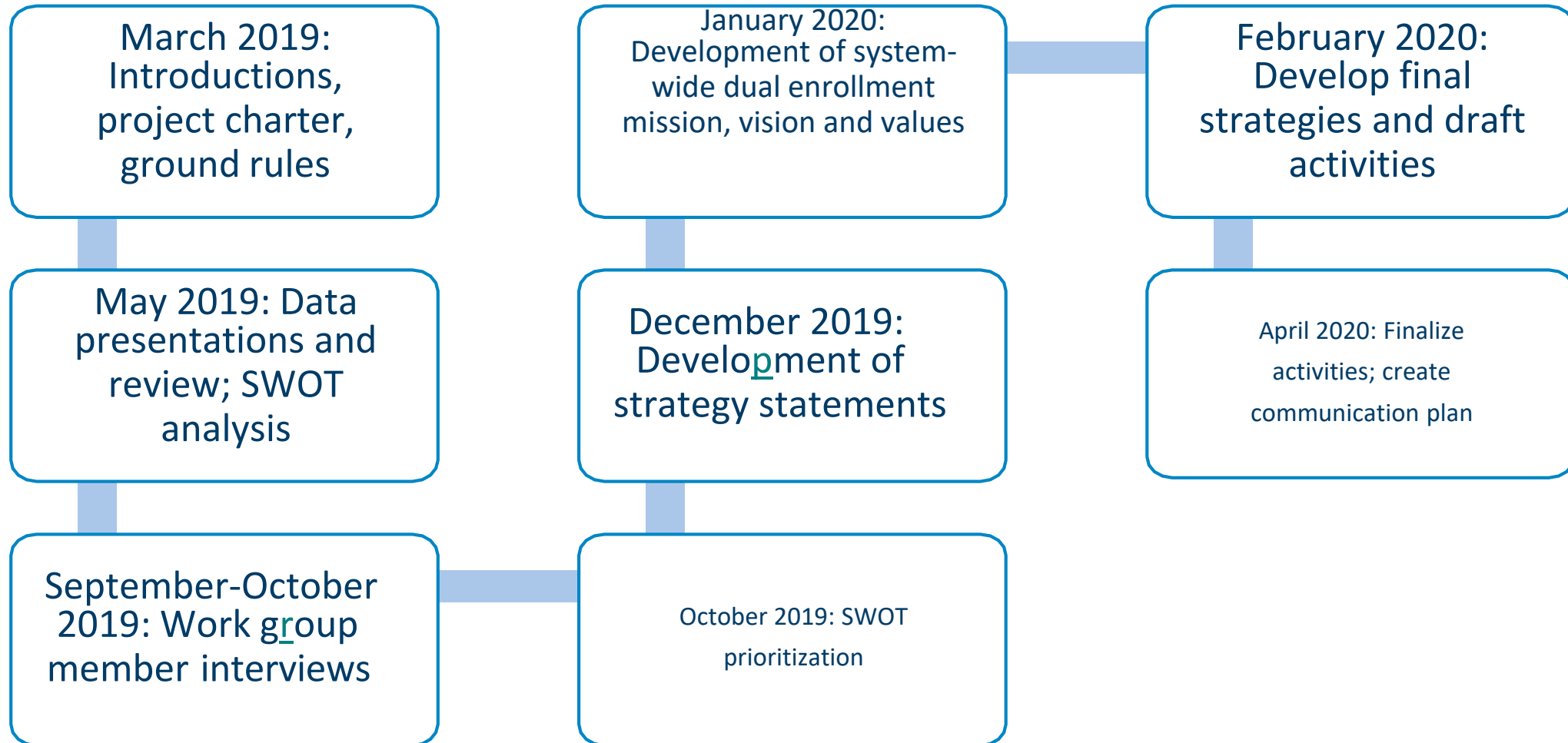




PSEO Workgroup

- Convened in spring 2019
- Charged with developing strategies and recommendations for the future direction of the system's PSEO programming
- 31 Members, which include:
 - College and university students, faculty, staff, SAOs, and presidents
 - System staff
- We continue to explore ways to incorporate the voice of external stakeholders, such as K12 faculty and administrators and community organizations.

Strategic Planning Process



PSEO work group member interview themes in response to the question: “What elements need to be present in a successful dual enrollment plan?”



System Dual Enrollment Mission & Values

Mission

To increase opportunities to elevate college readiness for secondary learners through rigorous and affordable college and university courses that advance the Minnesota State goal of eliminating educational equity gaps in our state.

Vision

Create successful student futures by leading the nation in closing equity gaps and increasing college readiness and completion rates.

Values

We will enact our vision by holding ourselves accountable for:

- **Equity/Inclusion/Access and Student Success:** To reach and serve students who are underrepresented, underserved, and/or marginalized in higher education, we believe in fostering access to a dual enrollment learning environment where students with diverse values, goals, and learning styles can be successful.
- **Partnership:** We believe that colleges, universities, and high schools must share the responsibility for programming, student outcomes, and instructor support.
- **Quality:** Be authentic, intentional and clear about our goals, consistent and effective in our processes, and transparent about our results.

Issues and Concerns Informing Strategies

- 62% of high school concurrent enrollment instructors are not credentialed in the field in which they teach (System Office Research Credentialing Report, 2018).
- 78% of dual enrollment headcount was White; Minnesota Department of Education statistics show that 65% of Minnesota students were White.
- Students and families cannot easily find information on which courses match to degree programs.
- Dual enrollment students are a unique population of students and their needs and experiences often differ dramatically from the general student population.
- Students may not understand how earning college credit furthers degree completion.

Strategy Areas



Strengthen

Strengthen academic quality



Close

Close opportunity and equity gaps through access and availability



Create

Create clear program/career paths



Develop

Develop comprehensive student supports



Tell

Tell the story of dual enrollment



1. Strengthen Academic Quality

- A. Increase university Masters of Education programs that embed the required 18 credits (online) to help align with local and national credentialing standards.
- B. Hold conversations with secondary faculty and administrators about building the CTE concurrent enrollment pipeline and about CTE credentialing requirements, particularly the recency requirement.



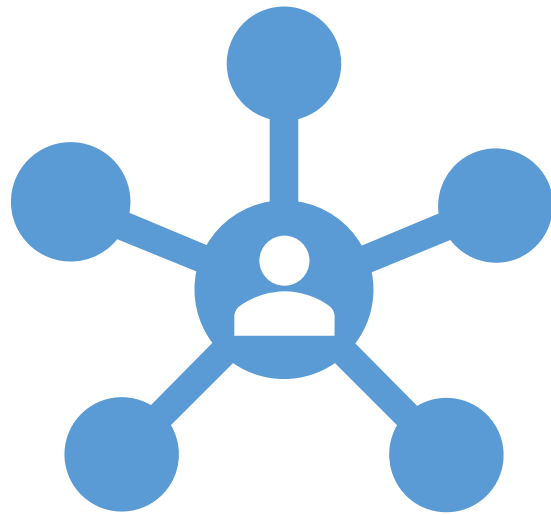
2. Close opportunity and equity gaps through access and availability.

- A. Develop an accessible report and reporting process along with a communication plan on dual enrollment data that includes: (1) a baseline for measurement to identify access and opportunity gaps by analyzing student demographic/enrollment data in K12 overall and with regard to CE/PSEO participation across the state and (2) other states' demographic and dual enrollment data.
- B. Commission a mixed methods (quantitative and qualitative) research study that shows both nationally and at the State-level where dual enrollment students from under-represented groups are doing especially well; design the study with K-12 partners, other relevant state agencies and members of the PSEO Work group; use results to promote best practices in equity across the system.



3. Create clear program/career paths

- A. College/Universities create clear programs/career paths that link high school to college/university programs. These would include:
 - A list of programs/career pathways;
 - Intentional sequencing of courses within each pathway; and,
 - An accessible schedule identifying when, where, and courses are offered.
- B. Create a site (or other technologies), if these do not currently exist, that clearly identifies program requirements in a way that is easily accessible to dual enrollment students (after clear maps exist).



4. Develop Comprehensive Student Supports

- A. Develop ways to provide student services in a meaningful way for dual enrollment students who are not on campus, leveraging technology or other innovative solutions so all students can access the same supports provided on the campus. Student services include:
- Math Learning Center/Writing Center/Tutoring Services for PSEO vs CE - distance tutoring
 - Career Services/planning
 - Disability resource issues - different for minors/K-12, vs. college
 - Academic Advising - knowledge of Transfer Pathways
 - Mental health services
- B. Create a method for doing intrusive outreach and communication regarding these services.
- C. Create a dual enrollment navigator - a dedicated advocate (post-secondary staff or staff persons) - at the high school or college/university that works with dual enrollment or institutional/regional advisor for multiple schools - which in turn increases partnerships - who supports students at the entry point while they're enrolled and through their transition into post- secondary.



5. Tell the story of dual enrollment

- A. Conduct system-level research focused on whether students in dual enrollment who take prerequisite courses via PSEO/CE perform better than students who take these same prerequisites at the college in courses that require these prerequisites (e.g., calculus).
- B. Develop and implement an institution- based and systemwide framework for communicating the role dual enrollment programs and students play in meeting college, university, and system strategic goals around college success, college readiness, enrollment, financial sustainability, relationships with local secondary partners, pipelines into programs, access and equity goals, etc.
- C. Create and implement an external marketing campaign to communicate about the value of dual enrollment opportunities for students and their families.

Anticipated Results

- More high school instructors credentialed to teach concurrent enrollment
- More enrollment of students of color in dual enrollment courses
- Inclusion of dual enrollment as a specific, resourced, system-wide equity strategy
- Every dual enrollment course relates to a program pathway; pathway information easily available online; dual enrollment navigators available
- Access to more support services for students participating in dual enrollment in every dual enrollment program
- Regular data reports to all dual enrollment stakeholders that includes system- and campus-level data
- Internal and external communications/marketing collateral easily accessible for presentations and meetings with stakeholders

Next Steps

Timeframe	Process
Summer 2020	Conduct equity review; develop detailed fall 2020 review and feedback process
Mid-September, 2020	Implement quick- turn-around survey-based feedback process (draft is sent to stakeholders and feedback requested)
By Sept. 30, 2020	Analyze and summarize feedback for work group
First Workgroup meeting in October, 2020	Use feedback to revise draft into final draft for Round 2 review
October-November, 2020	Conduct Round 2 review
By December 15, 2020	Make necessary revisions and create final version of Dual Enrollment Strategic Plan; send the Dual Enrollment Strategic Plan to all stakeholders included earlier in the process
January, 2021	Implementation begins

What Is Not Included in This Plan?

- Changes to the State's PSEO (dual enrollment) funding model.
- A method for connecting students specifically to Career/Technical Education (CTE) opportunities.
- Streamlining and standardizing campus processes (e.g., enrollment/registration).
- A clear path for increasing participation by under-represented students.
- A method for addressing distance learning-based dual enrollment competition from external institutions.
- Deep consideration of the effects of COVID-19-related on distance learning plans.

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