

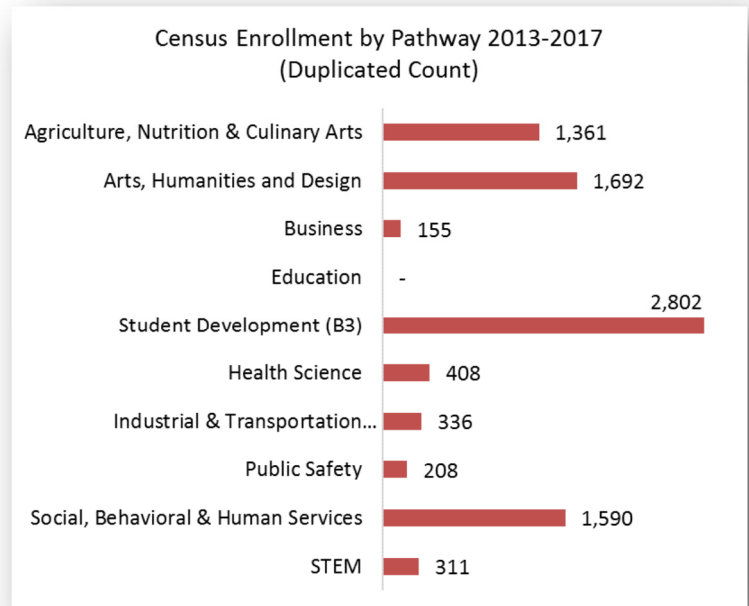
As Bakersfield College develops Guided Pathways and meta-majors, dual enrollment offers high school students an opportunity to begin collegiate work toward their field of study.

The Dual Enrollment Program fosters a college going culture by allowing high school students to earn college and high school credits at the same time.

- Increase college credits awarded to high school students
- Reduces college cost for students and families
- Reduces the length of time it takes for students to obtain their academic and career goals
- Promotes college completion and success

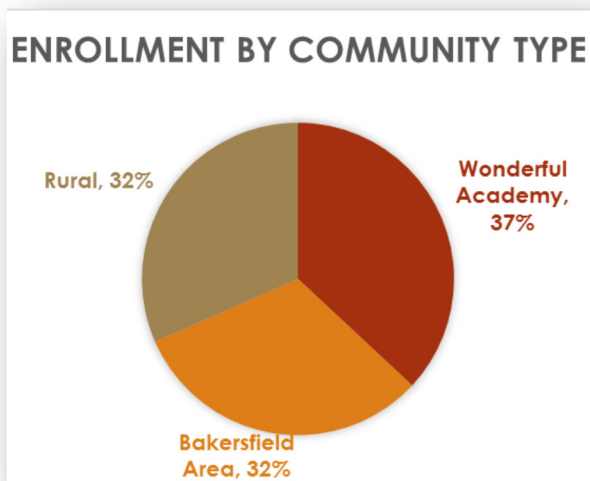
Dual enrollment course offerings continue to grow at a steady pace. Of 46 high schools in the Bakersfield College service area, 31 or 67% have offered dual enrollment courses.

Many courses are offered in alignment with local industry needs in Agriculture, Allied Health, Construction, and Energy sectors.



Passing college-level courses—especially while still in high school—can encourage students to think of themselves as capable of college success.

PROMOTING ACCESS



Dual enrollment offers rural communities the opportunity for the next generation to pursue multiple pathways that can lead to GE certification, associate degree, or a bachelor's degree.

In rural communities exposure to and development of a college going culture are critical elements to improving chronically high rates of unemployment and poverty.

Over two-thirds of dual enrollment courses are offered in Kern County rural communities, where, in some cases, fewer than 1 in 20 adults have a bachelor's degree.

SUPPORTING EQUITY INITIATIVES

Multiple initiatives focus on increasing student success at Bakersfield College, with emphasis on onboarding, matriculation services and improving entering students' transition into college.



Dual Enrollment supports the commitment to help all students succeed by offering exposure to college level coursework in high school and addressing disparities in access.

In the current academic year, 85% of dual enrollment students identified as a student of color, with the largest subset being Hispanic students. In both cases, dual enrolled students had higher representation among these groups than were represented among main campus students.

Main Campus (2016-17)

76% Students of Color
• 67% Hispanic

19% White

5% Other (not reported, 2 or more)

Dual Enrollment (2016-17)

85% Students of Color
• 78% Hispanic

8% White

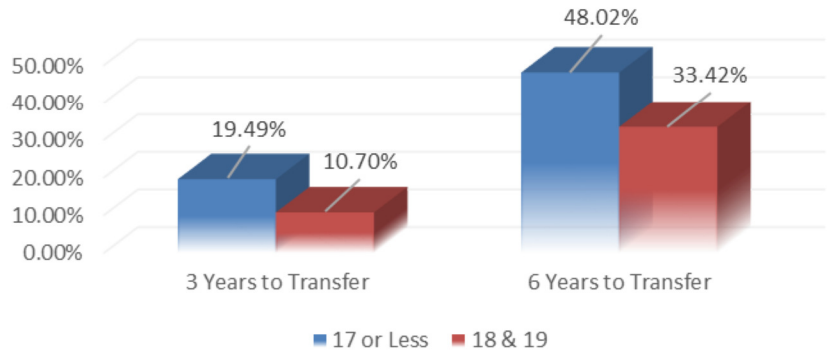
7% Other (not reported, 2 or more)

IMPROVING TRANSFERABILITY

The Kern Promise focuses on a shared responsibility model to help students complete their degree within two years. Like national research, initial data indicates that students who take college coursework in high school are far more likely to transfer than those who do not.

The data is clear that the dual, concurrent, and early enrolled students are most likely to transfer at 3 years and at 6 years.

3 AND 6 YEAR TRANSFERRABILITY BY AGE OF FIRST COLLEGE COURSE TAKEN



For the 2009-2010 cohort year, nearly 20% of students below 18 years old who began college coursework (e.g. concurrent, dual, articulation or early enrollment) transferred within three years, in comparison to only 11% of those who were 18 or 19 years old when they began college coursework.

Likewise, those below 18 years old had a 48% transfer rate at six years, in comparison to 33% of those 18 and 19 years old.

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