

106. GOVERNANCE STRUCTURES

***+106.01 F25 Faculty and Local Academic Senates Voice in Dual Enrollment**

Whereas, The Academic Senate for California Community Colleges is recognized in Title 5 §53200–53206 as the representative of local academic senates in academic and professional matters, the “10+1”, including curriculum, educational program development, and standards or policies regarding student preparation and success, and thus, faculty leadership is essential for the quality and integrity of all college instruction, including dual enrollment¹;

Whereas, California has significantly expanded dual enrollment as a statewide strategy for access, equity, and college/career readiness, and dual enrollment is a key focus of the California Community Colleges Chancellor’s Office Vision 2030, with nearly 150,000 high school students (about 30% of the class of 2024) participating, and with 37% of those students enrolled through College and Career Access Pathways agreements²;

Whereas, Systemwide College and Career Access Pathways full-time equivalent students have grown from 1,763 in 2017–18 to over 24,000 in 2023–24, reflecting rapid program expansion and underscoring the need for faculty involvement and inclusion in governance to ensure that such growth aligns with local academic senate processes³; and

Whereas, The implementation of dual enrollment across California community colleges has been inconsistent, with varying levels of faculty input and local academic senate engagement in planning and implementation, leading to uneven governance alignment, and faculty participation in areas that fall under the 10+1⁴;

Resolved, The Academic Senate for California Community Colleges affirm that dual enrollment is college instruction fully under faculty purview and local academic senate processes across the 10+1, including curriculum, program development, grading and assessment, professional learning, and academic standards;

Resolved, The Academic Senate for California Community Colleges encourage local academic senates to establish clear governance processes for dual enrollment, including curriculum approval, discipline assignment and minimum qualifications, faculty evaluation, and student support, ensuring consistency with faculty responsibilities and existing collective bargaining agreements; and

Resolved, The Academic Senate for California Community Colleges develop, in a paper and/or resources on dual enrollment that clarifies the alignment of dual enrollment with the 10+1, and provides implementation tools, promising practices, and policy support, to be presented at the Fall 2027 Plenary Session.

CONTACT | Stephanie Curry, ASCCC Executive Committee, Area A

¹ Title 5, California Code of Regulations, §§53200–53206; “10+1” areas of academic and professional matters.

² California Community Colleges Chancellor’s Office, Dual Enrollment Annual Report 2023–24, Table 5 (systemwide CCAP FTES by year).

³ California Community Colleges Chancellor’s Office, Dual Enrollment Annual Report 2023–24, Table 5 (systemwide CCAP FTES by year).

⁴ Public Policy Institute of California (PPIC), *Dual Enrollment in California: Promising Practices and Challenges* (2024).