

Director, Dual Enrollment  
South Orange County Community College District

Direct Link: <https://www.AcademicKeys.com/r?job=260063>

Downloaded On: Jul. 25, 2025 10:22am

Posted Jul. 23, 2025, set to expire Jan. 28, 2026

**Job Title** Director, Dual Enrollment

**Department**

**Institution** South Orange County Community College District  
Mission Viejo, California

**Date Posted** Jul. 23, 2025

**Application Deadline** Open until filled

**Position Start Date** Available immediately

**Job Categories** Director/Manager  
Professional Staff

**Academic Field(s)** Administration - Other

**Job Website** <https://www.schooljobs.com/careers/socccd/jobs/5016200/director-dual-enrollment>

**Apply By Email**

**Job Description**

**Application Instructions:**

- Complete all sections and fields on the application and attach all required documents – incomplete applications may not be considered.
- Include all relevant education, training, and/or experience on the application.
- Do not include any personally identifiable, confidential, or otherwise unrequested information that does not pertain to job related factors (e.g., social security number, date of birth, pictures, etc.) on your application or attached documents.
- For job postings with a close date, all applications received by 11:59 PM (Pacific Time) on the job posting close date, will receive consideration.
- For job postings with an initial screening date, all applications received by 11:59 PM (Pacific

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Time) on the job posting initial screening date, will receive priority consideration; however, typically the job posting will remain open, and continue to accept applications, until the position is filled.

- For job postings requiring professional references, include at least three (3) professional references from the following categories:
  1. Current department chair(s) (for faculty) or supervisor(s);
  2. Previous department chair(s) (for faculty) or supervisor(s) (from within the past five (5) years);
  3. Master's thesis or Doctoral Dissertation advisor or supervisor (for faculty);
  4. Colleague(s) or co-worker(s) who can address professional competency and skills relevant to the position; and/or
  5. Other professional references.

Please note, professional references are typically contacted when a candidate is selected for, or as a finalist for, a position.

## Description

*Specifications are intended to present a descriptive list of the range of duties performed by employees in the position. Specifications are not intended to reflect all duties performed within the job.*

We are seeking a compassionate and visionary leader who shares our college's deep commitment to student-centered education and inclusive excellence. The ideal candidate will bring **administrative leadership experience** in the development, organization, and management of two or more instructional or student services programs, including at least one initiative supporting **dual enrollment or the transition from high school to college**.

At the heart of this role is the opportunity to lead and grow meaningful partnerships that open doors for students—especially through **high school collaborations, early college programs, and concurrent enrollment pathways**. Experience working collaboratively across **K–12 systems, academic and student affairs, and community college instruction** is highly valued.

We are looking for someone who brings a **strategic mindset**, thrives in **cross-sector partnerships**, and models **team-based leadership** rooted in care, respect, and shared purpose. The successful candidate will demonstrate **exceptional interpersonal and communication skills**, along with a proven ability to build **sustainable, equity-driven programs** that support the academic journeys of **first-generation, low-income, and historically underserved students**.

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At our college, we believe that transformative leadership not only advances access and opportunity but also cultivates a sense of belonging and success for every student. We invite applicants who are ready to build on this vision—one rooted in collaboration, integrity, and the belief that higher education can change lives.

### **SUMMARY DESCRIPTION**

Plan, supervise, assess, and evaluate the functions and activities that support Dual Enrollment and related programs. This position is the liaison between the college and K-12 school districts and is responsible for managing and enforcing the terms and conditions of College and Career Access Pathways (CCAP) dual enrollment partnership agreements and memoranda of understanding related to these programs. The position also provides complex administrative support to the appropriate Vice President or designee.

### **DISTINGUISHING CHARACTERISTICS**

The Director of Dual Enrollment reports to the appropriate Vice President or designee and is responsible for managing dual enrollment course offerings at local K-12 school districts. The position requires experience in dual enrollment, articulation, and state and federal regulations applicable to dual enrollment. This position represents the college and interfaces with multiple school district personnel, school site administrators, the county office of education, and other partners. This position also requires the ability to promote and advertise assigned programs and to work with Admissions and Records to coordinate efficient and accessible registration and enrollment procedures.

### **REPRESENTATIVE DUTIES**

*The following duties and responsibilities are typical for this position. Incumbents may not perform all the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.*

- Plan, supervise, assess, and evaluate the college's Dual Enrollment and related programs. Develop and implement services, strategies, projects, goals and objectives for each program.
- Meet with K-12 administrators and conduct needs analyses in order to prepare College and Career Access Pathways (CCAP) dual enrollment partnership agreements and memoranda of understanding acceptable to both the college and K-12 school districts.
- Prepare recommendations and/or contracts as appropriate and submit them to the administration and/or the Board of Trustees for consideration.
- Ensure a student support structure is established for each signed agreement, including but not

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limited to counseling, matriculation, tutors, and books. Work collaboratively with college staff to facilitate enrollment to K-12 school district students participating in dual enrollment pathways.

- Work collaboratively with instructors, staff, and K-12 school districts to ensure that current and future dual enrollment courses and activities meet College and Career Access Pathways (CCAP) Act requirements, as appropriate, and comply with established standards, laws, codes, rules, regulations, policies, and procedures.
- Serve as a liaison between institutions for course scheduling, curriculum, conflict resolution, resources, and personnel to assure clear communications and enrollment practices. Resolve problems raised by faculty and students of the program.
- Provide and coordinate support services; assist program participants with obtaining and maintaining program enrollment, goals, and progress. Provide program information to students, parents, and the community.
- Establish and maintain program timelines and priorities; participate with the coordination of course offerings and ensure faculty coverage for each course.
- Direct and participate in the preparation and maintenance of various narrative and statistical records and reports. Submit mandated reports to appropriate personnel according to established timelines.
- Work collaboratively with Admissions and Records and other key stakeholders to facilitate and coordinate admission, program registration, enrollment, and articulation of programs between the college and K-12 school districts.
- Conduct site visits and strengthen communication between the College, K-12 school districts, and their respective academic and student affairs departments.
- Work with the appropriate college programs and discipline experts to ensure that courses offered as dual enrollment at K-12 sites are equivalent to courses offered on the college campus in content and rigor.
- Develop and coordinate marketing, recruitment, and outreach activities to facilitate and enhance knowledge of and participation in Dual Enrollment Programs by students.
- Establish and maintain contact with the county education office, Regional Occupational Programs (ROP), committees, community groups, and local agencies.
- Develop and monitor budgets, coordinate expenditures and maximizes financial resources. Assist with the invoicing of expenses related to program activities.
- Conduct research including data acquisition and analysis for identifying and scheduling course offerings; create tools and reports for analyzing data for enrollment management productivity, various trends, and key performance indicator targets.
- Survey and collect data on students and alumni and may annually conduct surveys of participating K-12 school instructors, principals, and guidance counselors.
- Lead, supervise, train, and evaluate assigned personnel.

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- Participate in committees, task forces, and special assignments. Prepare and deliver oral presentations related to assigned areas.
- Maintain currency of knowledge and skills related to the duties and responsibilities; attend appropriate professional development as needed; and participate in networks of dual enrollment professionals.
- Foster equity-minded student recruitment, access, and retention practices for dual enrollment programs.

*Perform other duties as assigned that support the overall objective of the position and the District's mission and philosophy.*

*Report to work on a regular and consistent basis, as scheduled, to assigned job.*

### **MINIMUM QUALIFICATIONS**

*The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.*

### **EDUCATION AND EXPERIENCE GUIDELINES**

*Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:*

#### **Education:**

Requires a Bachelor's degree in a related field from an accredited college or university. Master's degree with a major or concentration in Education, Counseling, or Psychology is desirable.

#### **Experience:**

At least three (3) years of progressively responsible professional experience in a related field; or an equivalent combination of training and experience.

Commitment to equity and diversity. All applicants must have demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty and staff. The applicant must be able to demonstrate how these factors relate to the need for equity-minded practices within an educational environment.

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**DESIRABLE QUALIFICATIONS:**

The Director will lead transformative efforts to expand and enhance dual enrollment pathways, helping to reimagine college readiness and early access to higher education. Ideal areas of impact include:

- **Strategic and Visionary Leadership:** Ability to align dual enrollment efforts with institutional priorities, enrollment management strategies, both districtwide and college strategic plan, and state-wide equity goals such as those outlined in Vision 2030. Capacity to scale programs through strong planning, data-informed decision-making, and interdepartmental collaboration.
- **Student Success and Access:** Proven commitment to developing programs that address opportunity gaps, support underrepresented students, and ensure seamless transitions from high school to college. Familiarity with student support strategies and guided pathways models is an asset.
- **Commitment to Diversity, Equity, Inclusion, and Accessibility (DEIA):** Demonstrated leadership in building inclusive dual enrollment programs that serve diverse populations, especially first-generation, foster youth, students with disabilities, and students from low-income communities.
- **Academic and Operational Leadership & Faculty Support:** Experience supporting dual enrollment through curriculum alignment (K–12 to college), Title 5 and AB 288/AB 30 compliance, and articulation; knowledgeable in faculty load, scheduling, and instructional regulations within the context of 10+1 academic matters. Skilled in recruiting, onboarding, and mentoring faculty and staff, ensuring pedagogical excellence across varied instructional environments, and collaborating with the Faculty Senate and Faculty Association on academic and working condition matters.
- **Communication, Advocacy, and Collaborative Leadership:** Skilled in fostering strong, trust-based relationships with K–12 districts, college faculty, counselors, and administrators through a leadership style grounded in care, respect, and shared purpose. Ability to navigate participatory governance, represent the college at regional and state forums, and advocate for dual enrollment across institutional and policy levels.
- **Adaptability and Innovation:** Awareness of trends in early college programs, and technological integration in dual enrollment. Willingness to lead pilot initiatives, evaluate program effectiveness, and pivot in response to policy shifts or student needs.
- **Community and Educational Partnerships:** Demonstrated success in cultivating strategic partnerships with K–12 districts, charter networks, educational consortia, 4-year institutions, and community organizations to expand access and relevance of dual enrollment programming.
- **Data-Informed Program Improvement:** Experience with data tracking, disaggregated student outcomes, and continuous program evaluation to support equity, access, and student success in

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dual enrollment.

**LICENSES, CERTIFICATES, AND/OR OTHER REQUIREMENTS:**

Valid California driver's license.

**KNOWLEDGE OF:**

- Advertising and marketing methods and techniques.
- Budget preparation and control.
- Closing contracts and successfully completing transactions.
- Curriculum standards, requirements, interpretation and application in Dual Enrollment Programs.
- Developing assessment and processes to enhance program outcomes.
- Integrated management systems (e.g. enterprise resource planning systems).
- Interpersonal skills using tact, patience and courtesy.
- Learning and student success processes, assessment, program outcomes, and application of technology.
- Organizing work and building an effective team to meet the needs of the assigned areas.
- Pertinent federal and state laws, regulations, standards, and requirements concerning Dual Enrollment programs.
- Philosophy and objectives of community colleges.
- Problem solving and conflict resolution in an academic environment.
- Public relations techniques.
- Record-keeping and report preparation techniques.
- Strategic planning in organization and management practices, assessment, analysis and evaluation of programs, policies, and administrative needs.
- Using correct English, grammar, spelling, punctuation and vocabulary to prepare reports, professional correspondence, and presentations.

**ABILITY TO:**

- Advocate for shared governance, collegiality, staff cohesiveness and for the core values of the institution.
- Be open to change and new methods in the assigned area of responsibility.
- Continuously engage in learning and self-improvement.
- Develop and deliver training programs and presentations.
- Develop and monitor budgets and maximize financial resources.
- Guide and direct others in goal achievement.



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- Learn, interpret, and ensure compliance with established standards, laws, codes, rules, regulations, policies and procedures pertaining to programs under assigned responsibility.
- Meet change with innovation to promote and meet the college mission.
- Organize, plan, and develop new concepts to enhance the programs, analyze outcomes, and prepare clear and concise reports and improvements.
- Work cooperatively and productively with internal and external constituencies.

### **WORK ENVIRONMENT AND PHYSICAL DEMANDS**

*The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.*

**Work Environment:** Standard office setting. Duties are performed primarily in an office environment sitting at a desk or computer workstation. Work also requires travel to various high schools and community locations to scout, schedule, and set-up locations for events and functions and attend meetings or otherwise conduct work. Incumbents are subject to contact with K-12 and college students, faculty, staff and the public, and frequent interruptions, including noise from talking or office equipment, and demanding legal, District and college timelines. There are at least minimal environmental controls to assure health and comfort.

**Physical Demands** Primary job functions require sufficient physical ability and mobility to work in an office setting and drive a motor vehicle. Incumbents regularly sit for long periods; walk short distances on a regular basis; use hands and fingers to operate an electronic keyboard or other office machines; reach with hands and arms; stoop or kneel or crouch to file; speak clearly and distinctly to answer telephones and to provide information; see to read fine print and operate computer; hear and understand voices over telephone and in person; and lift, carry, and/or move objects weighing up to 25 pounds.

## **Supplemental Information**

Range 14 of the District Management Team Salary Schedule

Work Schedule: **Monday - Friday (8:00 AM - 5:00 PM)**

Hours per Week: 40



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Months per Year 12

**Notice to all Candidates for Employment:**

The Immigration Reform and Control Act of 1986, Public Law 99-603, requires that employers obtain documentation from every new employee which authorizes that individual to accept employment in this country. The South Orange County Community College District (SOCCCD) will not sponsor any visa applications.

Employees must reside in California while employed with the SOCCCD.

**California Public Employees Retirement System and California State Teachers Retirement System:**

A California Public Employees Retirement System (CalPERS) retiree may not accept employment until after the first 180 days of retirement. Anyone retired from CalPERS accepting permanent employment with the SOCCCD will be required to reinstate as an active CalPERS member. Please contact CalPERS for additional information regarding your retirement status.

Any active vested member of California State Teachers Retirement System (CalSTRS), who accepts employment with the SOCCCD to perform service that requires membership in CalPERS, is eligible to elect to continue retirement system coverage under CalSTRS

**Disability Accommodations:**

If you require special accommodations in the application and/or evaluation process, please notify Human Resources at least two (2) business days prior to the job posting close or initial screening date, by either calling (949) 582-4850 or sending an e-mail to [hrinfodesk@socccd.edu](mailto:hrinfodesk@socccd.edu).

**Attendance Requirement:**

All SOCCCD employees are required to report to work on a regular and consistent basis, as scheduled, to assigned job.

**Campus Crime and Safety Awareness:**

Information regarding campus crime and safety awareness can be found at [www.ivc.edu](http://www.ivc.edu) or [www.saddleback.edu](http://www.saddleback.edu). Paper copies are available in the Human Resources office upon request.

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**Non-Discrimination Notice:**

The SOCCCD provides access to its services, classes, and programs without regard to national origin, immigration status, religion, age, gender, gender identity, gender expression, race, ethnicity, color, medical condition, military and veteran status, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

**California Fair Chance Act:**

The SOCCCD will consider qualified applicants with a criminal history pursuant to the California Fair Chance Act. You do not need to disclose your criminal history or participate in a background check until a conditional job offer is made to you. After making a conditional offer and running a background check, if the SOCCCD is concerned about a conviction that is directly related to the job, you will be given the chance to explain the circumstances surrounding the conviction, provide mitigating evidence, or challenge the accuracy of the background report.

**Diversity, Equity, Inclusion and Equal Employment Opportunity:**

The SOCCCD is looking for equity and inclusion-minded applicants who represent the full diversity of California and who demonstrate a sensitivity to the understanding of diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds present within our community.

The SOCCCD is committed to ensuring that all students have the opportunity to succeed in their classes and as such, to eliminating institutional barriers that disproportionately impact students of color. Irvine Valley College and Saddleback College are deeply committed to fostering an inclusive environment where students, staff, and faculty from diverse backgrounds can thrive academically and professionally.

Irvine Valley College (IVC) serves approximately 21,584 students, reflecting a rich diversity: 41% Asian, 2% Black/African-American, 21% Hispanic/Latino, 8% Southwest Asian and North African, 5% two or more races, and 21% White in Fall 2024.

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Similarly, Saddleback College (SC) serves around 25,789 students, with demographics showing 12% Asian, 2% Black/African-American, 29% Hispanic/Latino, 5% two or more races, and 47% White in Fall 2024.

These numbers underscore the importance of our commitment to eliminating equity gaps across all student demographics through implementing dynamic, student-centered practices and policies. To support the academic and career success of our diverse student body, we seek a candidate who will actively contribute to our mission of inclusivity and support. The ideal candidate's values will align with SOCCCD's goals for Diversity, Equity, and Inclusion (DEI) and Equal Employment Opportunity (EEO).

**THE SOCCCD IS AN EQUAL OPPORTUNITY EMPLOYER**

**Contact Information**

Please reference Academickeys in your cover letter when applying for or inquiring about this job announcement.

**Contact**

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