



Dual and Concurrent Enrollment

Program Review - Comprehensive Review

2022- 2023

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Program Context

Mission

What is your program's mission statement?

Mission

At Cañada College, our mission for Dual Enrollment is to collaborate with all of our high school partners to provide direction and momentum for community college-bound high school students. We seek to connect in a meaningful way with students by building intentional pre-transfer and workforce preparation that will become their bridge to engagement with our campus.

Vision

Cañada College's Dual Enrollment Program provides equitable access to early college credit such that students from underserved backgrounds can rediscover their love for learning and equip each student to succeed as a responsible citizen in a global community.

How does your program align with the division, college and district mission?

Cañada College engages and empowers students in transforming their lives and communities through quality education. Cañada College provides equitable education so students from diverse backgrounds, including K-12, can achieve their educational goals and benefit the world. The San Mateo County Community College District and Cañada College have a shared mission to provide a learning-centered environment, ensuring that all students have equitable access and opportunity to pursue their educational, career, and personal goals.

As supported in the Education Master Plan Under (2022-2027):

2a. Student Access, Success, and Completion

The purpose of Dual Enrollment is to create academic pathways and provide integrated support services that begin in high school, transition to college, and complete with a certificate, degree, and/or transfer. The Dual Enrollment Program serves as a pipeline to connect first-time incoming students through Guided Pathways while providing counseling and financial support. Through dual enrollment, the college is committed to improving completion by developing and implementing a comprehensive college-wide approach to enrollment management, student retention, and course scheduling.

2b. Equity-Minded and Antiracist College Culture

The Dual Enrollment contributes to anti-racism at Cañada College through programming, collaboration, and data-driven inquiry. The Director of Dual Enrollment and the program services coordinator collectively contribute to developing equity-minded and anti-racist events and workshops centered around social justice, allyship, and identity. Dual Enrollment engages in anti-racism work by collaborating with our high school and community partners and supporting their recruiting efforts to focus on first-generation, marginalized, and BIPOC students. High school students who participate in "dual enrollment" opportunities, including those who are typically minoritized in college-going populations, often do as well or better than their non-dual enrollment peers in the following areas:

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- High school graduation rates
- High school Grade Point Average
- High school retention and on-time graduation
- Proficiency in state assessments
- Community college enrollment

In addition to intentional recruitment, Dual engages in data inquiry and reporting. With the support of the PRIE department, Dual Enrollment receives weekly enrollment reports for our students taking dual and concurrent enrollment classes. Through disaggregating this data, we are actively practicing anti-racist work. Lastly, our team is dedicated to professional development opportunities, engaging in various webinars such as Black Minds Matter, Equity-Minded Student Services in the Online Environment, and Minding the Obligation Gap in Community Colleges Summer Learning Institute. The Dual team has also attended conferences hosted by NASPA (National Association of Student Personnel Administrators) to delve into professional learning experiences to become better educators and student affairs practitioners centered in anti-racist work.

2c. Community Connections

Cañada College is actively collaborating with Sequoia Union High School, La Honda/Pescadero Unified, and San Mateo Unified School Districts, as well as Oxford Day Academy in East Palo Alto, an independent charter school, to promote relationships, seamless transitions, and alignment of pathways. As mentioned above, for the first time, dual enrollment courses will be offered at five high schools in the SUHSD this 2022-2023 academic year. Over the next three years, the dual enrollment expansion plan includes the following participating high schools, charter schools, and adult schools:

Sequoia Unified High School District:

- Sequoia High School
- Woodside High School
- Carmont High School
- Menlo- Atherton High School
- Redwood High School
- East Palo Alto Academy
- Sequoia Adult School

La Honda/Pescadero Unified School District:

- Pescadero High School

San Mateo Unified School District:

- Hillsdale High School

Charter Schools

- Oxford Day Academy

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Nonprofits/Community Partners:

- Boys and Girls Club of the Peninsula
- Sienna Youth Center
- Redwood City Together
- North Fair Oaks Library

2d. Accessible Infrastructure and Innovation

College financial resources are well managed in support of the College's values and to provide accessible physical and virtual spaces that promote continuous innovation and excellence in teaching and learning. Cañada's physical, technological, and transportation investments create sustainable, equitable access to the College and support equitable educational outcomes across the diverse community members we serve.

Program Description

Who does your program serve? How do we serve our student populations as a whole?

Cañada College has a history of offering access to college enrollment to high school students or "special admit" K-12 students. Most of these opportunities were for concurrently enrolled high school students who had been recommended by their high school principal or counselor to either take classes at Cañada under the pre-CCAP arrangements or who enrolled in Cañada's Middle College program. Dual enrollment helps to ease 9th-12th grade students' transition by supporting them as they start college and provides them with the opportunity to get a head start on college and gain experiences that will help them move toward their eventual careers. Dual Enrollment bridges the gap between the community college system and the high school system. It also expands the opportunity for students who might otherwise not think of themselves as college students.

This program focuses on expanding access for students in populations under-represented in higher education. Classes that are offered are in a sequence to move students forward on the general education or CTE pathway and are embedded into the student's school day on their school campus.

Concurrent Enrollment

Cañada's College Connection Concurrent Enrollment Program (non-CCAP) allows students to enroll in Cañada College courses while they are still in high school. It is designed to provide current high school students who have completed the 8th grade or higher with the opportunity to get an "early start" on their college experience for enrichment or advancement. Students are still enrolled at their home high school. The college courses they take at Cañada College (or Skyline College or College of San Mateo) can also count for high school credit if they apply to have the units transferred to their high school transcript. Most frequently, the high school student who completes a college class without it formally being part of a College and Career Academic Pathway (CCAP) program will have both their high school transcript and their college transcript as separate documents and will earn "single credit" - college credit, but not high school credit. The transcripts will note student progress as work at two distinct institutions. During a given academic year, between 450-700 concurrently enrolled special admit students take an average of four to six units at Cañada. Most of these students attend classes on the Cañada College campus or online.

Table 1: Race/Ethnicity for Concurrent Enrollment Students from 2019-2022:

Race/Ethnicity	2019-2020	2020-2021	2021-2022

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Asian	23.7%	29.1%	29.2%
Black - Non-Hispanic	1.6%	0.9%	0.5%
Filipino	1.5%	1.8%	2.0%
Hispanic	26.6%	21.2%	21.2%
Multiraces	7.7%	10.9%	10.4%
Pacific Islander	0.9%	0.2%	0.8%
Unknown	9.6%	5.3%	4.5%
White Non-Hispanic	28.6%	30.7%	31.5%

Table 2: First Generation Information for Concurrent Enrollment Students.

First Gen	2019-2020	2020-2021	2021-2022
First Generation	23.3%	18.0%	19.8%
Not First Generation	64.6%	78.3%	76.0%
Unreported	12.0%	3.7%	4.2%

Dual Enrollment

In 2015, the State of California passed Assembly Bill 288 (AB 288, amended, effective January 2020, by AB 30) to develop seamless pathways from high school to community college for career technical education or preparation for transfer, improve high school graduation rates, or helping high school pupils achieve college and career readiness. greatly improved access to college courses for high school students. This legislation allows for the development of College and Career Access Pathway (CCAP) agreements between community colleges and high school districts that greatly improve access to college for high school students. The following definitions from the Career Ladders Project help clarify how these CCAP agreements differ from other non-CCAP programs, such as the concurrent enrollment and middle college programs cited above.

The table below shows the race and ethnicity for our Spring and Fall 2022 CCAP Cohort:

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Table1:

Race/Ethnicity	Percentage
American Indian/Alaskan Native	0.5%
Asian	13.0%
Black, Non-Hispanic	1.0%
Filipino	1.5%
Hispanic	50.0%
Multiraces	10.0%
Pacific	1.0%
Unknown	1.0%
White Non Hispanic	22.0%

Table 2: First Generation Status:

First Generation Students	Percentage
First Generation	35.0%
Not First Generation	41.5%
Unknown	23.5%

Adult School High School Equivalency and Dual Enrollment

California Senate Bill 554 (2019) authorizes the governing board of a school district overseeing an adult education program or the governing board of a community college district overseeing a noncredit program to authorize a student pursuing a high school diploma or a high school equivalency certificate with the opportunity to enroll as a special part-time student at a community college. This recently-passed state legislation now offers the SMCCCD colleges the opportunity to extend the option of dually enrolling and earning “dual credit” to local adult school students. The bill would credit or reimburse the community college through the apportionment process for the student’s attendance at the college, as specified.⁹ Cañada is in the early stages of identifying dual enrollment opportunities for students working towards high school equivalency.

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What does your program do for students in helping them reach their goals?

Dual enrollment is when a high school student simultaneously enrolls in both high school and college. Dual credit is when a high school student receives credit on both their high school and their college transcript for a college course they take. Dual enrollment has emerged as a focus across California to increase access to college for under-represented student populations, increase enrollment, and improve student outcomes. Dual Enrollment courses allow our students to get a head start on their college degrees at no cost to them. It makes for a seamless transition to college in a supportive and academically enriched environment. It allows our students to benefit from college services like the library, counseling and advising, the learning center, and other learning communities. Our dual program assists students with completing the A-G requirements. Also, students enrolled in concurrent enrollment get the benefit of completing A-G requirements, General Education requirements, and advancement. To start our students with a pathway in dual and concurrent enrollment, we offer many informational sessions throughout the year, hold application workshops, assist with Canvas onboarding, connect them to counseling placement, and help them connect with programs and give them necessary resources.

Dual Enrollment, Guided Pathways and the Promise Scholars Program

At Cañada, the foundation for these braided efforts is equity and antiracism. College is a big commitment in terms of time and resources. Minimizing the obstacles for students so they can make timely, informed choices and enter their college experience in a supported, cohorted experience that provides a sense of belonging and connection early in their college career is imperative. Cañada College's recent college redesign implements the four pillars of Guided Pathways:

- Clarifying Academic Pathways

The College must clearly communicate to students their academic program choices and what the exact requirements of each degree or certificate pathway are. This clarity can dramatically reduce the cost of college and the time students spend on earning a credential and/or transferring. Welcoming students in their Interest Area cohort with a related First Year Experience can dramatically increase the number of students – particularly under-served, minoritized students who are not currently completing high school or attending college – to connect and engage at Cañada early in their college career.

- Help Students Choose and Enter a Path

The College has a role to play in helping students explore career options related to their prospective academic pathway choices. Particularly for First Generation college students, the relationship between their choice of major and the possible careers to which each major can lead is critical, and frequently new, information. Dual Enrollment allows students to begin that exploration while still in high school, again saving time and money.

- Help Students Stay on the Path

Many college students, particularly low income BIPOC students who are likely working while going to college, stop out of college periodically. Life happens. Cañada has established a support structure that immediately and permanently gives students a place to connect, belong, and understand where and how to seek resources and support. Interest Area Success Teams provide 1:1 support to all students who are not already served by one of the College's special programs such as Promise, EOPS, Puente, TRIO, etc. The Promise Scholars Program provides eligible high school students a seamless transition from high school to college, provides financial support and is an important part of the College's efforts to ensure equitable access to college.

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- Ensure Students Are Learning

Staying connected with students and monitoring their progress term by term is an essential aspect of Cañada integrated approach. The support from Interest Area Success Teams and Promise Scholars Program, EOPS and related special programs is critical, as is the close involvement of faculty who are focused on providing multiple modalities for students to demonstrate their mastery of material. Via online portfolios, LinkedIn profiles, and other formats beyond the transcript, Cañada faculty are focused on ensuring students are on track to complete their education goals on time.

What are your on and off campus community partnerships?

Building partnerships in our community is very important. We work closely with government agencies, nonprofits, school districts, and high schools. We share resources and provide K-12 outreach so that the students know early on about dual enrollment. Our program aims to guide our students to accomplish their academic goals.

Cañada College is actively collaborating with Sequoia Union High School, La Honda/Pescadero Unified, and San Mateo Unified School Districts as well as Oxford Day Academy in East Palo Alto, an independent charter school, to promote relationships, seamless transitions, and alignment of pathways. As mentioned above, dual enrollment courses will be offered at five high schools in the SUHSD this 2021-2022 academic year for the first time. Over the next three years, the dual enrollment expansion plan includes the following participating high schools, charter schools and adult schools:

- Sequoia Union High School District
 - Woodside High School
 - Sequoia High School
 - Redwood High School
- San Mateo Union High School District
 - Hillsdale High School
- La Honda Unified School District
 - Pescadero High School
- Canada College
 - Middle College
- Boys and Girls Club of the Peninsula

We offer information sessions to the following entities:

- Boys and Girls Club of the Peninsula
- Police Activities League

On campus, we collaborate with the following:

- Middle College
- Outreach
- Admissions & Records

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- Financial Aid
- Upward Bound
- Trio
- Disability Resource Center
- Library and Learning Center

How does your program contribute to anti-racism at Cañada College?

Dual enrollment creates accessible opportunities for underrepresented students to prepare them for higher education. We provide opportunities to the most underserved communities to access early college programs such as Dual Enrollment and Concurrent Enrollment. We participate in intentional outreach to East Palo Alto, North Fair Oaks, and Menlo Park and encourage parent involvement as much as possible. We also provide bilingual support and material translated to Spanish at the high schools for families that need it.

Looking forward, Cañada's primary emphasis will be on expanding dual enrollment for students who may not already be college bound or who are underrepresented in higher education. Specifically, Cañada will work with its secondary partners to implement CCAPs which articulate seamless pathways from high school to community college:

- ? for Career and Technical Education (CTE) or university transfer preparation,
- ? to improve high school graduation rates, or
- ? to help high school students achieve college and career readiness.

Cañada will leverage our high school CCAP partnerships to increase high school graduation rates, college/career readiness, and create more seamless transitions for students who may not consider themselves college-bound or college ready. Data from the California Department of Education suggests that some student populations in Cañada's service area could benefit more than others from access to well-supported CCAP pathway programs available at their high schools during the school day. These populations include socioeconomically disadvantaged students and English Learners as well as other groups of students.

The specific strategic actions Cañada College will pursue over the next three years include increased support and resources for students typically minoritized in college-going populations in the following ways:

1. Build out pathways that result in a certificate and meet Intersegmental General Education Transfer Curriculum (IGETC) requirements.
2. Increase the number of students served by increasing the number of sections offered to our local high schools annually.
3. Increase enrollment at Cañada College via CCAP-bound students.
4. Increase the number of dual enrollment students who transition to Cañada College support programs such as the Promise Scholars Program.
5. Double the size of the Middle College Program with particular emphasis on recruiting low income students, students of color, and first generation college students to the program.

Faculty representation is also very important when it comes to contributing to anti-racism. We have a diverse panel of faculty and continue to choose a diverse selection.

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Equity and Access

Describe how your program assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to all students.

As part of our onboarding process, our program provides hands-on support for students who have never completed an online application, as well as support with navigating Canvas. We also offer a CRER 137 college readiness course to our 9-12th grade students to help prepare them for their post-secondary careers.

Pescadero High School is located in a very rural area and is part of the La Honda Unified School district. Many of these students' families are farm workers and have little access to services outside their area. By offering Dual Enrollment at their high school, we can bring the opportunity of college classes to them. Oxford Day Academy in East Palo Alto provides education to many students that are newcomers to this country. We provide hands-on English and Spanish support and several onboarding sessions throughout the semester.

We have recently connected with Strong Workforce to receive more financial support for our dual enrollment students. Collaborating with the Strong Workforce department would help provide textbooks, transportation, food for field trips, supplies, and swag. The funds would also cover payments to independent contractors to provide workshops on networking, expanding your skills, and tips on how to apply and interview for a job.

The college application and onboarding process is not easy and creates many barriers for new students, but our goal is to remove them and guide them through the process. We have learned to code-switch to connect with the students on their level and help them feel comfortable in the process. We also offer several concurrent and dual enrollment information sessions throughout each semester so that the students know as much as possible about the program. The information sessions are meant to help ease them into the process.

Other additional services that the Dual Enrollment Program has created to provide more equitable programming have been:

- Summer of 2022, Jessica Boyle taught a CRER 401 as a synchronous course for 7 Foster Youth.
- Dual Enrollment is an active participant of the Rose committee to better support and serves foster youth in dual and concurrent enrollment.
- We work with DRC and the Learning Center to give students that disclose their IEP, 504, or other needs for the necessary resources to be successful at Canada
- We help create opportunities for students of color through Guided Pathways (ie: ENGR Pathway)

Equity Measures

Going forward, the College will monitor and evaluate the access, success, and matriculation rates of all students participating in Dual Enrollment opportunities, disaggregated by race/ethnicity, gender, first generation status, and income. With help from our High School District partners, we will also monitor and evaluate access, success and college matriculation rates of English Learners (EL) and homeless or housing-insecure students, where possible. As the first Dual Enrollment cohort in fall 2021 is fairly small, these data will be combined with spring 2022 data and considered from the summer of 2022 on to set an effective baseline by student group.

How does your program work towards eliminating equity gaps? How does your program support marginalized populations? (ie. BIPOC, LGBTQIA+, 1st Gen, Foster, Homeless, Undocumented, Veteran, Low-Income, etc.) How does your program support Cañada College as an HSI and ANAPISI designated institution? How does your program take into account location (access and awareness)?

The Dual Enrollment program engages in anti-racism work by collaborating with our High School and community partners, supporting their recruiting efforts to focus on unrepresentative student populations. Our main focus via the

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CCAP dual enrollment classes in Canada is to increase early college credit to under-represented students in higher education. Furthermore, our focus is to support our Black and Latinx students to benefit from dual enrollment presentations. Research shows that students who are most underrepresented in community college, such as young men of color, students from low-income families, and students who are in the first in their families to attend college, often benefit the most from high-quality dual enrollment programs. Achieving equity through dual enrollment is one of our visions for our program.

In addition, the Dual Enrollment program engages in data inquiry and reporting. With the support of the PRIE department, receives weekly enrollment reports for our dual and concurrent students. This helps our caseload management and allows us to collaborate with programs such as tutoring and the library to increase our retention efforts. Through disaggregating this data, we are actively practicing anti-racist work.

Lastly, our team is dedicated to professional development opportunities, engaging in various webinars such as: Black Minds Matter, Equity-Minded Student Services in the Online Environment, and Minding the Obligation Gap in Community Colleges Summer Learning Institute. Our staff have also participated in campuswide readings from Ibram X Kendi's book, "How To Be an Antiracist." The Dual Enrollment team has also attended conferences hosted by NCORE (National Conference of Race and Ethnicity) to delve into professional learning experiences to become better educators and student affairs practitioners centered on anti-racist work.

Onboarding Process

To get through onboarding barriers, we assess and streamline outreach, application, matriculation, and registration processes to ensure more applicants, particularly low-income, first-generation, Black, Indigenous, and People of Color (BIPOC) applicants. Ensure that our program supports students through these processes and that they have enough resources to manage the workload.

We have increased support for faculty to provide more timely, individualized attention for students in their classes, such as smaller class sizes in dual courses, more embedded tutors, and classroom support and management within the high school classrooms.

How does your program take into account delivery method(s) to best serve students? (ie. marginalized, underserved, underrepresented, disproportionately impacted, etc.)

Providing opportunities for San Mateo County high school students to access college classes while still in high school is a proven strategy for improving college-going and completion rates as well as high school completion rates.⁴ Students are able to explore college and career pathways, meet additional a-g requirements, and earn college credit while still in high school. For the high school partners in Cañada's service area, access to early college experiences for socioeconomically disadvantaged students and English Learners is an important equity priority.

Our program serves a range of students from rural, suburban, and bilingual areas. We offer in-person courses and an online/hybrid model for students with transportation issues, like our students from Pescadero High School. The online/hybrid model allows our faculty to teach synchronously online. Connectivity has been a barrier that we are currently working with our Library to provide hotspots for students who need it.

Improving College Transitions

The College and Career Access Pathway (CCAP) Partnership Program, established under California AB 288 and AB 30, provides a powerful new tool for making significant strides in improving outcomes for students. In 2021, the San Mateo County Community College District Board prioritized the rapid expansion of dual enrollment as one part of a multi-pronged, Free College Initiative dedicated to improving the transition of high school students to college and the

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persistence of all college students through completion. The other parts include Guided Pathways, the Promise Scholars Program and free access to textbooks and course materials.

For sites that are closer to us, we can provide more in-person support and be onsite more frequently if necessary. We also offer bilingual services for our students through our faculty, staff, and student ambassadors.

Looking Back

Major Accomplishments and Challenges (500 word limit)

Describe major accomplishments and challenges since the last program review cycle.

The Dual Enrollment Program, also known as College and Career Access Pathways (CCAP), is a partnership between Cañada College and our local high school partners to increase the accessibility of college courses to underrepresented high school students or students who may not be college bound. We aim to provide equitable opportunities for students to develop a college-going mindset and pathway to graduate with a certificate/associate degree, transfer, or join the workforce. The Dual Enrollment Program launched in Fall 2021 at Canada College. We currently have ten dual enrollment classes (eight CCAP and two ISA classes). Most of the classes that are offered have at least 20 students enrolled.

Since starting in Fall 2021 we have gained and maintained partnerships with high school districts, high schools and community entities. We have created an informative website, handbook, onboarding workshops, and concurrent enrollment information sessions. We host several field trips each semester to introduce our students to our college campus culture. Our field trips consist of presentations from several college programs, breakfast and/or lunch, a workshop, and a campus tour led by our outreach ambassadors.

We have completed 23 onboarding sessions in Summer 2022 and 11 sessions in Fall 2022. We have hosted eight concurrent enrollment information sessions since Summer 2022 and one concurrent orientation

In partnership with local high schools, we are striving to support students' needs by:

- Supporting high school graduation rates by providing students opportunities to enroll in college prep courses;
- Create a seamless pathway from high school to community college for career & technical education preparation or preparation for transfer to four-year universities;
- Provide equitable opportunities for students to develop a college going mindset and pathway to graduate with a certificate/associate's degree or transfer.

One of the biggest accomplishments this year was the development of the Dual Enrollment Program, also known as College and Career Pathways (CCAP). The vision for Dual Enrollment is to collaborate with all our high school partners to provide high school students who may not be college-bound or who are underrepresented in higher education the opportunity to earn college credit at no cost to them. In the past year, the Director of Dual Enrollment has worked with high schools in the Peninsula to develop robust partnerships in order to create a seamless transition from high school to community college. Dual Enrollment courses are currently available to students at San Mateo Union High School District, Sequoia Union High School District, and Oxford Day Academy.

Major Accomplishments for Fall 2022:

- Successfully on-boarded roughly 246 students across 7 high schools

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- Completed our Implementation Plan
- Updated our Website
- Implemented our monthly Faculty Check-Ins
- Concurrent Enrollment info meetings and orientation workshops to support students to be successful in the start of the semester
- Development of a Canvas Shell
- Dual Enrollment has doubled in size
- Hired a PSC in April 2022
- In the process of completing Student and Faculty Handbook
- Created a check-list for classroom visits
- Created a Course Request document
- PSC collaboration with Instruction to schedule classes.

Areas of Growth:

- Improve onboarding process for both students and faculty
- Expand our dual enrollment team by hiring student ambassadors and a Retention Specialist
- Timeline of when to submit course request to deans
- Communication and needed support from the high school
- Process to create pathways that will lead to a degree or certificate
- Continue to expand Cañada's Early College Programming

Impact of Resource Allocations Process

Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been unable to accomplish due to resource requests that were not approved?

Our Program Services Coordinator came on board in April 2022. Since then, our PSC has conducted onboarding sessions at all of the sites that are offering dual enrollment classes. The onboarding process consists of traveling to the school sites, guiding the students to create a CCCApply account, applying to Canada College, properly completing the dual enrollment or concurrent enrollment form, and obtaining the necessary signatures for the forms. Once the forms are completed and collected, we work with Admissions and Records to process the forms and get the students enrolled in the classes. This process provides hands-on, wrap-around support for our 9-12th grade students. Our PSC also conducts presentations on concurrent enrollment information and dual enrollment orientations. Our informational presentations are also presented at various events, like Flex Day, high school field trips to our campus, and other outreach events. She has helped implement our virtual Formstack dual enrollment forms and created budget proposals to receive additional funds for books, field trip transportation, swag, and food for our events. She has also started various projects including

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- Handbooks for dual faculty, parents, and students
- Faculty onboarding procedures
- Parent and student onboarding documents
- Creating flyers and marketing documents
- Plan events and field trips for our 9-12th graders
- Continuing to schedule classes with each department every semester

The only other position that did not get approved in the last Annual Update (2021-2022) was the Retention Specialist. Due to not hiring a Retention Specialist, we have not been able to accomplish the following:

- Proactively meets with students to monitor their progress
- Tracks student involvement in on-campus support resources, including academic counseling and development of student educational plans, as well as support services relating to financial aid, scholarships, internships, transfer, including completion of transfer admission guarantees
- Assists with outreach and retention of students into specific programs, including developing strategies to enhance student completion and success
- Provide encouragement and support to students who are undecided about a major by providing information regarding specific majors
- Develops an early alert system to identify students who are under performing in specific coursework, and collaborate with instructional aides and tutors to intervene
- Assists in planning an academic support structure to include workshops, study groups, tutoring, program activities, accompanying students to off-campus events, and other support services to enhance student retention and success
- Connect with faculty advisors and student leaders of clubs to develop programs that promote academic success

How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

Having a PSC onboard has helped get the programmatic side of Dual Enrollment started. She has been able to learn what works and doesn't work for the program and implement new ideas and solutions. The lack of a designated Admissions and Records staff member has been difficult because there are times when we need forms processed quickly, but it can't happen because the department is very busy. However, if we had a designated person, it would be extremely helpful so that we can get students registered right away, personal assistance on any additional forms that may be needed (ie: guardian forms, etc.), and getting students dropped from classes, if necessary. **Lastly not having a Retention Specialist has impacted our ability to connect with students one-on-one to track their progress and ensure student completion.**

SAOs and SLOs

State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).

SAO #1: Continue to build infrastructure to support new and existing dual enrollment opportunities.

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SAO#2: Supporting high school graduation rates by providing students opportunities to enroll in college prep courses

SAO #3: Dual Enrollment Program will start collecting and analyzing data from enrollment reports, student surveys, high school and faculty feedback to determine if we are meeting the district's benchmarks in increasing our enrollment and completion rates.

Describe how your program assessed your SAOs and/or SLOs.

SAO #1: Continue to build infrastructure to support new and existing dual enrollment opportunities.

SAO#2: Supporting high school graduation rates by providing students opportunities to enroll in college prep courses

SAO #3: Dual Enrollment Program will start collecting and analyzing data from enrollment reports, student surveys, high school and faculty feedback to determine if we are meeting the district's benchmarks in increasing our enrollment and completion rates.

SAO/SLO Assessment Results and Impact

Summarize the findings of your program's SAO/SLO Assessments. What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment?

SAO #1: Continue to build infrastructure to support new and existing dual enrollment opportunities.

With the hiring of the PSC we have been able to focus on the onboarding process and establish a system to get new students applied to Canada College and enrolled in our classes. We continue throughout the semester to visit the school sites and assist where necessary, whether that be enrollment issues and/or Canvas and WebSmart log in and access.

We have also increase our offering from Fall 2021 fro 6 offering only to this Fall we are offering 10 classes.

SAO#2: Supporting high school graduation rates by providing students opportunities to enroll in college prep courses.

- Student Success Workshops Individual and group interventions with probation and dismissal students Retention Specialist checks in with each probation student and refers them to counselors or other student services
- Major/Career Exploration Workshops to help students feel confident declaring their major to formalize their SEP in their first two semesters at Cañada
- Collaborate with Career Center to host career workshops and advertise job/internship fairs Transfer Center Collaborate with Transfer Center counselor to advertise transfer workshops, college representatives and transfer/college fairs to students

Spring 2022 Outcomes:

# Sections	7
# Schools (#Districts)	4
# Unique Headcount	193
# Enrollments	130
% of students passed with C or better	93%

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% of students with W	2%
% of students that withdrew from college course but stayed enrolled in HS course	0

Fall 2022 Enrollments

# Sections	10
# Schools (#Districts)	4
# Unique Headcount (to date)	TBD
# Enrollments (to date)	236
% courses taught by CC faculty	80%

Concurrent Enrollment Matriculation Data:

	2019-2020	2020-2021	2021-2022
Count	689	1001	888
Enrollments	1258	1540	1366
Success rate	72.0%	85.6%	82.3%

SAO #3: Dual Enrollment Program will start collecting and analyzing data from enrollment reports, student surveys, high school and faculty feedback to determine if we are meeting the district's benchmarks in increasing our enrollment and completion rates.

Assessment: Course Enrollment, Student and faculty surveys, tutoring usage, CRM dashboard, mid-semester progress reports.

For Spring 2022: Our success rate was 95%

Looking Ahead

SAOs and SLOs for the Next Review Cycle

State your SAOs and SLOs for the next review cycle. Describe how you will address identified opportunities for improvement. Discussion how you will address anti-racism in the next program review cycle. Discuss how you will address equity in the next program review cycle.

Professional Development

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- Attend conferences such as AERA, NASPA, NCORE, COLEGAS, Cañada Professional Development Academy

-Collaboration with Umoja Outreach efforts and recruitment for Umoja blocked courses to increase enrollment of our Black and Blackidentified students

Anti-Racist programming

- Offer and facilitate additional culturally relevant workshop and events on a monthly basis
- Collaborate with off campus partners and local guest speakers to foster a sense of community among our students Integrating career competencies in our monthly career benchmarks, focusing on representation from our communities of color Improvements that address equity and access

Practice data inquiry to inform programmatic effectiveness

- Collect, track and analyze survey data and completion metrics from cohort classes
- Update PRIE enrollment reports to track Dual benchmark requirements

Increasing campus support with DE

- Creating one stop shop onboarding process

Increasing knowledge of the benefits of community college

- Monthly info meetings about dual and concurrent enrollment

Program Improvement Initiatives/Resource Requests

What change could be implemented to improve your program? How might an anti-racism lens be considered in the proposed changes? How might an equity lens be considered in the proposed changes?

1) Improve Onboarding Process

Create a student/parent handbook to answer questions participants may have by being a dual enrollment student. The handbook will provide students with information about how to successfully enroll in the dual enrollment program and how to access the support services at Cañada. Onboarding presentations will be held both in-person and via zoom to inform both parents and students about the requirements and expectations of the program and to answer any questions they might have. A faculty handbook will also serve as a tool to successfully onboard both High School stakeholders and college faculty to the dual enrollment program.

2) Establish Dual Enrollment Team:

The goal to expand and build the dual enrollment support team is critical to successfully continue to support the implementation of local and statewide initiatives such as AB288 CCAP (College and Career Access Pathways), non-AB 288, California Community College Linked Learning Initiatives (CCCLI), and Dual Enrollment/Early College efforts in San Mateo County. The goal is to hire a Program Services Coordinator and Retention Specialist to support with onboarding, informational sessions and in-person support.

3) Continue to Expand Cañada's Early College Programming

Continue expanding dual enrollment in a strategic way that supports pathways that meet the needs of our students, focusing on our historically underserved and first-generation students. One priority is to create marketing material to better advertise early college programs to high school and community partners.

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How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review? What additional Anti-Racism training do you/your program need in the upcoming year? What research or training will you need to accomplish these plans? What supplies, equipment, or facilities improvements do you need?

Since our program is fairly new to Canada College, we are in need of the following supplies, equipment, and facilities improvements:

Supplies

- Laptop chargers
- Swag to recruit more students
- Color printer
- Scanner
- Table Cloth for promotional events

Space:

- Larger office to accommodate PSC, Retention Specialist and student ambassadors.

Staffing:

- Designated Admissions and Records III staff for Dual Enrollment to support the PSC on the onboarding process
- Designated Counselor for Dual students
- Retention Specialist
- Faculty Coordinator to support pathway creation. Ideally we would like to have 20 hours per semester for non-instructional work.

Budget:

- Textbooks
- Fieldtrip- Transportation
- Professional Development for Dual Enrollment Faculty and Staff

Example of a budget proposal for Dual Enrollment:

Budget:

Items	Total Cost 2022-23
Speakers/Workshops	\$ 2,000.00
Transportation	\$ 3,000.00
Supplies	\$ 2,000.00

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Books	\$ 10,000.00 per year
Technology	\$ 1,000.00
SWAG	\$ 2,000.00
Food	\$ 5,000.00
Professional Development	\$10,000.00
Total	\$ 35,000.00

Supporting Information

General Supporting Documents

[2022 Adjunt Counselors.docx](#)

[Cañada College Dual Enrollment Implementation Plan 2021-24-final.pdf](#)

[DualE_RetentionSpecialist \(2\).docx](#)

Tables & Graphs

Concurrent Enrollment Information 2022:

	2019-2020	2020-2021	2021-2022
Count	689	1001	888
Enrollments	1258	1540	1366
Success rate	72.0%	85.6%	82.3%

Top Courses	2021-2022
MATH200	64
BUS100	63
PSYC100	57
BIOL130	48
MATH120	47

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CIS118	42
ECE201	42
FITN3041	38
MATH251	35
ECE210	33
ENGL100	31
OCEN100	29
MATH270	27
MATH252	26
PHIL100	23
FITN3341	22
CRER137	21
ENGL110	19
SOCI100	19
ASTR100	18

Race/Ethnicity	2019-2020	2020-2021	2021-2022
Asian	23.7%	29.1%	29.2%
Black - Non-Hispanic	1.6%	0.9%	0.5%
Filipino	1.5%	1.8%	2.0%
Hispanic	26.6%	21.2%	21.2%

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Multiraces	7.7%	10.9%	10.4%
Pacific Islander	0.9%	0.2%	0.8%
Unknown	9.6%	5.3%	4.5%
White Non-Hispanic	28.6%	30.7%	31.5%

First Gen	2019-2020	2020-2021	2021-2022
First Generation	23.3%	18.0%	19.8%
Not First Generation	64.6%	78.3%	76.0%
Unreported	12.0%	3.7%	4.2%

High School	2019-2020	2020-2021	2021-2022
Unknown High School	100	100	101
Carlmont High School	93	105	95
Woodside High School	79	108	98
Design Tech High School	51	66	64
Out Of State High School	36	67	62
Hillsdale High School	21	54	62
Sequoia High School	36	61	37
Aragon High School	26	43	43

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San Mateo High School	13	39	38
Menlo Atherton High School	33	33	20
Burlingame High School	16	41	18
Mills High School	23	27	23
Ocean Grove Charter School	11	15	9
Lowell High School	4	13	17
Half Moon Bay High School	5	13	9
Summit Public Schools Shasta	6	16	5
Capuchino High School	4	12	9
South San Francisco Hs	6	9	10
Pescadero High School	10	5	9
Summit Preparatory High School	7	7	10
Dougherty Valley High School	5	10	6
Redwood High School	18	1	
El Camino High	1	5	12
Saint Ignatius College Prep Sc	1	11	5
Westmoor High School	6	5	6

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Notre Dame High School	5	8	3
Abraham Lincoln High School		10	5
East Palo Alto Academy	12		3
Junipero Serra High School	2	7	6
Crystal Springs Uplands Sch	1	8	5
Lydian Academy Llc	4	6	4
Oceana High School	2	6	6
Jefferson High School	3	3	6
Terra Nova High School	1	6	5
Dublin High School	2	3	5

Dual Enrollment Information for 2022:

Race/Ethnicity	Percent
American Indian/Alaskan Native	0.5%
Asian	13.0%
Black - Non-Hispanic	1.0%
Filipino	1.5%
Hispanic	50.0%
Multiraces	10.0%

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Pacific Islander	1.0%
Unknown	1.0%
White Non-Hispanic	22.0%

First Gen Status	Percent
First Generation	35.0%
Not First Generation	41.5%
Unknown	23.5%

Success rate	
A, B, or C	95%

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