



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 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.

Vision

Cañada College's Dual Enrollment Program provides equitable access to early college credit so that high school students can get an "early start" on their college experience. We believe that strengthening our K-12 partnerships will enable high school students to transition successfully to post-secondary institutions and be career ready.

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

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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:

- 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. For example, hiring a Retention Specialist will allow us to closely monitor the academic progress of our dual enrollment students. For students who are not doing well, we can use early interventions such as early alert and connect them to our tutoring services. 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 on 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, dual enrollment courses will be offered at five high schools in the SUHSD this 2022-2023 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 Unified High School District:

- Sequoia High School

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- Woodside High School
- Carlmont 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

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 to support the College's values and to provide accessible physical and virtual spaces that promote continuous innovation and excellence in teaching and learning. Canada'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.

Example of Accessibility within Dual:

- Teaching models: We work closely with our high school partners and deans to identify the best teaching model for our dual classes. Below are three examples used at the high schools:
 - 1. Ideal Model: fully co-teaching: high school and college instructors teach the class together. They can organize themselves in what works best for them. The College teacher is the teacher of record. Teachers are both in the classroom together for all course sessions. Students have two teachers working to support them. *This is currently being done at Woodside High School with our Engineering classes.*
 - 2. Teacher Meet Minimum Qualifications: high school teacher is an instructor of record. The college instructor is more of a resource. College instructor visits

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regularly/periodically during a semester for class sessions. *This is currently being done at Carlmont High School with our Business classes.*

- Expansion of dual enrollment courses to La Honda/Pesdacero Unified School District: We are offering dual enrollment classes to Pescadero High School for the first time since they opened their doors in 1922. Pescadero High School is a small public high school in San Mateo County. Many of their students do not have access to higher education opportunities due to the rural location of their high school.

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 and high school systems. 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 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 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 they 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
Asian	23.7%	29.1%	29.2%

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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:

Table1:

Race/Ethnicity	Percentage
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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.

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

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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. The goal for high school students who participate in Cañada's dual enrollment program is to enter and complete college at a higher rate of those student who do not participate in early college programs. . For students who are not college-bound, dual enrollment provides an opportunity to be exposed to higher education, helping them see they are capable of completing college work. Dual enrollment also offers a no-cost way to earn college credit and obtain a degree faster. Lastly, research show it can encourage and uplift students of color, low-income, and first-generation college students, improving educational equity. Cañada College's recent college redesign implements the four pillars of Guided Pathways:

1. *Clarifying Academic Pathways*

The college must 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. In Dual Enrollment, many students take CRER 137: Life and Career Planning as an introduction course to better prepare themselves in choosing a major and or career.

1. 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

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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, saving time and money. For example, students at Hillsdale High School interested in exploring our Early Childhood Education pathway can take up to 4 ECE classes for free. If they want to complete a degree, they can join continue their education at Cañada and join our Promise Scholars Program after graduating high school.

1. 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 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. The dual enrollment program gives early exposure to our student services program during orientation, onboarding, and informational sessions. The goal is for any student attending Cañada after graduating high school to enroll in a learning community.

1. Ensure Students Are Learning

Staying connected with students and monitoring their progress term by term is an essential aspect of Cañada's integrated approach. The support from Interest Area Success Teams and Promise Scholars Program, EOPS, and related special programs are critical, as is the close involvement of faculty focused on providing multiple modalities for students to demonstrate their mastery of the 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. With the hiring of a retention specialist, we are ensuring that all incoming students complete Cañada matriculation steps, are enrolled in their classes, and have the necessary technology and resources to be successful in their college classes. In addition, the Retention Specialist refers students to the appropriate student services and assists in navigating campus technology. The Retention Specialists will also be a liaison for high school instructors and campus faculty to provide interventions for our students requiring additional classroom assistance support. The Retention Specialists role will increase successful course completion and semester-to-semester persistence.

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

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students to accomplish their academic goals. By creating and fostering our community and high school relationships, it helps enhance our presence in the community as an option for the early college experience.

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
- Non-Profits/Community Organizations:
 - Boys and Girls Club of the Peninsula
 - College Track
 - Sienna Youth Center
 - Police Activities League
 - San Mateo and Redwood City Libraries
 - Redwood City Together
 - Orion Site Council
 - Latino Community Council of Redwood City
 - Redwood City School Foundation
 - Redwood City Elementary

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On-campus, we collaborate with the following:

- Middle College
- Outreach
- Admissions & Records
- 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. Additionally, dual enrollment courses such as the Ethnic Studies class are a first step in broadening early opportunities for students to learn about race, racism, and the evolution of justice in our school. Faculty representation is also very important in contributing to anti-racism. We have a diverse panel of faculty and continue to choose a diverse selection. 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 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 and 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, English Learners, and other students.

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Looking at specific demographic data from 2019-2022, most of our college students come from Redwood City, San Mateo, San Carlos, Belmont, and Foster City.

City	2019-2020	2020-2021	2021-2022
Redwood City	145	186	162
San Mateo	41	108	117
San Carlos	53	79	64
Belmont	54	59	55
Foster City	39	69	60

Our goal is to broaden and deepen our presence in spaces with a higher concentration of BIPOC communities, such as East Palo Alto, Half Moon Day, and Pescadero

City	2019-2020	2020-2021	2021-2022
East Palo Alto	65	12	25
Half Moon Bay	5	10	13
Pescadero	6	5	7

The 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 transitioning 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.

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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 and support with navigating Canvas. We also offer a CRER 137 college readiness course to our 9-12th grade students to help prepare them for 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 give them the opportunity of college classes. Oxford Day Academy in East Palo Alto provides education to many 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 applying and interviewing 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 the necessary resources to be successful in Canada
- We help create opportunities for students of color through Guided Pathways (ie, ENGR Pathway)

Starting Spring 2023, the following programming will be offered to support student success in the dual enrollment program:

- Dual Enrollment Workshops for family participants to help demystify the process and purpose of early college for the whole family.

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- Early Academic Interventions- Early Alert System, drop-in hours provided by the Retention Specialist

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 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 CCAP dual enrollment classes in Canada is to increase early college credit to underrepresented higher-education students. Furthermore, we focus on supporting 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 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 has 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,

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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.

In the past year, as part of the Educational Master Plan (goal #1.1, Assess and streamline outreach, application, matriculation, and registration processes to ensure more applicants, particularly low-income, first-generation, and Black, Indigenous, and People of Color (BIPOC) applicants, enroll in at least one course the same year they apply. Ensure that the programs that support students through these processes have enough resources to manage the workload.) our dual and outreach team has participated in discussions about making registration easier. Some of the feedback we have gotten has been to collapse the various steps and processes that can stall the registration process for students. Our objective every semester is to support students with minimal to no experience navigating the college application and processes.

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, and 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 student outcomes. In 2021, the San Mateo County Community College District Board prioritized the rapid expansion of dual enrollment as part of a multi-pronged, Free College Initiative dedicated to improving the transition of high school students to college and the 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 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.

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Looking Back

Major Accomplishments and Challenges (500 word limit)

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

The Dual Enrollment Program launched in the Fall of 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 15 students enrolled. Since starting 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 hosted several field trips each semester to introduce our students to our college campus culture. We have completed 23 onboarding sessions in the Summer of 2022 and 11 sessions in the Fall of 2022. We have hosted eight concurrent enrollment information sessions since the Summer of 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 developing the Dual Enrollment Program, also known as College and Career Pathways (CCAP). In the past year, the Director of Dual Enrollment has worked with high schools in the Peninsula to develop robust partnerships to create a seamless transition from high school to community college. Dual Enrollment courses are currently available to students at San Mateo and, Sequoia Union High School District, and Oxford Day Academy.

Major Accomplishments for Fall 2022:

- Successfully on-boarded roughly 246 students across seven high schools
- Completed our Implementation Plan
- Updated our Website
- Implemented our monthly Faculty Check-Ins
- Concurrent Enrollment informational meetings and orientation workshops to support students to be successful in the start of the semester
- Development of a Canvas Shell

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- Dual Enrollment has doubled in size
- Hired a Program Services Coordinator (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.
- Retention Specialist approved by the board on 10.25.2022. The hiring process will start in November 2022

Despite these accomplishments, the program has encountered significant challenges when trying to implement dual enrollment. We look forward to sharing learning and dialog with dual enrollment faculty, community-based partners, our high school partners, high school students, and college staff about how Cañada can continue to advance educational equity through dual enrollment.

Areas of Growth:

- Limited high school site staff to support onboarding
- Limited faculty coordination
- Improve onboarding process for both students and faculty
- Expand our dual enrollment team by hiring student ambassadors
- Timeline of when to submit course requests 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 sites 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. 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.

Dual and Concurrent Enrollment - Comprehensive Review

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:

- 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 underperforming 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?

Dual and Concurrent Enrollment - Comprehensive Review

Having a Program Services Coordinator onboard has helped get the programmatic side of Dual Enrollment started. She has learned what works and doesn't work for the program and implemented 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 to get students registered right away, provide assistance on any additional forms that may be needed (ie: guardian forms, etc.), and get 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).

The Student Area Outcomes are:

- #1: Supporting high school graduation rates by providing students opportunities to enroll in college prep courses
- #2: Improve academic preparedness for high school students participating in early college classes

The Student Learning Outcomes:

- #1: Any student who goes through dual enrollment will have a better understanding of available majors and degrees offered at Cañada College
- #2 Dual Enrolled students will get the opportunity to obtain essential skills needed to succeed in college classes

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

This is our first comprehensive program review and SLO's and SAO's will be assessed next year.

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

Fall 2022 Enrollments

# Sections	10
# Schools (#Districts)	4
# Unique Headcount (to date)	TBD

Dual and Concurrent Enrollment - Comprehensive Review

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

Dual and Concurrent Enrollment - Comprehensive Review

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

For Spring 2022: Our success rate was 95%

SLO's will be assessed program view cycle.

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. Discuss 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

- 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 Black identified students

Anti-Racist programming

- Offer and facilitate the additional culturally relevant workshops 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 participants' questions about being a dual enrollment student. The handbook will provide students with information about how to enroll in the dual enrollment program successfully 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

Dual and Concurrent Enrollment - Comprehensive Review

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 (CCLLI), 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 strategically 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.

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
- Propotional material and uniforms for staff and ambassadors to recruit more students
- 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 Academic Counselor for Dual students
- Rentention Specialist

Dual and Concurrent Enrollment - Comprehensive Review

- Faculty Coordinator to support pathway creation. Ideally we would like to have 20 hours per semester for non-instructional work.

Budget:

- Textbooks
- Fieldtrips- Transportation, food

Professional Development

- Hire dual enrollment consultant to support Dual Enrollment Faculty and Staff
- Dual Enrollment Conferences: Dual Enrollment Annual Summit (CCEMC), NACEP, NCORE

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

Dual and Concurrent Enrollment - Comprehensive Review

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

Dual and Concurrent Enrollment - Comprehensive Review

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%
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

Dual and Concurrent Enrollment - Comprehensive Review

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
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

Dual and Concurrent Enrollment - Comprehensive Review

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
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

Dual and Concurrent Enrollment - Comprehensive Review

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%
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%

Dual and Concurrent Enrollment - Comprehensive Review

Success rate	
A, B, or C	95%

Dual and Concurrent Enrollment - Goals and Resource Requests

Goals

Goal Status

2 - Continuing (PR)

Goal Title

Expand Dual Enrollment Support Team

Goal Description

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 (CCLLI), and Dual Enrollment/Early College efforts in San Mateo County.

Program Review Cycle When the Goal Begins

2022 - 2023

Who's Responsible for this Goal?

Mayra Arellano

Mapping

- CAN College Goals: (X - Selected)

CAN College Goals

- Accessible Infrastructure and Innovation: X
- Community Connections: X
- Equity-Minded and Antiracist College Culture: X
- Student Access, Success and Completion: X

- CAN Strategic Initiative Topics: (X - Selected)

CAN Strategic Initiatives

- Be the best college choice for local high school students: X
- Better share what Cañada offers: X
- Connect students to the academic program(s) and classes they need: X
- Create and sustain an inclusive, antiracist, and equity-minded campus culture: X
- Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete: X
- Help students explore and find employment in fields of their choice: X
- Improve the financial stability of students: X
- Make registration easier: X
- Strengthen K-16 pathways and transfer: X
- Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps: X
- Support innovative teaching that creates more equitable and antiracist learning environments: X

Resource Requests

Item Requested

Adjunct Counselor

Dual and Concurrent Enrollment - Goals and Resource Requests

Item Description

Support student completion, develop clear pathways and teach our CRER 137 classes

Status

Continued Request - Active

Type of Resource

Budget Augmentation

Cost

\$65,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

As supported in the Education Master Plan Under (2022-2027) Goal 1, Part 1: The Dual Enrollment Program mission is to increase the accessibility of college courses to high school students by taking college courses, taught by college professors, at their high school campus. We aim to provide equitable opportunities for students to develop a college going mindset and pathway to graduate with a certificate/associate's degree or transfer. The hiring of two adjunct counselors will help support students explore major and career pathways. Fostering a relationship between student and adjunct college counselors will support our efforts to bridge high school students to support programs such as the Promise Scholars Program.

Critical Question: How does this resource request support Latinx and AANAPISI students?

The two adjunct counseling positions contributes to supporting the Latinx and AANAPISI communities by providing intentional academic services specific to our dual enrollment students. The Dual Enrollment Program's long term goal of expansion is in alignment with the San Mateo County Community College District over the next five years. The expansion allows us to increase enrollment to the Cañada campus community while serving our underserved populations in the community i.e. first gen, undocumented students, low-income students, former foster youth, homeless students. The addition of adjunct counselors will provide equitable and accessible support or our students in efforts to match anticipated growth. Additionally, the COVID-19 global pandemic brought an additional set of challenges for most of our students including adjusting to online modality, working full time jobs, and mental health. As high school campuses return to face to face instruction, the hiring of adjunct counselors will help students through this transition.

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Justification

This position has been reviewed by the department or division and is recommended for hiring.

NEW FACULTY POSITION PROPOSAL

Discipline:

2 ADJUNCT COUNSELORS FOR DUAL ENROLLMENT

A. How does the proposed position align with specific objectives within the college's strategic plans and initiatives? <http://www.canadacollege.edu/plans/index.php>

Cañada College Goal #1 - Student Completion/Success

To provide educational and student services programs that help students meet their unique academic goals; minimize logistical and financial barriers to success; and highlight inclusivity, diversity and equity.

As supported in the Education Master Plan Under (2022-2027) Goal 1, Part 3: The 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.

College Goal #2: Equity-Minded and Antiracist College Culture

Dual and Concurrent Enrollment - Goals and Resource Requests

The Dual Enrollment Program contributes to anti-racism at Cañada College through programming, collaboration, data-driven inquiry, and staff professional development. In addition to program collaboration, Dual engages in data inquiry and reporting. With the support of the PRIE department, Dual receives daily enrollment reports for our CCAP and concurrent students. Through disaggregating this data, we are actively practicing anti-racist work.

College Goal #3 - Community Connections

Collaboration is one of the strongest keys to our success. On campus, our counselor's partnerships with administrative offices such as the Outreach Department, Admissions & Records, Financial Aid, and the Bookstore support our students and the resources they need. Promise also consistently works with student services on campus, such as EOPS, STEM Center, CWA, TRIO, Puente, ¡ESO! Adelante, Athletics, and more to support our shared students. Our off-campus partnerships include relationships with Sequoia Unified School District, San Mateo High School District, La Honda, Fair Oaks Community Center, Redwood City 2020, and other high schools in the Redwood City area. Our counselors' outreach with off-campus partners allows us to connect with the community and recruit new high school graduates to start their journey at Cañada College with the Promise Scholars Program by helping students build their educational plan for their first semester. In addition, our counselors have taught classes with the Redwood City Boys and Girls Club to connect with prospective students and help prepare them to navigate college and campus resources.

College Goal #4 Accessible Infrastructure and Innovation

In the Summer of 2022, we piloted our 1st CRER 137 – Life & Planning to Boy and Girls Club Students via concurrent enrollment. These courses are taught by our Promise counselor. In this course, we served 27 of our prospective students, focusing on navigating technology, time management, and resources available to students while also sharing information about PSP. To continue to support our students intentionally, hiring two adjunct counselors will strengthen the counselor-to-student relationship and provide more opportunities to expand CRER 137 to all of our CCAP partners.

B. How does the proposed position address the program's strategic action plans and long-term goals? Please refer to specific elements of the most recent program review.

The proposed position addresses the Dual Enrollment long-term goal of expansion in alignment with the San Mateo Community College District for the next three to five years. The expansion allows us to increase Dual enrollment to the Cañada campus community while serving our underserved populations in the community i.e. first, gen, undocumented students, low-income students, former foster youth, and homeless students. Adding two adjunct faculty will provide dedicated counseling to match anticipated growth. We are committed to removing systematic and financial barriers to allow access and opportunity.

C. Program Vitality and Viability

With the legislative goal of having 75% of instructional hours taught by full-time faculty in mind, what percentage of CRNs are being taught by Full-Time faculty in the current semester?

NA

What percentage of CRNs were taught by Full-Time faculty in the previous semester?

NA

If the proposal is not funded, will there remain a minimum of one existing full-time faculty in the discipline?

No

D. What is the evidence of student demand to justify the proposed position?

1. Number (headcount) of full-time faculty in the discipline in the current semester

NA

2. Total FTE of Course Offerings

NA

2a. Total FTE Course Offerings in the Current Semester

NA

2b. Total FTE Course Offerings in the Previous Semester

Na

3. Percent of Total FTE of Course Offerings comprised by FT faculty

NA

3a. Percent of Total FTE Course Offerings comprised by Full-Time Faculty in the Current Semester

NA

3b. Percent of Total FTE Course Offerings Comprised by Full-Time Faculty in the Previous Semester

NA

Dual and Concurrent Enrollment - Goals and Resource Requests

4. Average Departmental Fill Rate

NA

4a. Average Departmental Fill Rate for the Current Semester

NA

4b. Average Departmental Fill Rate for the Previous Semester

NA

5. Qualitatively and quantitatively describe student demand/course enrollments within this discipline, especially for those courses that will be assigned to the proposed faculty member.

In Spring 2022, we had two sections of CRER 137 at Oxford Day Academy and Pescadero High School. For Fall 2022, we have two sections of CRER 137 again for both high schools. In the future, we would like to expand this opportunity to other high schools for students to take this CCAP class as an introduction to higher education.

Resource Requests

Item Requested

Retention Specialist

Item Description

Retention Specialist for Dual Enrollment will provide support to high school students to ensure the course completion and help students navigate college for the first time.

Status

Continued Request - Active

Type of Resource

Non - Instructional Personnel

Cost

73,968

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

As supported in the Education Master Plan Under (2022-2027) Goal 1, Part 1: The Dual Enrollment Program mission is to increase the accessibility of college courses to high school students by taking college courses. We aim to provide equitable opportunities for students to develop a college going mindset and pathway to graduate with a certificate/associate's degree, transfer, or joining the workforce. The hiring of a Retention Specialist will support our students to navigate college as a first time student, minimizing structural barriers that may impact student's success and completion.

Critical Question: How does this resource request support Latinx and AANAPISI students?

The Retention Specialists will be crucial during the onboarding process to serve our Latinx and AANAPISI communities. By onboarding our retention specialists, we are ensuring that all incoming students complete Cañada matriculation steps, are enrolled in their classes, and have the necessary technology and resources to be successful in their college class. In addition, the Retention Specialist refers students to the appropriate student services and assists in navigating campus technology. The Retention Specialists will also be a liaison for high school instructors and campus faculty to provide interventions for our students requiring additional classroom assistance support. The Retention Specialists role will increase successful course completion and semester to semester persistence.

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Hiring Division/Department:

Dual Enrollment/Student Services

Dual and Concurrent Enrollment - Goals and Resource Requests

Position Title:

Retention Specialist

Is this position permanent?

Yes

Position Type

Full - Time

Provide # of months

12

Allocation: External Funds

Free College Funds

Justification**1. Describe the specific needs for the position requested and the duties of this position in a brief statement.**

Currently, there is no Retention Specialist serving in the Cañada Dual Enrollment Program for the five dual enrollment courses being taught. As the Dual Enrollment Program plans to expand over the years increasing enrollment at Cañada College, hiring three Retention Specialists is vital in supporting high school in successful course completion and helping students navigate college for the first time. Smaller, intentional caseloads among three retention specialists will provide more opportunity to check in with our students both academically and personally.

2. Explain how this position aligns with and supports the mission and strategic goals of the college.**Cañada College Goal #1 - Student Completion/Success**

To provide educational and student services programs that help students meet their unique academic goals; minimize logistical and financial barriers to success; and highlight inclusivity, diversity and equity.

As supported in the Education Master Plan Under (2022-2027) Goal 1, Part 3: The 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.

College Goal #2: Equity-Minded and Antiracist College Culture

The Dual Enrollment Program contributes to anti-racism at Cañada College through programming, collaboration, data-driven inquiry, and staff professional development. In addition to program collaboration, Dual engages in data inquiry and reporting. With the support of the PRIE department, Dual receives daily enrollment reports for our CCAP and concurrent students. Through disaggregating this data, we are actively practicing anti-racist work. Hiring a retention specialist can support the director in maintaining relationships with teachers and support students through academic coaching and navigating campus technology as a first-time Cañada student.

College Goal #3 - Community Connections

Collaboration is one of the strongest keys to our success. On campus, our counselor's partnerships with administrative offices such as the Outreach Department, Admissions & Records, Financial Aid, and the Bookstore support our students and the resources they need. Promise also consistently works with student services on campus, such as EOPS, STEM Center, CWA, TRIO, Puente, ¡ESO! Adelante, Athletics, and more to support our shared students.

Our off-campus partnerships include relationships with Sequoia Unified School District, San Mateo High School District, La Honda, Fair Oaks Community Center, Redwood City 2020, and other high schools in the Redwood City area. Our counselors' outreach with off-campus partners allows

Dual and Concurrent Enrollment - Goals and Resource Requests

us to connect with the community and recruit new high school graduates to start their journey at Cañada College with the Promise Scholars Program by helping students build their educational plan for their first semester. In addition, our counselors have taught classes with the Redwood City Boys and Girls Club to connect with prospective students and help prepare them to navigate college and campus resources.

College Goal #4 Accessible Infrastructure and Innovation

The Retention Specialists will be crucial during the onboarding process, ensuring that all incoming students complete Cañada matriculation steps, are enrolled in their classes, and have the necessary technology and resources to be successful in their college classes. In addition, the Retention Specialist refers students to the appropriate student services and assists in navigating campus technology. The Retention Specialists will also be a liaison for high school instructors and campus faculty to provide interventions for our students requiring additional classroom assistance support. The Retention Specialists role will increase successful course completion and semester-to-semester persistence.

3. Explain how adding this position will strengthen the department or division.

The proposed position addresses the Dual Enrollment Program's long-term goal of expansion in alignment with the San Mateo Community College District over the next five years. The expansion allows us to increase enrollment to the Cañada campus community while serving our underserved populations in the community i.e. first gen, undocumented students, low-income students, former foster youth, homeless students. The addition of a retention specialist will provide equitable and accessible support for our students in efforts to match anticipated growth.

Additionally, the COVID-19 global pandemic brought an additional set of challenges for most of our students including adjusting to online modality, working full time jobs, and mental health. As high school campuses return to face-to-face instruction, the hiring of three retention specialists will help students through this transition.

4. Explain how this work will be accomplished if the position is not filled.

This work will be extremely difficult to accomplish without the hiring of these positions, especially as we aim to increase our staff to match program expansion. The relationship built between the student and the retention specialist creates trust and allows the opportunity to refer early interventions to the DRC, PCC, CARES, or other emergency services at the high school and college level. To continue with no retention specialists will be a disservice for the Dual Enrollment Program's mission in supporting early college engagement and providing services to help students reach their educational goals by removing systematic and financial barriers.

This position has been reviewed by the department or division and is recommended for hiring.

Dean / Director / Hiring Supervisor Name

Mayra Arellano

Date

10/14/2022

NEW FACULTY POSITION PROPOSAL

C. Program Vitality and Viability

D. What is the evidence of student demand to justify the proposed position?

Goals

Goal Status

1 - New (PR)

Goal Title

Expand and Strengthen Dual Enrollment Program

Dual and Concurrent Enrollment - Goals and Resource Requests

Goal Description

Students and community will become knowledgeable of the existence of Dual and Concurrent Enrollment.

Program Review Cycle When the Goal Begins

2022 - 2023

Who's Responsible for this Goal?

Mayra Arellano and Samantha Vargas

Mapping

- CAN College Goals: (X - Selected)

CAN College Goals

- Accessible Infrastructure and Innovation: X
- Community Connections: X
- Equity-Minded and Antiracist College Culture: X
- Student Access, Success and Completion: X

- CAN Strategic Initiative Topics: (X - Selected)

CAN Strategic Initiatives

- Be the best college choice for local high school students: X
- Better share what Cañada offers: X
- Connect students to the academic program(s) and classes they need: X
- Create and sustain an inclusive, antiracist, and equity-minded campus culture: X
- Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete: X
- Help students explore and find employment in fields of their choice: X
- Improve the financial stability of students: X
- Make registration easier: X
- Strengthen K-16 pathways and transfer: X
- Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps: X
- Support innovative teaching that creates more equitable and antiracist learning environments: X

Resource Requests

Item Requested

Funds for Supplies

Item Description

Books for lending library, Office Supplies, Marketing, Fieldtrip Expenses, Speaker Contracts, and Workshops

Status

New Request - Active

Type of Resource

Budget Augmentation

Cost

35,000

One-Time or Recurring Cost?

Recurring Cost

Dual and Concurrent Enrollment - Goals and Resource Requests

Critical Question: How does this resource request support closing the equity gap?

This will give an equal opportunity to high school students to learn about higher education.

Critical Question: How does this resource request support Latinx and AANAPISI students?

We are recruiting students from underserved communities where there is high percentage of Latinx and AANAPSI students. Our goal with CCAP dual enrollment is to provide early college credit for students who are not college bound.

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Justification

This position has been reviewed by the department or division and is recommended for hiring.

NEW FACULTY POSITION PROPOSAL

C. Program Vitality and Viability

D. What is the evidence of student demand to justify the proposed position?

Resource Requests

Item Requested

Professional Development for Dual Enrollment Staff and Faculty

Item Description

To learn best practices to implement newly growing program at Cañada College and increase community partnerships.

Status

New Request - Active

Type of Resource

Budget Augmentation

Cost

10,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

Stay up to date on equity initiatives for dual enrollment, especially to support our faculty who are teaching our Latinx and under representative communities.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Under our CCAP agreements, our Dual Enrollment Program focuses on serving under representative communities to provide early access to higher education.

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NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Justification

This position has been reviewed by the department or division and is recommended for hiring.

NEW FACULTY POSITION PROPOSAL

C. Program Vitality and Viability

D. What is the evidence of student demand to justify the proposed position?

Dual and Concurrent Enrollment - Goals and Resource Requests