



Dual and Concurrent Enrollment

Program Review - Annual Update

2023 - 2024

Program Description (250 word limit)

1- Who does your program serve?

Dual enrollment and Concurrent Enrollment focus on introducing 9th-12th grade students to college courses and progressing toward completing a college degree or certificate. Especially those students who might not think of themselves as college or are college-bound. Dual/Concurrent Enrollment bridges the gap between the community college and high school systems. Dual Enrollment, also known as College & Career Access Pathway Dual Enrollment, focuses on expanding access for students in populations under-represented in higher education. 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. This legislation allows for developing College and Career Access Pathway (CCAP) agreements between community colleges and high school districts to increase access to college for under-represented student populations, increase enrollment, and improve student outcomes.

Cañada’s College Connection Concurrent Enrollment Program (non-CCAP) allows students to enroll in Cañada College courses while 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.

a. How many students are served by your program?

1,771

b. Does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. BIPOC, LGBTQIA+, 1st Gen, Foster, Homeless, Undocumented, Veteran, Low-Income, or other disproportionately impacted student populations identified in our Student Equity data, etc.)? If yes, how so?

Dual enrollment offers accessible opportunities for underrepresented students to prepare for higher education. We actively reach out to underserved communities, like East Palo Alto, North Fair Oaks, and Menlo Park, and strive to involve parents in the process. Our dual enrollment courses, including the Ethnic Studies class, serve as an initial step in broadening early educational opportunities, focusing on topics like race, racism, and justice. Furthermore, by collaborating with high schools and community partners, our recruiting efforts focuses on first-generation, marginalized, and BIPOC students. We are increasing our recruiting efforts to include Adult School High School Equivalency Students, Continuation High School Students, At-Promise Youth, and Currently Incarcerated youth. Our current high school and community partners include Sequoia Unified High School District, La Honda/Pescadero, San Mateo Unified School District, Charter Schools, and nonprofits.

Looking ahead, Cañada College's main focus is expanding dual enrollment for students who may not already have college plans or are underrepresented in higher education. We aim to collaborate with secondary partners to establish Comprehensive Career and Academic Pathways (CCAPs) that create seamless transitions from high school to community college. These CCAPs cater to Career and Technical Education (CTE), university transfer preparation, and the improvement of high school graduation rates. The goal is to enhance college and career readiness while addressing the needs of socioeconomically disadvantaged students, English Learners, and other specific student populations within our service area, based on data from the California Department of Education. Notably, a significant portion of our college students hails from Redwood City, San Mateo, San Carlos, Belmont, and Foster City, as indicated by demographic data from 2019-2023

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What metrics, if any, does your program use to measure its contribution to student access, retention, and completion? How have these outcome measures changed over the course of the last year?

The Dual Enrollment and Concurrent Enrollment Program is a data driven informed program. Currently our Retention Specialist The retention specialist relies on Early Alerts to identify the concurrent enrollment student who needs extra support. Once an alert has been sent that prompts the retention specialist to contact the student by email, text, and phone call to provide resources, information or any additional support the student needs to be successful in the course. Also, the canvas shell for Dual Enrollment students, the Retention Specialist and faculty work closely throughout the semester to identify students who are struggling and provide support. From the TA's access, the Retention Specialist can see students' grades and progress in the course. For our Spring 2023 outcomes, out of 100 students, 83% of students passed with a C or better and about 5% (6 students) got a W.

Major Accomplishments and Challenges (500 word limit)

2- Describe major accomplishments within the last year.

Over the past year, we have achieved significant milestones in our dual enrollment program, demonstrating a commitment to enhancing the educational experience for our students. We successfully onboarded approximately 462 students from seven high schools, streamlining the process to ensure a seamless transition into our program. We created a well-structured timeline to facilitate this and integrated the Student Success Learning (SSL) platform into our onboarding process. Recognizing the importance of up-to-date resources, we made substantial improvements, updating our onboarding packets and step-by-step guides. We also introduced a Dual Enrollment Orientation at the beginning of each semester, fostering a solid foundation for our students. Monthly Faculty Check-Ins have become a valuable tool in maintaining a supportive environment, and we further enhanced student support by implementing Early Alerts, allowing our faculty and Retention Specialist to work closely together.

Concurrent Enrollment has seen increased support, with informational meetings and orientation workshops offered to ensure student success from the outset of each semester. Our commitment to clarity and guidance is reflected in completing the student-parent and instructional handbooks. We've made significant progress in expanding the program, doubling dual enrollment, and adding key team members, including a Retention Specialist and Faculty Coordinator.

We've developed a Dual Enrollment Operational Calendar to ensure operational efficiency and collaborated closely with the Office of Instruction to expedite the creation and scheduling of dual enrollment classes. Our efforts have been well-received, as evidenced by the high attendance at our monthly Concurrent Enrollment info sessions. In addition, we've embraced digital platforms, initiated an Instagram page with over 100 followers, and introduced virtual and in-person office hours throughout the week, further solidifying our commitment to student success.

a. Did your major accomplishments help to close the opportunity gap for disproportionately impact, underserved or racially minoritized students? If yes, how so?

Our major accomplishments have played a crucial role in closing the opportunity gap for disproportionately impacted, underserved, and racially minoritized students.

1. Successful Onboarding and Increased Enrollment: By successfully onboarding 462 students across seven high schools, we've expanded access to higher education for underrepresented students. This increase in enrollment directly addresses the opportunity gap, providing these students with early access to college courses, which is essential for their academic and career success.

2. Streamlined Onboarding Process: Creating a smooth onboarding process ensures that underserved

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students can navigate the transition to college with greater ease. A well-structured process removes barriers and empowers these students to take advantage of educational opportunities.

3. Early Alerts and Monthly Faculty Check-Ins: The implementation of Early Alerts and monthly Faculty Check-Ins demonstrates our commitment to providing comprehensive support. This proactive approach is particularly beneficial to underserved students who may face additional challenges. It allows for timely intervention and support to address issues and keep them on track.

4. Concurrent Enrollment Support: Offering informational meetings and orientation workshops for Concurrent Enrollment demonstrates our dedication to preparing students for college-level work. Underserved students may not have had access to this kind of support previously, and these initiatives level the playing field.

5. Doubled Dual Enrollment: The significant expansion of the Dual Enrollment program and hiring a Retention Specialist and Faculty Coordinator show our commitment to increasing opportunities for underserved students. These actions contribute to closing the opportunity gap by providing more resources, guidance, and support.

6. Social Media Engagement and Office Hours: Initiatives such as starting an Instagram page and offering virtual and in-person office hours make information and assistance more accessible to all students, particularly those with limited time and resources.

In summary, our accomplishments in dual enrollment have been instrumental in narrowing the opportunity gap for disproportionately impacted, underserved, and racially minoritized students by improving access, providing additional support, and enhancing resources to ensure their success in higher education.

3- Describe major challenges since the last program review cycle.

While celebrating our achievements, it is essential to acknowledge the significant challenges the dual enrollment program has encountered. These challenges have highlighted the need for ongoing collaboration and dialogue with stakeholders, including dual enrollment faculty, community-based partners, high school partners, students, and college staff. Among the hurdles faced, we've encountered limitations in high school site staff available to support onboarding. This prompted our initiative to expand the dual enrollment team by hiring student ambassadors to enhance the onboarding process. Additionally, improving communication and securing needed support from high schools for tasks like receiving rosters and onboarding throughout the semester has been a priority. Creating clear pathways leading to degrees or certificates remains an ongoing process, as does the expansion of Cañada's Early College Programming. Finding faculty willing to teach in Dual Enrollment programs and ensuring seamless communication with various departments to schedule classes and follow the operational calendar have posed challenges.

Furthermore, distinguishing between dual enrollment and concurrent enrollment is essential for clarity. Lastly, the program's limited budget has impacted our ability to support its expansion. In addressing these issues, we aim to strengthen our commitment to educational equity through dual enrollment.

Impact of Resource Allocations Process (250 word limit)

4- 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.

The addition of a Retention Specialist has been instrumental in enhancing the program's support structure. Their presence has led to improved student retention rates and overall success, creating a stronger safety net for underserved and underrepresented students. The Retention Specialist's contributions have ensured a proactive approach to addressing student needs, ultimately increasing retention rates and fostering a more inclusive and supportive educational environment. The unapproved resource requests, particularly for funding in professional development, books, transportation, event planning, and food, have posed certain challenges. Without funding for professional development, staff may face limitations in skill development and staying up-to-date with best practices. The absence of funding for books and transportation can hinder access to crucial

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learning materials and physical access to educational opportunities, potentially impacting the educational equity goals of the program. Furthermore, lacking resources for event planning and food can limit community engagement and support for students, which are essential components of a successful dual enrollment program.

In conclusion, while the approved addition of a Retention Specialist has had a positive and tangible impact on the program's student success and retention, the absence of funding for professional development, books, transportation, event planning, and food has created constraints that need to be addressed to further enhance the program's effectiveness and equity.

a. What impact have these resources had on your program/department/office and measures of student success or client satisfaction?

The resources that were approved and disapproved have had varying impacts on our program and department, influencing measures of student success and client satisfaction in different ways. The addition of a Retention Specialist has been transformative for our program. This resource has significantly improved our ability to support and retain students. Student success rates have increased due to the proactive interventions and individualized support provided by the Retention Specialist. The personal attention, guidance, and resources they offer have resulted in higher satisfaction levels among students and their families. This has contributed to a more positive perception of the dual enrollment program, leading to increased client satisfaction. The absence of funding for professional development, books, transportation, event planning, and food has limited our program's ability to provide comprehensive support and resources. Lack of access to books and transportation can be barriers for students, affecting their success. The inability to host events or provide food can hinder community engagement and negatively impact the overall satisfaction of both students and their families.

b. What have you been unable to accomplish due to resource requests that were not approved?

The unapproved resource requests have posed limitations on several critical aspects of our program, hindering our ability to achieve certain goals and outcomes. Without funding for professional development, our staff members may not have the opportunity to acquire new skills and knowledge. This has limited our capacity to adapt to evolving educational practices and best serve our students. The absence of increasing our funding for books and learning materials has restricted our ability to provide essential resources to students. For example, student who needed printed materials were told to requested it from the High School. Lack of funding for transportation has made it challenging to bring students to campus. Lastly the inability to secure funding for event planning and food has made it difficult to organize and host engagement events and activities that are essential for building a sense of community and fostering student success. These events can also be a crucial platform for student recruitment and support.

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

The absence of funding for books and learning materials has disproportionately affected students who may already face financial barriers. These students often struggle to access or purchase the required textbooks and learning resources, putting them at a disadvantage in their academic pursuits. The lack of transportation support and the inability to fund event planning and provide food has disproportionately impacted students from underrepresented backgrounds who benefit most from community engagement and support. These students may find it more challenging to build connections and find a sense of belonging within the program, which can affect their overall satisfaction and success.

Program Improvement Initiatives/Resource Requests (250 word limit)

5- With an equity and antiracism lens, what changes could be implemented to improve your program? Please include meaningful action plans to improve student access and success

To enhance the dual enrollment program through an equity and antiracism lens, there are several meaningful action plans that can be implemented to improve student access and success:

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Equity-Minded Support Services: Develop a robust support system for students that includes counseling, mentorship, and early alerts. This will help identify and address issues students may face and provide the necessary assistance to ensure their success. Action Plan: Retention Specialist will with our Director of the Cultural Center to provide workshop for our dual and concurrent enrolled students.

Community Engagement and Inclusivity: Foster a sense of community and belonging among students through inclusive events and activities. Provide spaces for open dialogues on equity and antiracism. Action Plan: In partnership with our high school partners, we would like to host 2 equity-focused events, workshops, and discussion groups per year.

Feedback and Student Input: Regularly solicit feedback from students, especially those from underrepresented backgrounds. Act on their suggestions and concerns to improve the program continually. Action Plan: Establish regular pre and post feedback survey, and a focus group, and implement a transparent process for addressing concerns.

6- How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?

We will create an integrated student support system lead by the work of the Retention Specialist in collaboration with the Director of Equity to trained in equity-minded practices. This collaboration will offer comprehensive support, including academic advising, counseling, and mentorship, to address students' unique needs. Regular equity-focused events, workshops, and discussion groups will be hosted to foster a sense of community and belonging. These events will provide a platform for open dialogues on equity and antiracism. We will establish regular feedback mechanisms, such as focus groups, surveys, and suggestion boxes, to obtain input from students, especially those from underrepresented backgrounds.

a. What additional antiracism training do you/your program need in the upcoming year?

For dual enrollment Faculty and high school teachers, training on culturally responsive teaching methods is essential. This training should focus on how to adapt teaching strategies, curriculum, and classroom environments to better serve diverse student populations. Dual Enrollment students Students should have access to training or workshops that empower them to engage in antiracist efforts within the program. These sessions should include strategies for advocacy, allyship, and self-advocacy.

b. What research or training will you need to accomplish these plans?

Provide staff and students with opportunities for professional development related to antiracism. This may include attending conferences, seminars, and workshops specifically focused on racial equity and antiracism.

c. What supplies, equipment, or facilities improvements do you need?

Access to digital learning resources, such as e-books, online study platforms, and interactive educational software, can be beneficial in making course materials more accessible and adaptable to diverse learning styles. Finding additional spaces for community building where academic advisors, counselors, and mentors can offer guidance and support, can promote a sense of belonging and facilitate student success.

If your program is requesting resources, please go to “STEP 2: Resource Request (OPTIONAL)” and submit your specific requests there.

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Program Requesting Resources

Funding for Professional Development

Item Requested

Budget for Professional Development

Item Description

Funding for professional development for dual enrollment staff to take the opportunity to acquire new skills and knowledge. This increases the capacity of the team to adapt to evolving educational practices and best serve our students.

Program Goals this Request Supports

Professional Development

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

5,000

One-Time or Recurring Cost?

Recurring Cost

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

Requesting additional funding for professional development is instrumental in supporting the goal of closing the equity gap within our program. This training enables program personnel to develop a deep understanding of the unique challenges faced by underrepresented and underserved students, helping them adapt their approaches to better serve these populations.

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

Requesting additional funding for professional development is instrumental in supporting the goal of closing the equity gap within our program. This training enables program personnel to develop a deep understanding of the unique challenges faced by underrepresented and underserved students, helping them adapt their approaches to better serve these populations.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Equity-Minded and Antiracist College Culture

Which of Cañada College's Strategic Initiatives does this resource request support?

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete, Create and sustain an inclusive, antiracist, and equity-minded campus culture, Be the best college choice for local high school students, Strengthen K-16 pathways and transfer