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Cañada College

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# **ANNUAL UPDATE REPORT**

Dual Enrollment

## Annual Update Questions - Disciplines

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**1. Describe any changes or updates that have occurred since you last submitted program review. If there haven't been any changes or updates since your last program review, enter N/A.**

Since the last program review, several key updates and improvements have been implemented to enhance program effectiveness and streamline dual enrollment processes:

1. Student Onboarding: Successfully onboarded approximately 695 students from seven partner high schools, bolstering student participation in the program.
1. Partnerships and Communication: Initiated monthly meetings with high school (HS) partners to improve collaboration and collaborated with the Sequoia Union High School District (SUHSD) to develop a centralized spreadsheet that consolidates class information for instructors and administrators from high school and college.
1. Dual Enrollment Initiatives:
  1. Hosted an on-campus orientation for over 90 HIST 202 Dual Enrollment students at Cañada College.
  1. Expanded summer course offerings to include two new dual enrollment classes, ETHN 108 (offered at BGCP in East Palo Alto) and ESL 922 (at Woodside High School).
  1. Partnered with new high schools to create specialized pathways in fields such as Interior Design, Paralegal, and Fashion.
  1. Streamlined Operations: Developed a new system for managing book orders and payments, ensuring students have timely access to necessary materials.
  1. Student Engagement: Increased the program's Instagram followers to 150, added Spanish-language Concurrent Enrollment info sessions, and conducted in-person workshops at Sequoia High School during student flex sessions.
  1. Presentations and Outreach: Conducted two information sessions at the SUHSD district office (both in person and virtual) and presented during multiple professional development events, including two Flex Day sessions, SUHSD PD day at Menlo-Atherton High School, and CCEMC.
  1. Community Engagement: Collaborated with Outreach to present at various community events, broadening the program's reach and visibility.
  1. High School Teacher Support: Developed a new evaluation process for high school teachers meeting minimum qualifications and created a checklist for scheduling classes to improve alignment and communication across institutions.

These updates represent a proactive approach to enhancing program accessibility, operational efficiency, and community partnerships, laying the groundwork for future growth and expanded support for students.

**2. Provide a summary of the progress you have made on the goals identified in your last program review.**

Since the last program review, considerable progress has been made toward key program goals:

1. Serving Underserved and First-Generation Students: The program has continued to focus on reaching historically underserved and first-generation students. Enrollment data shows growth across multiple demographic groups, particularly among Hispanic students and first-generation college attendees, reflecting the program's commitment to inclusivity.
1. Building Career Pathways: New pathways and certificate programs have been developed with local high schools. These include certificates in Early Childhood Education, Digital Art and Animation, Marketing,

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Entrepreneurship, and Small Business Management, and associate degrees in fields such as Engineering. The addition of these pathways offers students direct routes to certification and alignment with IGETC requirements, enhancing their readiness for both career and academic advancement.

1. Expanding Course and Section Offerings: The number of dual enrollment courses and sections offered has steadily increased, with the program now offering 29 sections across 18 courses, serving an unduplicated headcount of 719 students in the most recent academic year, up from 257 students two years prior.
1. Improving Cañada College Enrollment: Efforts to increase enrollment of dual enrollment students at Cañada College have yielded positive results. The "take rate" of CCAP (College and Career Access Pathways) students enrolling at Cañada has risen, with 20% of graduates in the most recent cohort enrolling at Cañada College directly after high school.
1. Supporting Engagement through the Promise Scholars Program: Engagement with the Promise Scholars Program has strengthened, with 54 CCAP students joining the Fall 2024 cohort. This progress highlights the program's success in creating a pipeline for dual enrollment students to transition into supportive college programs.

These achievements demonstrate the program's commitment to expanding access, creating relevant career pathways, and supporting student transition into higher education, fulfilling goals set out in the previous program review.

### **3. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.**

Our program's goals are shifting to place a stronger emphasis on expanding support services for first-generation and historically underserved students. Data from the last academic year indicates a rise in the enrollment of these students, yet their persistence rates suggest a need for additional support resources. To address this, we are adding two new goals:

1. Developing targeted workshops on college readiness and expanding counseling support. To meet these goals, we are requesting funding for additional part-time counseling staff and workshop materials, as this will allow us to provide specialized services aimed at improving student outcomes for this population.

Another new goal is to enhance support for our Dual Enrollment Faculty, who are essential in supporting our dual enrollment courses at the high school. As the program expands to include additional sections for students to complete A-G and CTE requirements, it's important to provide resources that equip faculty with the training and support necessary for effectively teaching dual-enrollment students.

We aim to establish a structured support system for Dual Enrollment Faculty, including professional development opportunities, regular check-ins, and access to instructional resources. To achieve this goal, we are requesting resources for:

- Faculty Training: Funding for workshops on dual-enrollment pedagogy, including strategies for engaging high school students in college-level coursework.
- Dedicated Coordinator Support: Budget Augmentation to continue to support our part-time faculty coordinator role to serve as a liaison between faculty, and high school teachers, ensuring consistent communication and resource alignment.

In addition, as part of our goal to support Dual Enrollment Faculty, we are requesting mileage reimbursement to assist faculty who travel to multiple high school sites to deliver instruction. Mileage reimbursement will ease the financial burden on faculty who travel to teach dual enrollment courses. This support recognizes the commitment of faculty members and helps maintain a strong, motivated team willing to meet students where they are.

## Annual Update

### Supporting Information

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#### General Supporting Documents

[2023-2024 Dual Enrollment Summary Report.11.4.pdf](#);

[ECE\\_Dual\\_Enrollment\\_Pathway.pdf](#);

[Dual-Enrollment-Program-Update 10.31.2024.pdf](#)

## Goals

Expand Dual Enrollment Support Team

### Goal Status

2 - Continuing (PR)

### 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 (CCCLLI), 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)

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

- CAN Strategic Initiative Topics: (X - Selected)

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

## Resource Requests

### Item Requested

Adjunct Counselor

### 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 and/or Board of Trustees/District's strategic plans/recommendations, goals, or initiatives?**

#### **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.

#### **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 or department’s goals? Please refer to specific elements of the most recent program review (e.g., comprehensive review, annual update, mid-cycle review). Link to program review webpage:**

**<https://canadacollege.edu/programreview/IPRSchedule.php>**

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

**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

#### 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 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**

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Expand and Strengthen Dual Enrollment Program

**Goal Status**

1 - New (PR)

**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)

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

- CAN Strategic Initiative Topics: (X - Selected)

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

### Resource Requests

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#### 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

#### 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

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#### 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.

**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?**