



Are You Really a Two-Year College?

October 9, 2025

Strengthening Student Success Conference Presentation

Presenters

Alexander Claxton, Senior Planning & Research Analyst

Karen Engel, Dean of Planning, Research, Innovation & Effectiveness

Chialin Hsieh, Vice President of Instruction

Ameer Thompson, Dean of Science & Technology

Adam Lange, CEO, Alcove Insights and SAP Consultant with the San Mateo County Community College District

After this workshop you will:

- Understand how conventional course scheduling practices can create a structural barrier to on-time degree and certificate completion.
- Learn the steps one college took to create cross-silo transparency in the course scheduling process to address barriers to completion.
- Interact with a dynamic, online tool their college could develop to address cross-silo challenges in ensuring degree and certificate complete-ability.



Why do it?

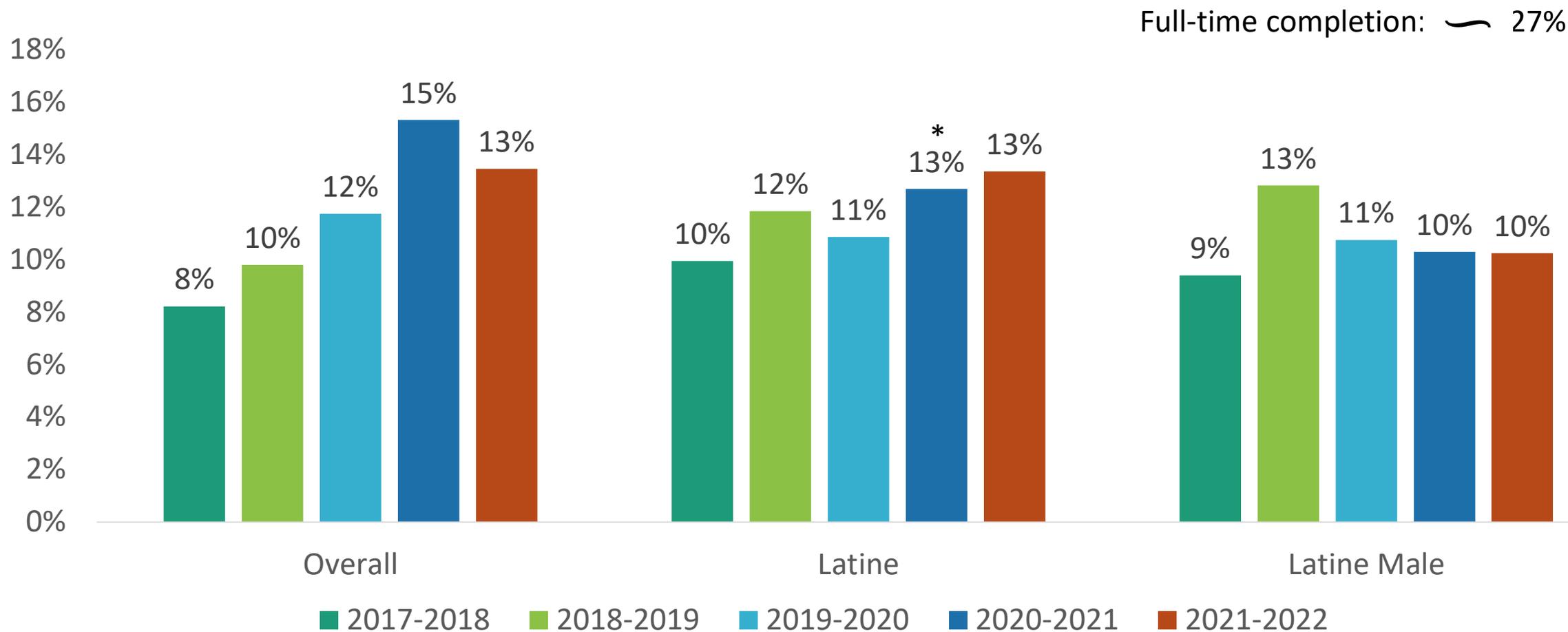
How can we make sure institutional barriers are not getting in the way of completion?

Systemwide, 13% of California community college first-time students receive an associate degree after two years, and 31% do so within three years.

Equity gaps persist:

- Women are more likely to graduate than men, as are students from wealthier families compared to students from low-income families.
- White and Asian American students have higher completion rates than African American and Latine students ([see PPIC](#)).

3-year degree completion rates at Cañada are low for all students



* Indicates Disproportionate Impact in this year

Why we did it:

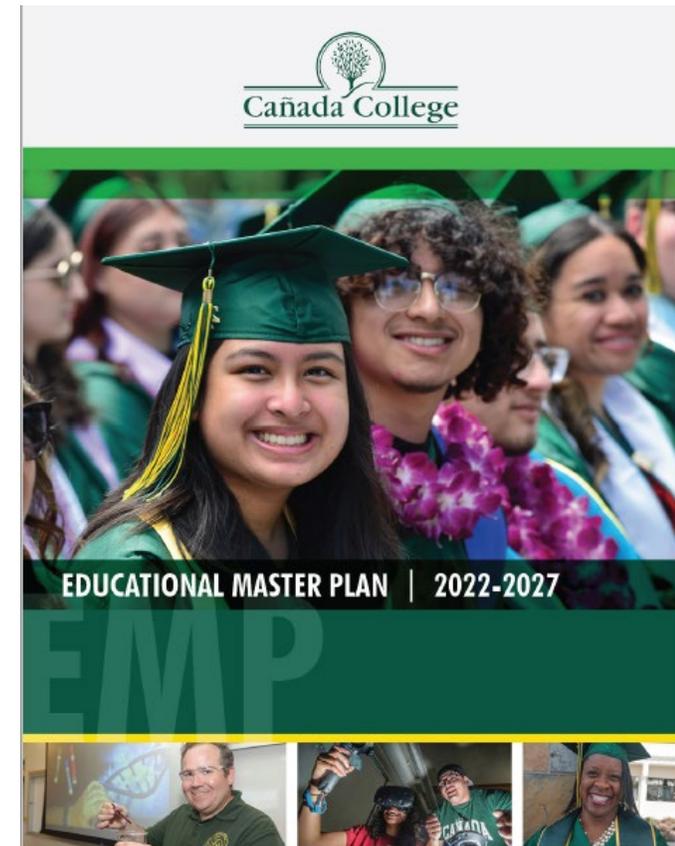


California
Guided Pathways

1.3 -- Create a student-first course schedule that reduces scheduling conflicts and maximizes course-taking opportunities

1.16 -- Create a campus culture that expects and supports students' completion of their educational goals within three years

4.12 -- Offer key courses (e.g., popular, commonly needed General Education courses) in multiple instructional modalities.



Culture Shift:

Academic Senate updated our program review template to require...

Current State of the Program

As stated in the 2022-2027 EMP: "Cañada College continuously assesses processes and removes barriers to student access, success, and completion." The program review is an essential part of that process.

- For the following questions, please use the data provided by PRIE that indicates which groups are experiencing a disproportionate impact in your program.
- Please note: "program of study" refers to any specific degree or certificate that a student can complete. A "program" as a discipline may contain multiple programs of study.

5A. Program Changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. Please describe if any changes impacted specific programs of study within your discipline. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your program offerings?

5B. Program of Study Completeness

Look at your course offerings, in the last program review cycle: was it possible for a student to complete your certificate(s) or degree(s) while only completing courses at Cañada College? If not, was your certificate(s) or degree(s) completable within the District?

5C. Program of Study Maps

Review your discipline's currently listed program(s) of study maps. Are any updates needed? If so, please list the needed changes. (These changes will be forwarded to the PRIE office after the Program Review process is completed, or you may submit changes using the PRIE Data request form.)

Why we did it

Purpose: To support more efficient and effective course scheduling, the tool should enable Instructional Deans to better understand which courses to offer, in which terms, in which modalities, to best support student degree completion within two years of starting at Cañada as a degree or transfer-seeking student.

Users: Vice President of Instruction, Instructional Deans, PRIE Team. Possibly Division Assistants and Curriculum Specialist.

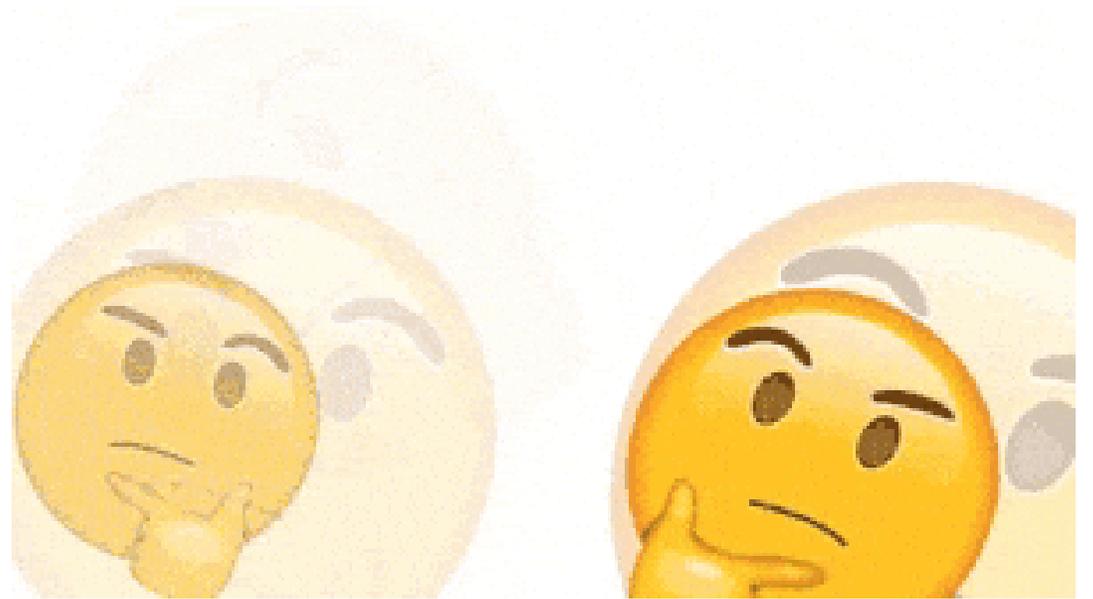
Room Discussion – part 1

Think about how your college selects the courses it is going to run in an academic term.

- (1) How do you decide which courses to run in a given term?
- (2) How far in advance do you schedule courses?
- (3) How often are schedules compared across divisions?



What does it take to
determine if a 2-year degree
is complete-able in two
years?



Step 1: Cleaning our program of study data

Fall 2019 clean up

- Before Fall 2019 major category was the only indicator of a student's program of study
 - Generic ("Accounting" covered AA, CA, and other certs)
 - Not campus specific (is this our Psychology student or our sister college's?)
- Getting Program of Study data allowed us to assess demand for courses more accurately
- Also allowed us to identify our Home Campus students

Example:

ACTG-3AS

Step 2: working with CurricUNET data to check the core and elective courses required for each degree

Exporting Catalog Information to Excel

AS Degree Requirements

Major: Core and Selective Requirements

Complete Core Courses, 21.5 units		Units
ACTG 121	Financial Accounting	4 units
ACTG 131	Managerial Accounting	4 units
ACTG 180	Payroll Accounting	1.5 units
ACTG 200	QuickBooks	3 units
BUS. 100	Introduction to Business	3 units
CBOT 432	Introduction to Computer Applications	3 units
CBOT 435	Spreadsheets	3 units
Selective Courses, choose a minimum of 6 units from the following:		Units
ACTG 100	Accounting Procedures	3 units
BUS. 101	Human Relations in the Workplace	3 units
BUS. 103	Introduction to Business Information Systems	3 units
BUS. 201	Business Law	3 units
BUS. 401	Business Communications	3 units



Program Name	Program Code	Course Block Definition Text	Course	Core
Accounting	ACTG-3AS	Complete Core Courses, 21.5 u	ACTG 121	Core
Accounting	ACTG-3AS	Complete Core Courses, 21.5 u	ACTG 131	Core
Accounting	ACTG-3AS	Complete Core Courses, 21.5 u	ACTG 180	Core
Accounting	ACTG-3AS	Complete Core Courses, 21.5 u	ACTG 200	Core
Accounting	ACTG-3AS	Complete Core Courses, 21.5 u	BUS. 100	Core
Accounting	ACTG-3AS	Complete Core Courses, 21.5 u	CBOT 432	Core
Accounting	ACTG-3AS	Complete Core Courses, 21.5 u	CBOT 435	Core
Accounting	ACTG-3AS	Selective Courses, choose a m	ACTG 100	Selective
Accounting	ACTG-3AS	Selective Courses, choose a m	BUS. 101	Selective
Accounting	ACTG-3AS	Selective Courses, choose a m	BUS. 103	Selective
Accounting	ACTG-3AS	Selective Courses, choose a m	BUS. 201	Selective
Accounting	ACTG-3AS	Selective Courses, choose a m	BUS. 401	Selective

Extract Curriculum Data

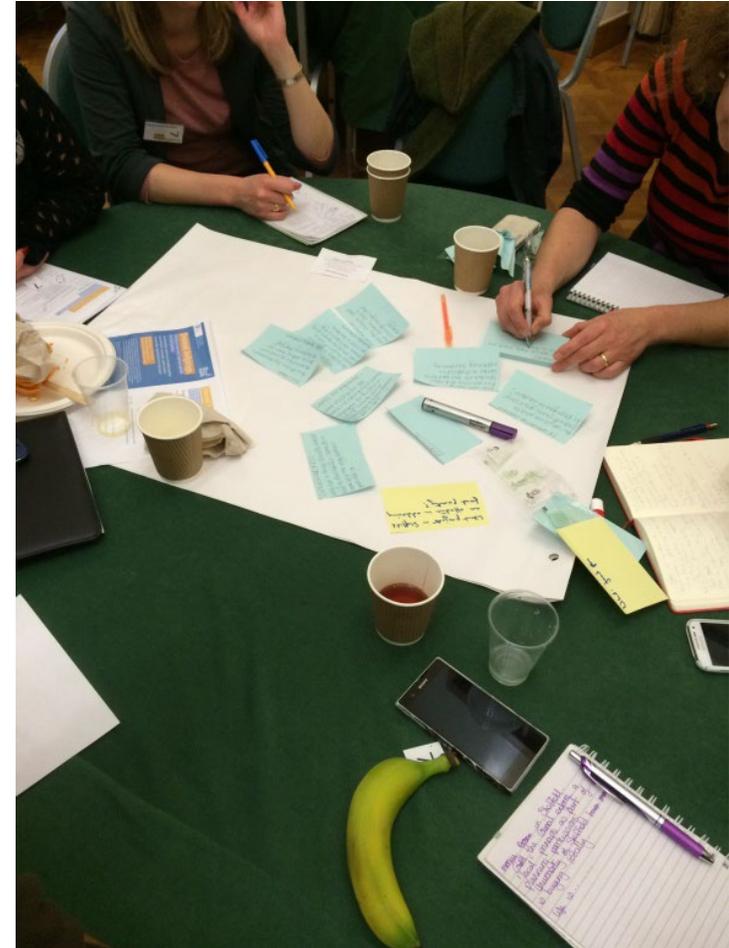
- Once the data was exported, multiple novel analyses can be done
 - Course typing: Core + GE, Core + non-GE, Selective + GE, Selective + non-GE
 - Identify course overlap between programs
 - Identify selective only courses
- These analyses fed into multiple different reports and allowed for the creating of a course availability pattern

Course Type Matrix

Courses by Type	General Education	Non-General Education	Total
Core	13%	30%	43%
Selective	31%	25%	57%
Total	45%	55%	100%

Room Discussion – part 2

- What might this look like at your campus?
- What kind of information do you have available on your students and your curriculum?



Step 3: facilitating conversations with Deans to create a “Course Availability Pattern” and publishing that in our course catalog

Course Availability Per Semester

Find Out What Courses are Available in the Fall, Spring, & Summer Semesters

Many courses at Cañada are offered every term, but some are not. These “offer patterns” are for educational planning purposes only. Please be sure to check in with a counselor, faculty member or Dean about any specific class.

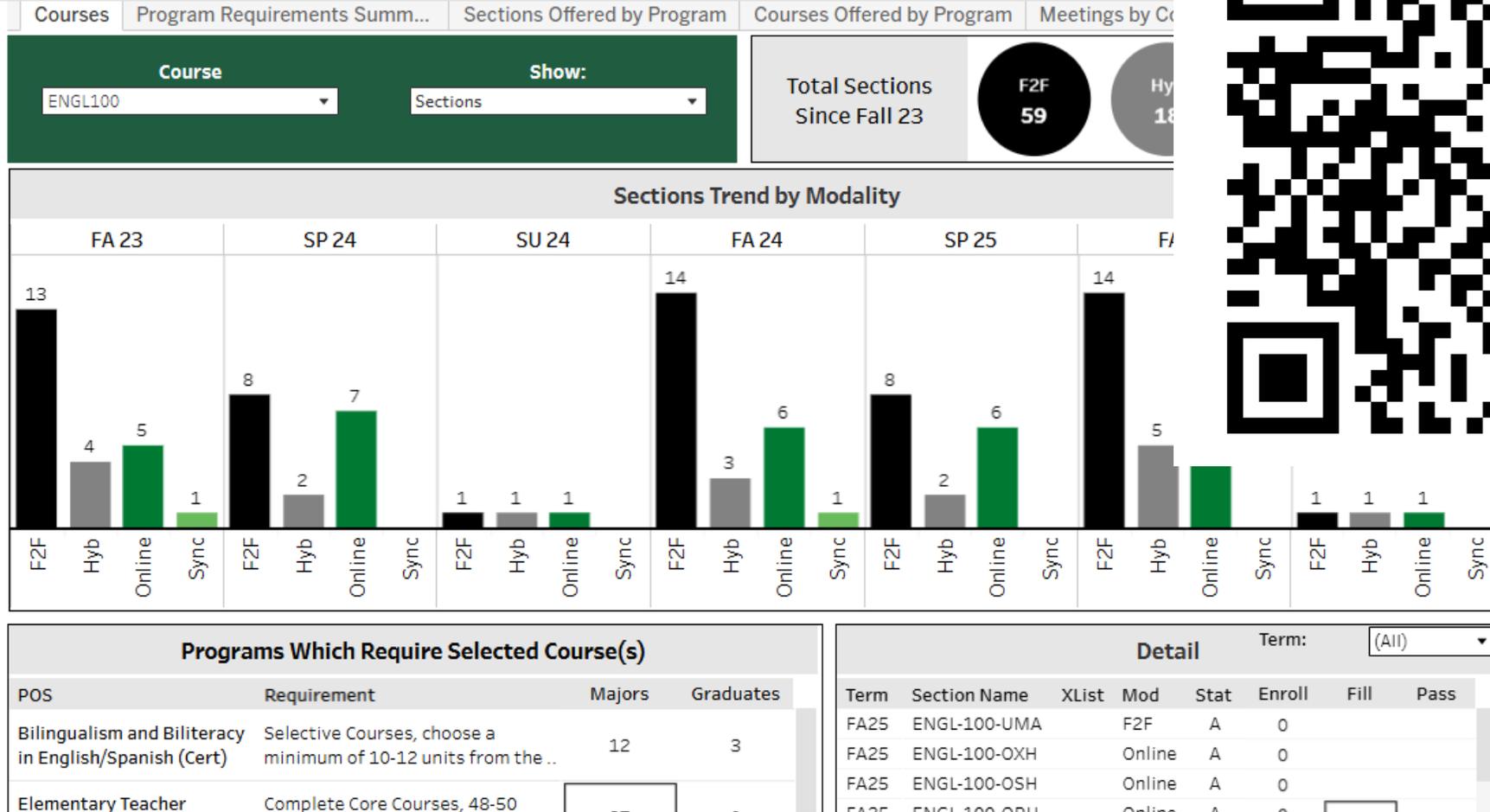
Department	Course Section	Course Title	Semester Offered
Accounting	ACTG 100	Accounting Procedures	Fall and Spring
Accounting	ACTG 121	Financial Accounting	Fall and Spring
Accounting	ACTG 131	Managerial Accounting	Fall and Spring
Accounting	ACTG 180	Payroll Accounting	Every Spring
Accounting	ACTG 200	QuickBooks	Fall and Spring
Anthropology	ANTH 110	Cultural Anthropology	Fall and Spring
Anthropology	ANTH 125	Biological Anthropology	Fall and Spring
Anthropology	ANTH 351	Archaeology	Every Fall
Aquatics	AQUA 127.1	Swim Stroke Development I	Fall and Spring
Architecture	ARCH 110	Interior Architectural Drafting	Fall and Spring
Art	ART. 101	Ancient, Classical and Medieval Art History	Fall and Spring
Art	ART. 102	Late Medieval, Renaissance and Baroque Art History	Fall and Spring
Art	ART. 103	History of Art from the Baroque Period to Post-Impressionism	Every Fall
Art	ART. 104	History of Modern Art	Fall and Spring
Art	ART. 105	Art of Asia and the Near East	Every 3rd Semester

<https://catalog.canadacollege.edu/current/courses-per-semester/>

Step 4: creating a dashboard based on two years of course offerings to determine if a degree is complete-able or not - this dashboard also allows a college-wide view of our scheduling “sandbox” where revisions can be made before the college publishes its schedule.

Dashboard Demo

Program Completeability by Ale



<https://bit.ly/48XBCsR>

How do our stakeholders use this
Dashboard?

Discuss at your tables!

How could you replicate these approaches at your campus?

Thank you!

For more information:

Karen Engel

Dean of Planning, Research, Innovation & Effectiveness

Cañada College

engelk@smccd.edu