

Fall 2024 Reassignment Application

Please note: If approved, all reassignment positions will begin work in Fall 2025, for the Fall 2024 application process.

Email *

nancec@smccd.edu

Current or Proposed Position Name: *

Business Department Dual Enrollment Coordinator (Formerly Supplemental Business Coordination)

Author(s): *

Candice Nance

Is this a campus-wide or program/department position? *

If you're not sure how to answer this question, please refer to the IPC Past & Present Positions website (<https://www.canadacollege.edu/ipc/reassignment-archive.php>).

☐ Campus-Wide Position

☒ Program/Department Position

Is this a grant funded position? *

☐ Yes

☒ No

Is this a New, Renewal, or Revision Application? *

A New Reassignment Application is for a position that has never been funded by the College before. A Renewal Application is for a position that has been previously funded by the College. A Revision to Existing Position Application can be used to revise a currently held position that is not currently up for renewal.

☐ New Reassignment Application

☒ Renewal Application

☐ Revision to Existing Position Application

Revisions to Existing Positions

What revisions do you need to request for your current position? *

Change to Reassigned Time Allocation

Are you requesting more or less reassigned time than in the past? *

☐ Yes

☒ No

Time Change Explanation

Explain why more or less reassigned time is being requested. *

Amount of Reassignment & Duration

Please report the amount of FTE you are requesting for each term and calculate the total annual FTE. Calculations: 0.2 FTE (3 units) = 7.5 hrs/week or approximately 120 hrs/semester. Each additional unit (0.067 FTE) represents an additional 2.5 hrs/week.

Fall (FTE) *

0.2

Spring (FTE) *

0.2

Total Annual (FTE) *

0.4

How many semesters of reassigned time are being requested? *

Please note, the majority of reassignment positions are filled for two year, or four semester terms. But if you need reassign time for a different amount of time, please select that below

4 (2 years - Most Common) ▼

Position Responsibilities

Instructions for Duties List

-We recommend writing your duties list in a simple bulleted list. To do this in this form, use dashes as bullets, and hit enter to space each list item.

-Next to each duty or responsibility include an amount of reassignment time that will be used for that item. This can be done based on weekly hours, semester hours or a percentage of total time.

-Please refer to the list of D1 duties (https://www.canadacollege.edu/ipc/docs/Appendix_D1.pdf) and make sure that the duties of this position do not overlap with any D1 duties.

-If you're submitting a RENEWAL application, please note that you can reference past applications (<https://canadacollege.edu/ipc/reassignment-archive.php>) for your position and copy and paste that duties list to revise here.

Example Duties List - College-Wide Position (note- this is an example only and does not necessarily reflect the current duties of the example coordinator)

Promoting a culture of instructional assessment campus-wide by:

- Helping faculty find meaningful results through the effective design and analysis of assessment methods; and
- Offering assistance and training to individuals and departments; and
- Serving as a voting member of IPC; and
- Attending and participating in meetings supporting program review (e.g., PBC Program Review Work Group).

[Approximately 50% of time allocation]

Facilitating and managing local assessment cycle by:

- Communicating with faculty regularly regarding their assessment plans; and
- Facilitating the implementation of the local assessment cycle college-wide; and
- Managing the assessment cycle process and all materials required; and
- Eliciting feedback and propose changes to cycle.

[Approximately 30% of time allocation]

Providing the college with assessment expertise by:

- Attending workshops and conferences on assessment best practices and accreditation-related topics; and
- Attending division and/or department meetings; and
- Sharing this expertise via Flex Day, workshops, and the like;.

[Approximately 10% of time allocation]

Collaborating with Accreditation Liaison Officer and designated work groups/taskforces related to assessment to:

- Contribute to accreditation reports; and
- Ensure assessment work aligns and complies with ACCJC standards and processes.

[Approximately 10% of time allocation]

Example Duties List - Program/Department-Wide Position (note- this is an example only and does not necessarily reflect the current duties of the example coordinator)

- Outreach to community partners to offer and set up ESL classes. (10% approx.)
- Secure agreements and facilities to offer ESL classes in the communities where our students live, currently in North Fair Oaks, East Menlo Park, Pescadero (also East Palo Alto and Half Moon Bay in previous semesters). (10% approx.)
- Provide workshops to help students complete the college application and Board of Governors' Fee Waiver forms on the first day/evening of every off-campus ESL classes and welcome students.(10% approx.)
- Lead College Information and Proactive Registrations and ID Events for all off-campus ESL classes every semester to bring students with the faculty and ESL SLAMmers to campus so that students can pay their fees, participate in an orientation session with the ESL counselor, take a campus tour, get their student IDs, and if time permits, to visit an ESL class on campus. (10% approx.)
- Set up and lead monthly ESL Dept. meetings. Organize agendas for meetings. (10% approx.)
- Align curriculum with our ESL Pathways. (10% approx.)
- Organize textbook adoptions and look at ways to offer non-textbook options. (10% approx.)
- Represent the department on campus wide committees and councils. (10% approx.)
- Meet with administrators to share specific needs of the ESL students. (15% approx.)
- Set up meetings with District ESL faculty and serve as the lead for our college. (5% approx.)

Guided by the format of the examples above, please provide a comprehensive list of all duties or responsibilities of this position. *

Please refer to the list of D1 duties (<https://www.canadacollege.edu/ipc/docs/d1-duties-2022-2025.pdf>) and make sure that the duties of this position do not overlap with any D1 duties. Also, please note that this list is meant to be a general overview of the responsibility of this position, and it is not meant to be a daily plan of all work.

Duties and Responsibilities of the Business Department Dual Enrollment Coordinator:

A. COMMUNITY PARTNERSHIPS

- In collaboration with the Dean of Business, Workforce, and Design, oversee the business department's dual enrollment program with local high school partners, including but not limited to Carlmont and Pescadero High School.
- Support the development of our newest pathway, Entrepreneurship for Spanish Speakers, in partnership with the Sequoia Union High School District (SUHSD), focusing on Latinx high school students who are native Spanish speakers through our CCAP agreement.
- Collaborate with district partnerships, including recruiting, onboarding, and evaluating faculty teaching in our dual enrollment programs.
- Expand dual enrollment partnerships to additional local high schools and charter schools, emphasizing outreach to BIPOC communities.

B. PLANNING AND COLLABORATION

- Coordinate with the Business, Design, and Workforce Dean and the Director of Dual Enrollment to confirm that high school teachers meet California Community College minimum qualifications for the business discipline.
- Participate in the hiring processes and evaluations for dual enrollment instructors.
- Support the selection and approval of textbooks, working to expand the Zero Textbook Cost (ZTC) pathway in business to eliminate barriers to accessing course materials.
- Meet consistently with local high school teachers, staff, and CTE coordinators to coordinate courses, curriculum, and resources.

C. PROGRAM IMPLEMENTATION AND OVERSIGHT

- To support program success, foster strong working relationships between high school partners and college faculty.
- Determine the most effective teaching model (college faculty, high school faculty, or co-teaching) based on the needs of partner high schools and students.
- In collaboration with the Business, Workforce, and Design division office, confirm courses and faculty have been loaded accurately and timely in Banner and WebSchedule.
- In collaboration with the Dean of Business, Workforce, and Design, organize and confirm course schedules and delivery modalities to align with the needs of high school partners and students.
- Engage in proactive problem-solving to address dual enrollment implementation and growth challenges.
- Confirm each semester that dual enrollment faculty are reimbursed for mileage.
- Validate that college courses taught at partner high schools meet curriculum alignment and maintain academic rigor.

Identify which goals and strategic initiatives from the college's Education Master Plan are being supported by this position. Check all that apply. *

For more information about the Education Master Plan (EMP), please refer to the Cañada College Collaborates website (<https://canadacollege.edu/prie/canada-collaborates.php>).

- ☐ EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #1 (Make Registration Easier)
- ☒ EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #2 (Connect Students to the Academic Program(s) and Classes They Need)
- ☒ EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #3 (Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete)
- ☒ EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #4 (Improve the Financial Stability of Students)
- ☒ EMP Goal #2: Equity-Minded and Antiracist College Culture - Strategic Initiative #1 (Support innovative teaching that creates more equitable and antiracist learning environments)
- ☒ EMP Goal #2: Equity-Minded and Antiracist College Culture - Strategic Initiative #2 (Create and sustain an inclusive, antiracist, and equity-minded campus culture)
- ☒ EMP Goal #2: Equity-Minded and Antiracist College Culture - Strategic Initiative #3 (Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps)
- ☒ EMP Goal #3: Community Connections - Strategic Initiative #1 (Better share what Cañada offers)
- ☒ EMP Goal #3: Community Connections - Strategic Initiative #2 (Be the best college choice for local high school students)
- ☒ EMP Goal #3: Community Connections - Strategic Initiative #3 (Strengthen K-16 pathways and transfer)
- ☒ EMP Goal #3: Community Connections - Strategic Initiative #4 (Help students explore and find employment in fields of their choice)
- ☒ EMP Goal #3: Community Connections - Strategic Initiative #5 (Help meet the basic needs of Cañada students and other community members)
- ☐ EMP Goal #4: Accessible Infrastructure and Innovation - Strategic Initiative #1 (Ensure the physical campus is accessible)
- ☐ EMP Goal #4: Accessible Infrastructure and Innovation - Strategic Initiative #2 (Provide adequate access to technology)

- ☐ EMP Goal #4: Accessible Infrastructure and Innovation - Strategic Initiative #3 (Manage resources effectively)

Final Questions

How would your program be impacted if this position is not funded? *

Without funding for this position, the business department dual enrollment program would face several significant challenges:

1. **Reduced Program Access and Growth:** Expanding dual enrollment partnerships with local high schools would be severely limited, impacting our ability to serve new schools and reach underrepresented students, particularly BIPOC and Spanish-speaking communities. This would reduce access to college courses for high school students who benefit most from early exposure to higher education pathways.
2. **Lower Quality of Partnership Support:** The absence of a dedicated coordinator would reduce our ability to provide consistent, high-quality support to high school partners, leading to potential misalignments in scheduling, course delivery, and faculty support. This could result in logistical issues and make dual enrollment less effective and appealing to partner schools.
3. **Decreased Alignment with College Standards:** Without a coordinator, monitoring and ensuring curriculum alignment, academic rigor, and faculty qualifications would become challenging, potentially affecting the quality of dual enrollment courses and diminishing the value of college credits earned by high school students.
4. **Loss of Faculty Support and Coordination:** Faculty teaching in dual enrollment programs may face delays or lack of assistance with onboarding, evaluations, and mileage reimbursement, leading to lower satisfaction and a decrease in available faculty willing to teach in these programs.
5. **Missed Opportunities for Pathway Development:** Developing new, specialized pathways, such as Entrepreneurship for Spanish Speakers, would stall, impacting our ability to create tailored programs for high-demand fields that could enhance college and career readiness for underserved communities.

Anything else you would like us to know? For example, awards, recognition from the community, student highlights, etc.

The Business Department launched its dual enrollment program in Spring 2022, and by Spring 2025, it will have served nearly 700 high school students across 22 sections of three key business courses (BUS 100, BUS 150, and BUS 180). Partnering with the Sequoia Union High School District and La Honda-Pescadero Unified School District, we have successfully implemented all three teaching models:

1. Courses taught by Cañada College faculty
2. Co-taught courses with high school teachers and Cañada College faculty
3. Courses led by qualified high school teachers who meet college-level standards

Interest in expanding our dual enrollment offerings is strong, with additional high school partners eager to participate. To meet this demand and ensure we continue delivering high-quality, accessible business education to local students, funding for the Dual Enrollment Coordinator position is essential. This dedicated role will support the program's growth, ensure curriculum alignment and faculty support, and strengthen partnerships to broaden opportunities for high school students.

Please enter the name of your Dean or VP who we can contact for approval of this application. *

Dean Alex Kramer

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