



COMPREHENSIVE PROGRAM REVIEW REPORT

Dual Enrollment

Program Context

1. Mission

Share how your program contributes to the college, fits into the college's mission, vision, and values, and contributes to the college's Education Master Plan. If your program has a mission statement, you may include it here.

What other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Student Equity and Achievement Program, Technology, Strategic Enrollment, etc.)?

Dual Enrollment offers high school students early college access, helping to reduce barriers and providing an early start on their educational journey. The program is designed to prioritize students' needs and close equity gaps by creating opportunities for all learners, especially those who may not initially perceive themselves as college-bound, to experience college-level coursework and build confidence in their academic abilities. Through these opportunities, students can save both time and money while exploring potential career paths earlier. Strong partnerships between the college and local high school districts are essential to building and maintaining pathways that ensure smoother transitions from high school to college. Overall, Dual Enrollment promotes equity and inclusion by being accessible to all high school students and supporting their success beyond graduation. Dual Enrollment is a strategic priority within Cañada College's 2022–2027 Educational Master Plan (EMP), directly supporting the college's mission to increase equitable access, student success, and completion. In alignment with EMP Goal 3.4—"Be the best college choice for local high school students"—the Dual Enrollment program is expanding opportunities for high school students to begin their college journey early, particularly those from historically underserved communities.

The program actively contributes to building an equity-minded and antiracist college culture by fostering inclusive partnerships. These include formal agreements (MOUs) with local K–12 districts, charter schools, adult schools, and nonprofit organizations, strengthening the college's community connections as outlined in EMP Goal 4.1. Recent data demonstrates the program's impact: from 2023 to 2024, the number of high school seniors enrolling at Cañada College post-graduation increased by 195%, reflecting the program's effectiveness in supporting student transition and persistence.

Additionally, Dual Enrollment supports the goals of the Student Equity Plan, particularly the college's commitment to increasing enrollment of Black/African American students. In the 2023–2024 academic year, 0.4% of Dual Enrollment students identified as Black/African American. The program is dedicated to increasing this representation through targeted outreach and support strategies.

Dual Enrollment actively connects high school students to the full range of Cañada College's academic programs and student support services. As enrolled college students, they have access to the same resources as all other Cañada students, which fosters a strong sense of belonging and prepares them for future academic success. This includes:

- The Learning Center, where students receive tutoring and academic support across subjects.
- The Library, which provides access to research materials and technology resources, including Wi-Fi hotspots to support digital equity.
- The STEM Center, offering specialized support for students pursuing science, technology, engineering, and math coursework.
- The Disability Resource Center (DRC), which ensures that students with IEPs or 504 plans receive appropriate accommodations and support.

This integrated approach not only helps students navigate college expectations early but also aligns with the Educational Master Plan's goals to promote equity, access, and student completion. By engaging with these

Program Review

services, Dual Enrollment students are better equipped to succeed academically and transition smoothly into postsecondary education

2. Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write “no known changes.”

Not applicable

3. Community & Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write “no known changes.” CTE programs: identify the dates of your most recent advisory group meeting, its membership, and describe your advisory group’s recommendations for your program.

Yes, there have been changes in community and employment needs that have impacted the Dual Enrollment Program. There is an increasing demand from local high schools and community partners to expand access to early college opportunities for students—particularly for those who are first-generation, low-income, and students of color. Families and districts are seeking pathways that lead directly to high-wage, high-demand career fields and degrees aligned with regional workforce needs such as Early Childhood Education, Health Careers and Business, Entrepreneurship for our ESL students.

To address these evolving needs, the Dual Enrollment Program has focused on expanding course offerings in Career Education pathways such as Early Childhood Education, Business, and Health Careers, while maintaining strong transfer-level course options in Economics and History. The program is also prioritizing alignment with workforce and CTE initiatives, including participation in the K12 Strong Workforce Program and collaboration with regional industry partners to ensure that courses support college and career readiness.

Additionally, technology and instructional delivery have evolved significantly. More high schools are requesting online or hybrid course options to accommodate student schedules and transportation barriers. In response, the Dual Enrollment team is working with instructional divisions to increase online course offerings and provide professional development to faculty teaching in the high school setting.

Finally, to ensure quality and alignment, the Dual Enrollment Program continues to collaborate closely with high school counselors, district leadership, and college faculty to streamline onboarding, clarify pathways, and ensure that courses meet college-level rigor and equity standards.

Looking Back

4. Curricular changes

4A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Recommendation 1: Improve and Streamline Onboarding

In response to the recommendation to improve and streamline the onboarding process, the Dual Enrollment program successfully onboarded 1,026 students during the 2024–2025 academic year. This milestone reflects significant progress in enhancing access and efficiency for high school students entering college-level coursework. Streamlined onboarding is critical because it ensures that students are not only registered correctly and on time, but also fully informed about the academic expectations, available support services, and resources that contribute to their success. A smooth onboarding experience helps reduce barriers to participation, especially for first-generation and historically underserved students, and fosters a sense of belonging from the start. It also aligns with the Cañada College Educational Master Plan’s goals to increase student access, equity, and completion (EMP Goals 1.1 and 3.4). By refining our onboarding systems and collaborating closely with high school partners, we’ve created a more student-centered process that supports early engagement, academic confidence, and long-term

Recommendation 2: Align Dual Enrollment Course Scheduling with College Timeline

In response to the recommendation to follow the college’s scheduling timeline, the Dual Enrollment program has taken steps to better align course planning and submission with Cañada College’s established academic calendar. This alignment is essential for several reasons:

Program Review

- **Improved Coordination Across Departments:** Following the college timeline ensures that Dual Enrollment courses are integrated into the broader instructional planning process, allowing for better coordination with departments, faculty assignments, and classroom availability.
- **Enhanced Student Experience:** When Dual Enrollment courses are scheduled in sync with the college calendar, students benefit from timely access to registration, course materials, and support services. Additionally, adhering to the college timeline supports our Admissions and Records team by minimizing the need for late add approvals, which can create unnecessary workload and delays.
- **Equity and Access:** Timely scheduling allows for earlier outreach and onboarding, which is especially important for students from underserved communities. It ensures they have equitable access to course offerings and the support needed to succeed.

This practice directly supports the goals outlined in the Educational Master Plan, particularly those related to access, equity, and institutional effectiveness (EMP Goals 1.1, 2.1, and 4.1).

4B. Progress Report - Prior Program Goals

Provide a summary of the progress you have made on the program goals identified in your last program review. Include any challenges that have prevented or limited your pursuit of the program goals.

1. Serving Underserved and First-Generation Students

The Dual Enrollment program continues to prioritize outreach to historically underserved and first-generation students. Enrollment data shows strong growth, particularly among Hispanic students and first-generation college attendees, reflecting the program's commitment to equity and inclusion. This aligns with the Educational Master Plan's goals to increase access and close equity gaps.

2. Building Career Pathways

New career and certificate pathways have been developed in collaboration with local high schools, including:

- **Certificates:** Entrepreneurship, and Small Business Management, Interior Design and Fashion.
- These pathways offer students direct routes to certification and transfer readiness through IGETC-aligned coursework, supporting both career and academic advancement.

3. Expanding Course and Section Offerings

The Dual Enrollment program has continued to grow in both scope and impact. In the most recent academic year, the program offered 42 sections across 23 distinct courses, serving an unduplicated headcount of 1,026 students—a dramatic increase from 257 students just three years ago. This growth demonstrates the program's success in meeting student demand, strengthening partnerships with local school districts, and expanding access to college-level coursework for high school students.

4. Improving Cañada College Enrollment

Efforts to increase postsecondary enrollment have yielded positive results. The "take rate" of CCAP students enrolling at Cañada College after high school has risen to 20%, indicating improved transition support and stronger student engagement.

5. Supporting Engagement through the Promise Scholars Program

Engagement with the Promise Scholars Program has strengthened, with 38 CCAP students joining the Fall 2025 cohort. This demonstrates the program's success in creating a pipeline for students to transition into comprehensive support systems that promote retention and completion.

6. Expanding Outreach to Middle School Students

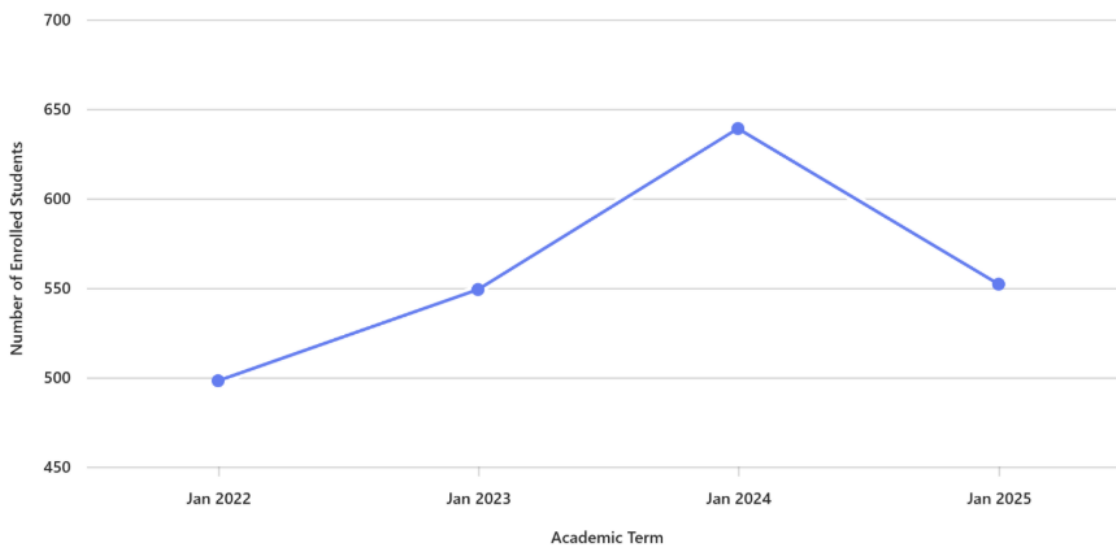
In Summer 2025, the Dual Enrollment team launched a pilot program with the PAL Center, welcoming 26 middle school students from the Redwood City School District to participate in a four-week summer experience at Cañada College. Students engaged in interactive sessions led by instructional and student support programs across campus. Feedback was overwhelmingly positive—more than half said they would recommend the program to a friend, and many sixth graders expressed interest in returning next year. This initiative, part of a newly formed MOU between Cañada College and the PAL Center, is a promising step toward fostering early college exposure and building a future pipeline of college-ready students.

Program Review

Challenges Impacting Program Goals

- **Expansion Limitations:** Expansion of course offerings has been restricted due to limited faculty availability and lack of departmental support for advanced courses. Another challenge has been our evaluation process for teachers who meet minimum qualifications. Many high school teachers do not want to go through the evaluation process at the college level
- **Budget Constraints:** Limited or unavailable Strong Workforce funding has hindered the program's ability to scale. An additional \$20,000 in funding is needed to support student resources and program growth.
- **Counselor Support for SEP Development:** There is a critical need for dedicated counseling support to assist students in creating Student Educational Plans (SEPs). For example, in Pescadero, seniors required onboarding assistance that could not be fully met due to staffing gaps.
- **Data Needs:** Continued tracking and analysis of senior enrollment trends is essential to inform outreach strategies and measure impact.

Fall 2022 to Fall 2024: Enrollment steadily increased, with a total growth of 141 students over two years. This reflects successful outreach, expanded course offerings, and stronger partnerships with local districts. Fall 2025: Enrollment declined by 87 students compared to Fall 2024. This drop may be attributed to challenges such as staffing limitations, reduced funding, or scheduling conflicts.



Current State of the Program

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

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?

Over the past several years, the Dual Enrollment program has implemented a number of significant changes to expand offerings, improve delivery, and streamline onboarding. In efforts to grow the program, new partnerships have been established with the Jefferson Union High School District, the PAL Center, and several local middle schools. The program has also expanded its course offerings to include Fashion, Interior Design, Medical Assistance, Economics, and ESL courses. Additionally, a quarterly newsletter featuring faculty and student

Program Review

testimonials, semester highlights, and dual enrollment updates has been introduced to improve communication with stakeholders.

To improve course delivery and ensure alignment between high school and college content, the program has implemented a structured evaluation process for high school instructors. High school and college faculty now participate in onboarding presentations offered both in-person and online, and ongoing faculty check-ins are conducted by the Dual Enrollment Faculty Coordinator through monthly meetings and Formstack questionnaires. New materials have also been developed for the instructor evaluation process to better support high school faculty in meeting college-level standards.

Several enhancements have been made to the onboarding process to streamline registration and ensure clear communication with families. After students submit a college application, their App-IDs are collected and sent to Admissions & Records to generate a G-number and username, bypassing the standard identification process and enabling completion of the College Connection Form. To ensure parents and guardians are aware of their child's participation, students are required to submit a signed "Parent Letter" outlining course expectations before registration is finalized. Additionally, a media release form is provided for parents/guardians to support program marketing and outreach efforts.

These changes reflect a coordinated effort to expand program access, align high school and college instruction, and strengthen communication and support for students and families, while maintaining high standards and promoting student success.

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?

Yes, all Dual Enrollment pathways are designed for students to begin taking courses while in high school and then continue at Cañada College to complete their AS/AA degrees or certificates. These pathways not only allow for full completion through courses offered at Cañada College but also provide guidance on career prospects and potential transfer opportunities to CSU and UC campuses.

Dual Enrollment Pathway Maps are currently available for:

- Early Childhood Education
- Entrepreneurship and Small Business Management
- Marketing
- 3D Animation and Videogame Art
- CSU-GE/IGETC (expanding with ECON)

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.)

Not applicable

6: Enrollment Trends and Changes

Use the data provided by PRIE to examine your enrollments by discipline and courses. Analyze each of the following: •Trends, significant changes, and any disproportionate enrollment impacts in course offerings. •Any disproportionate enrollments of student subpopulations indicated in PRIE data. •Trends in headcount, FTES, and load.

Based on your analysis of the data, discuss what you believe is noteworthy. If applicable, describe any other enrollment data that is relevant to your program, such as courses that are part of learning communities. You are welcome to include additional graphs or charts if they help your analysis. For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings

Program Review

(times/days/duration/delivery mode/number of sections) affected your enrollment. Please note: If additional sources of data are used, please upload these documents or provide links.de links.

CCAP course offers multiple disciplines, including Business, Fashion, Early Childhood Education, Engineering, Career Exploration, Ethnic Studies, Interior Design, Multimedia Arts, and Mathematics. Enrollment continues to grow as new partnerships are established with local high school districts, including SUHSD, SMUHSD, LHUHSD, and JUHSD. The program has also demonstrated an increasing diversity in the types of classes offered, reflecting student interests and district needs. Course success rates remain high overall (85–100%), highlighting the effectiveness of student support systems and the strength of college–district partnerships. Latinx and first-generation students make up a significant portion of Dual Enrollment participants, aligning directly with the college’s mission to promote equity and access. Many students complete between 3–6 transferable units per year, with some earning over 15 units before graduating high school, giving them a nice head start toward their degrees. Dual Enrollment advances college-wide goals outlined in the Student Equity and Achievement Plan by expanding early access to higher education for underrepresented students and supports the Strategic Enrollment Management Plan by strengthening K–12 pipelines and improving persistence from high school to college. While Middle School and Summer programming remain important components of outreach, due to current funding limitations, the focus for the upcoming year will be on maintaining the strength and quality of current course offerings rather than expansion.

7: Retention and Success

• **Please Note: Retention rate counts enrollments who have earned a passing grade, a failing grade, or an incomplete grade.** • **Please Note: Success rate counts enrollments who have earned a passing grade.**

7A. Current Retention and Success Data

Describe the retention and student success rates in your courses and any disproportionate enrollment impacts using the data provided by PRIE.

Academic Year	Total Enrollments	# of Sessions	Success Rate
2021-22	255	6	76%
2022-23	360	11	80%
2023-24	686	18	89%
2024-25	954	23	85%

As the Dual Enrollment program continues to grow, partnerships and collaboration with high schools have strengthened. Targeted success and retention efforts have positively impacted overall program outcomes, helping more students succeed in their college coursework.

During the 2024–2025 academic year, the ESL pilot course offered over the summer of 2024 experienced a lower success rate of 55%. Several factors contributed to this outcome, including students’ inability to commit to the full length of the course due to personal or family responsibilities, limited awareness that the course was a college-level class, minimal support from high school staff during the summer, and scheduling the course after summer school hours, which resulted in long days for students.

These lessons informed adjustments when the course was offered again in the summer of 2025 at Woodside High School, Sequoia High School, and Menlo-Atherton High School. Changes included scheduling the course during summer school hours and providing students with access to high school staff and support.

The college’s retention and success strategies include monthly progress reports, monthly classroom visits from the retention specialist to check in with students, remind them of college support services, engage with faculty, and participate in classroom activities, as well as monitoring student progress and engagement through TA access to courses on Canvas. In addition, working closely with high school Dual Enrollment staff, when available, to provide direct contact with students, parents/guardians, and other student support services.

7B. Online Success

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between different course modalities: asynchronous, synchronous, hybrid, and face-

Program Review

to-face courses? Analyze any disproportionate online course retention and success rates by modality. If your program does not offer online courses, please write “not applicable.”

To support the growth of the Dual Enrollment program and meet the needs of our high school partners, we are now offering HIST 202 – U.S. History from 1877 to Present as an asynchronous course at Woodside High School. The overall success of this course (over 80%) can be attributed to the co-teaching model between the college and high school instructor. The high school instructor plays a crucial role in delivering the content, ensuring students regularly access the materials, reviewing asynchronous content with students, and integrating high school resources alongside the assigned college content. This co-teaching model will become the standard moving forward, as the team plans to offer additional asynchronous courses in the future, including ECON 100 – Principles of Macroeconomics in Spring 2025.

Co-Teaching Checklist -https://docs.google.com/document/d/11nHAHTIXz026mu3sMUvfNvx_0hh-SV5hPVOW0EBjyg/edit?tab=t.0

8: Resource Changes

8A. Impact of Prior Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both approved and non-approved resource request. What impact have these resources or lack of resources had on your program and measures of student success? Do you notice any disproportionate impact on any student populations? What have you been unable to accomplish due to resource requests that were not approved? ?

The Dual Enrollment program has made significant strides in expanding access and improving student outcomes. However, the availability—or lack—of requested resources has had a direct impact on our ability to fully meet student needs and program goals.

Approved Resources and Their Impact:

1. Mileage Funding:

The approval of additional funds for mileage has allowed us to compensate faculty for travel, which has been instrumental in maintaining and expanding course offerings across multiple school sites. This flexibility supports equitable access to college-level instruction, especially in geographically distant or underserved areas.

Unapproved or Limited Resources and Their Impact

1. Counselor Support:

The absence of a dedicated counselor for Dual Enrollment students has significantly limited our ability to offer Student Educational Plans (SEPs) and individualized guidance. This gap is especially critical for high school seniors preparing to transition to college. For example, in Pescadero, students lacked the support needed during onboarding, which may affect their long-term success and persistence.

1. Office Space Constraints:

The current office setup lacks private space for classified Dual Enrollment staff, which impacts both productivity and confidentiality when supporting students and families. A more functional workspace is needed to ensure staff can provide high-quality, student-centered services.

1. Field Trip and Transportation Funding:

The lack of funding for field trips and transportation has limited our ability to host on-campus events that foster college exposure and engagement. These experiences are especially impactful for first-generation and underserved students, and their absence may contribute to lower levels of connection and belonging.

Program Review

The lack of counseling and transportation resources has had a disproportionate impact on historically underserved students, particularly First-generation students, who often rely on structured guidance to navigate college systems. Students from rural or low-income communities, such as Pescadero High School, who face additional barriers to accessing campus-based events and services. Without these supports, students may miss critical opportunities for academic planning, engagement, and early college exposure—factors that are strongly linked to persistence and completion.

Due to unapproved resource requests, the program has been unable to: Provide consistent, individualized counseling services at high school sites. Host regular on-campus engagement events for Dual Enrollment students. Create a confidential and functional workspace for staff to support students effectively. These limitations hinder our ability to fully realize the goals outlined in the Educational Master Plan, particularly those related to equity, access, and student success.

8B. Impact of Staffing Changes

Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff), in particular how those changes impact student success. Do you notice any disproportionate impact on any student populations? If no changes have occurred please write "not applicable."

Not Applicable

9. SLOs and PLOs

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Not Applicable

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, based upon the results of your SLO assessment?

Not Applicable

9C. PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan. Summarize the major findings of your PLO assessments. What are some improvements that have been implemented as a result of PLO assessment?

1) Dual Enrollment students will demonstrate increased college readiness by successfully completing transferable college-level coursework with a grade of C or better.

2) The program will increase participation and success rates among historically underserved and first-generation students, with a focus on closing equity gaps in enrollment and completion.

3) Students will engage in career exploration and pathway development through participation in certificate programs, associate degree tracks, or structured summer experiences such as middle school outreach programs.

Looking Ahead: Program Planning and Goals

In this portion of program review, you will develop action plans based on your enrollment, retention, and success data (questions #6 and 7) for the most disproportionately impacted students. • Please note: your action plans will reflect the program's assessment of which equity issues need to or can be addressed. • Please note: action plans are measurable so that we can examine their success or failure, not because they are guaranteed to be successful. As part of our culture of continuous improvement, we encourage programs to pursue action plans that might or might not be successful. Successes and failures can both provide valuable information for programs.

10A. Improving Enrollment

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways to improve enrollment,

Program Review

particularly for disproportionately impacted student groups identified in Question 6? If applicable, include plans for faculty recruitment and faculty training.

To improve enrollment in Dual Enrollment—particularly among disproportionately impacted student groups—Cañada College is exploring a range of strategic changes across course delivery, curriculum, outreach, and faculty development. One major initiative is the launch of an apprenticeship model beginning in Fall 2026, starting with Early Childhood Education (ECE) and WORK 670 in partnership with MEDA. This will provide high school students with hands-on learning experiences that connect classroom instruction to real-world career pathways. Additionally, the program is expanding career exploration opportunities by inviting students to visit local companies such as Box and EA Sports, giving them a firsthand look at professional environments and helping them envision future possibilities. These experiences are especially impactful for first-generation and underserved students who may not otherwise have exposure to such industries. To increase access, the program plans to offer more online and hybrid courses, including co-teaching models that allow high schools without qualified instructors to participate. A proposed Summer Bridge Program for rising juniors and seniors—targeted for launch in Summer 2026 with Ravenswood as a potential partner—will include courses like CRER 137, CRER 110, and First-Year Experience, supporting a smoother transition into college-level work.

Curriculum expansion is also underway, with new Career Education pathways being developed in fields such as Interior Design, Business, Paralegal Studies, Kinesiology, and Child Development. These pathways will be aligned with IGETC and certificate/degree programs to ensure students have clear academic and career trajectories. Outreach efforts will include family-focused information sessions, showcasing student success stories and alumni through social media, newsletters, and district communications. These stories will help build trust and demonstrate the tangible benefits of Dual Enrollment.

Faculty development remains a priority, with ongoing training in culturally responsive pedagogy, trauma-informed teaching, and inclusive classroom practices. Faculty orientations are offered each semester, and the Faculty Learning Program led by Daryan Chan provides additional support. Recruitment efforts will focus on hiring faculty who reflect the diversity of the student population and are committed to equity-focused teaching. Together, these initiatives aim to remove barriers, increase engagement, and ensure that Dual Enrollment continues to serve as a powerful tool for equity, access, and student success.

10B. Improving Retention and Success Rates

What changes does your program propose to make to improve student course retention and success, particularly for disproportionately impacted students identified in Question 7? How can the college help you improve student retention and success? Consider course offerings, curricular and/or pedagogical changes. You are encouraged to collaborate with the Director of Equity and/or Faculty Equity Coordinator to develop strategies for addressing equity gaps and to include those here. Examples of possible strategies include trials of new equitable grading strategies, use of OER/ZTC textbooks, surveys to capture student voices and needs in the classroom, new or improved partnerships with student services, and/or plans for faculty recruitment and faculty training.

To improve student course retention and success, particularly for disproportionately impacted students, the college can support the Dual Enrollment program by implementing strategies that strengthen instruction and engagement for high school learners. Opportunities for college faculty and staff to collaborate on best practices for teaching high school students can enhance the effectiveness of the dual enrollment experience. Additionally, incorporating equitable grading strategies designed to meet students where they are academically can help address skill gaps and promote success for all learners.

The college can further support these efforts by increasing its presence at high schools through outreach initiatives, allowing students to build connections and a sense of pride in taking college courses. On-campus events tailored to high school students can also introduce them to college programs, services, and resources beyond traditional dual enrollment visits. Examples include initiatives such as the Strong Workforce Pathways Showcase, which provide students with opportunities to engage with faculty, staff, and peers while exploring pathways and opportunities available at the college. Collectively, these strategies aim to enhance student engagement, support equitable learning experiences, and strengthen retention and success outcomes for dual enrollment students.

Program Review

10C. Improvements Based on SLOs and PLOs

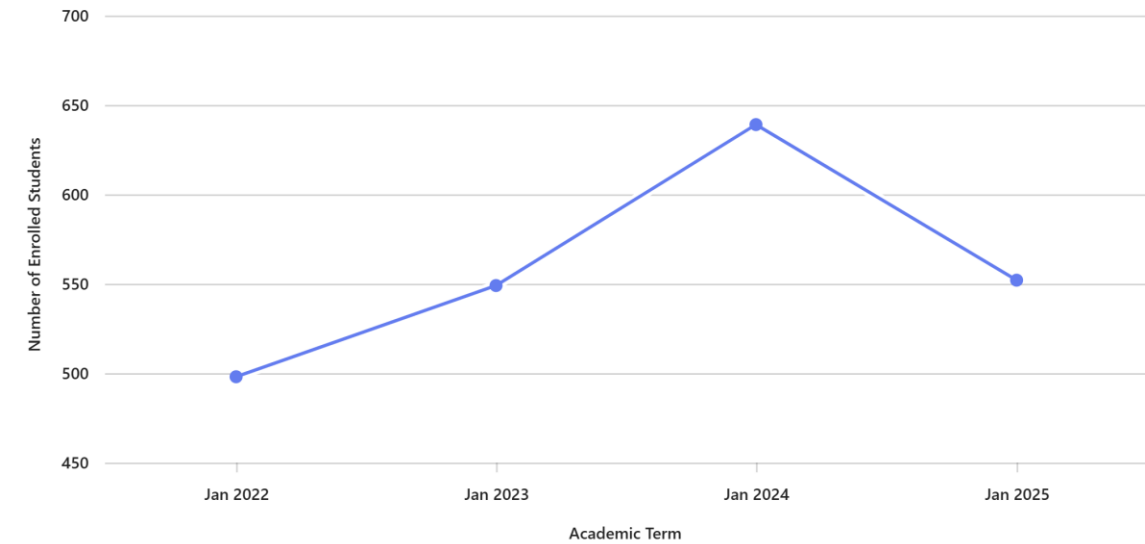
What specific strategies do you plan to implement, based upon the results of your SLO and PLO assessment, and how do you anticipate those changes will contribute to more equitable outcomes?

Based on our new Program Learning Outcomes (PLO) assessments, several targeted strategies are being planned to improve student success and promote more equitable outcomes in Dual Enrollment. One key area of focus is expanding career exploration and apprenticeship opportunities. Beginning in Fall 2026, we will launch an apprenticeship model in partnership with MEDA, starting with Early Childhood Education and WORK 670. This hands-on experience will provide students—particularly those from underserved backgrounds—with direct exposure to career pathways and workplace environments, helping bridge the gap between academic learning and real-world application. Additionally, we plan to increase career exposure opportunities by organizing visits to local companies such as Box and EA Sports. These experiences will allow students to engage with professionals, explore diverse industries, and envision future possibilities, which is especially impactful for first-generation and disproportionately impacted students.

To address access barriers identified in our assessments, we will expand online and hybrid course offerings, including co-teaching models that allow high schools without qualified instructors to participate. We also plan to pilot a Summer Bridge Program for rising juniors and seniors, with Ravenswood as a potential partner. This program will include courses like CRER 137 and CRER 110, designed to support smoother transitions into college-level work and increase persistence. Faculty development will continue to be a priority, with ongoing training in culturally responsive pedagogy, trauma-informed teaching, and inclusive classroom practices. These efforts are expected to improve classroom engagement and outcomes for students from diverse backgrounds. By aligning these strategies with our PLO findings, we aim to reduce equity gaps, increase college readiness, and ensure that all students—regardless of background have the support and opportunities needed to succeed.

Supporting Information

Tables & Graphs



Term	Enrollment	Change	Trend
Fall 2022	498		No Change
Fall 2023	549	51	Increase
Fall 2024	639	90	Increase
Fall 2025	552	-87	Decrease

Program Review

Cañada College CCAP Students	2021-2022	2022-2023	2023-2024	2024-2025	Total
Overall	154	281	567	799	1668
Female	90	128	258	429	842
Male	64	149	286	347	780
Non-Binary				3	3
Unreported		5	24	20	45
Multiraces	10	36	58	92	179
Hispanic	93	112	181	260	619
White Non-Hispanic	29	80	209	226	489
Filipino	5	4	10	53	71
Black - Non-Hispanic	2	1	2	5	9
Asian	11	38	86	135	242
American Indian/Alaskan Native	1		1		2
Unknown	1	7	16	22	43
Pacific Islander	3	4	4	8	19
First Generation	73	85	139	227	508
Not First Generation	45	142	360	427	877
Unreported	36	54	68	145	287
High School Freshman		23	47	24	92
High School Sophomore	22	40	118	158	338
High School Junior	75	114	252	366	807
High School Senior	57	104	150	251	562

Cañada College CCAP Students	2021-2022	2022-2023	2023-2024	2024-2025	Total
Percent of Total	100%	100%	100%	100%	100%
Female	58%	46%	46%	54%	50%
Male	42%	53%	50%	43%	47%
Non-Binary				0%	0%
Unreported		2%	4%	3%	3%

Program Review

Multiraces	6%	13%	10%	12%	11%
Hispanic	60%	40%	32%	33%	37%
White Non-Hispanic	19%	28%	37%	28%	29%
Filipino	3%	1%	2%	7%	4%
Black - Non-Hispanic	1%	0%	0%	1%	1%
Asian	7%	14%	15%	17%	15%
American Indian/Alaskan Native	1%		0%		0%
Unknown	1%	2%	3%	3%	3%
Pacific Islander	2%	1%	1%	1%	1%
First Generation	62%	37%	28%	35%	37%
Not First Generation	38%	63%	72%	65%	63%
Unreported	---	---	---	---	---
High School Freshman		8%	8%	3%	6%
High School Sophomore	14%	14%	21%	20%	20%
High School Junior	49%	41%	44%	46%	48%
High School Senior	37%	37%	26%	31%	34%

Cañada College CCAP Students	2021-2022	2022-2023	2023-2024	2024-2025	Total
Overall Course Success Rate	76%	80%	89%	85%	84%
Female	83%	80%	92%	85%	86%
Male	66%	79%	84%	85%	82%
Non-Binary				100%	100%
Unreported		80%	100%	92%	95%
Multiraces	95%	93%	92%	86%	89%
Hispanic	65%	65%	77%	83%	75%
White Non-Hispanic	88%	89%	94%	86%	90%
Filipino	100%	80%	100%	82%	87%
Black - Non-Hispanic	75%	100%	50%	100%	86%

Program Review

Asian	100%	91%	97%	88%	92%
American Indian/Alaskan Native	100%		100%		100%
Unknown	100%	100%	91%	93%	93%
Pacific Islander	33%	60%	75%	75%	67%
First Generation	72%	75%	81%	84%	80%
Not First Generation	92%	91%	93%	88%	90%
Unreported	61%	61%	81%	79%	73%
High School Freshman		61%	77%	81%	74%
High School Sophomore	74%	75%	93%	77%	82%
High School Junior	83%	86%	84%	86%	85%
High School Senior	65%	78%	94%	88%	86%

Cañada College CCAP Students	2021-2022	2022-2023	2023-2024	2024-2025	Total
Overall Average Enrolled Units	7.21	5.31	4.00	3.84	4.41
Female	7.23	6.09	4.05	3.93	4.60
Male	7.17	4.62	3.97	3.73	4.23
Non-Binary				3.00	3.00
Unreported		4.40	3.71	3.93	3.87
Multiraces	8.10	3.78	3.78	3.95	4.08
Hispanic	7.13	6.19	4.38	4.02	4.94
White Non-Hispanic	7.55	4.58	3.85	3.81	4.14
Filipino	6.00	6.50	4.50	3.17	3.74
Black - Non-Hispanic	6.00	6.00	3.00	4.00	4.40
Asian	7.91	4.08	3.60	3.58	3.83
American Indian/Alaskan Native	6.00		3.00		4.50
Unknown	3.00	13.14	4.28	4.18	5.55
Pacific Islander	3.00	4.25	4.50	4.88	4.37
First Generation	6.41	6.75	4.09	3.91	4.76
Not First Generation	6.07	4.79	3.84	3.81	4.07
Unreported	10.25	4.39	4.65	3.82	4.87
High School Freshman		3.26	3.00	3.25	3.13

Program Review

High School Sophomore	12.14	6.30	3.47	3.35	4.31
High School Junior	6.88	6.15	3.71	3.48	4.25
High School Senior	5.74	4.45	5.22	4.73	4.91

HS Senior Cohort Year (High School Class of ...)	2020	2021	2022	2023	2024	Total
Senior Cohort Count	6	29	60	149	271	515
Number of Senior Cohort Enrolled at Cañada During the Fall and/or Spring terms Following the Spring of High School Senior Year	0	1	8	20	59	88
Percent of Senior Cohort Enrolled at Cañada During the Fall and/or Spring terms Following the Spring of High School Senior Year	0%	3%	13%	13%	22%	17%
Female	0%	0%	17%	15%	19%	16%
Male	0%	7%	10%	11%	26%	19%
Unreported					0%	0%
Multiraces			33%	0%	19%	13%
Hispanic	0%	0%	13%	17%	38%	23%
White Non-Hispanic		0%	9%	14%	15%	14%
Filipino			50%	50%	0%	31%
Black - Non-Hispanic		0%		0%		0%
Asian		0%	0%	11%	11%	10%
American Indian/Alaskan Native					0%	0%
Unknown		0%			11%	10%

Program Review

Pacific Islander		50%	0%	0%	33%	25%
First Generation	0%	0%	13%	16%	34%	21%
Not First Generation		17%	0%	10%	16%	13%
Unreported	0%	0%	25%	17%	31%	22%

Row Number	Outcome	HS Senior Cohort Year 2020 (High School Class of 2020)	HS Senior Cohort Year 2021 (High School Class of 2021)	HS Senior Cohort Year 2022 (High School Class of 2022)	HS Senior Cohort Year 2023 (High School Class of 2023)	HS Senior Cohort Year 2024 (High School Class of 2024)
1	Senior Cohort Counts (High School Classes of 2020, 2021, 2022, 2023, 2024)	6	29	60	149	271
2	Of Those in Row 1, What Percent Have Enrolled at Cañada in Any Primary Term to Date	17%	7%	25%	20%	24%
3	Of Those in Row 1, How Many Have Enrolled at Cañada in Any Primary Term to Date	1	2	15	30	66
4	Of Those in Row 3, What Was The Average Unit Load in First Primary Term at Cañada	3.00	5.50	6.13	6.97	8.42
5	Of Those in Row 3, What Percent Were Retained to Subsequent (Second) Term	0%	50%	67%	50%	53%

Program Review

10	Of Those in Row 3, What Percent Completed Any Associate's Degree at Cañada To Date	0%	0%	7%	10%	3%
11	Of Those in Row 3, How Many Completed Any Associate's Degree at Cañada To Date	0	0	1	3	2
12	Of Those in Row 3, What Percent Completed Any Certificate at Cañada To Date	0%	0%	0%	0%	2%
13	Of Those in Row 3, How Many Completed Any Certificate at Cañada To Date	0	0	0	0	1

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Non-Personnel Item (2025 - 2026)

Requested Year

2025 - 2026

Program Requesting Resources

Dual Enrollment Program

Item Requested

Budget Augmentation- Transportation

Item Description

The allocated budget to pay for transportation services so High Schools can bring high school students to our annual CT events, open house and department tours.

Program Goals this Request Supports

Student Success and Completion and Community Connections

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

10,000

One-Time or Recurring Cost?

Recurring Cost

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

Educational enrichment opportunities provided by field trips can be integral to academic success. Allocating budget resources ensures that all students have an equitable chance to benefit from these experiences, regardless of their financial situation.

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

By participating in these events and trips, Latinx and AANAPISI students can access social support networks, making it easier for them to navigate the challenges of higher education and succeed academically.

Map Request to College Goals and Strategic Initiatives

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

Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections

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

Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Better share what Cañada offers
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer

Resource Requests

Non-Personnel Item (2025 - 2026)

Non-Personnel Item (2025 - 2026)

Requested Year

2025 - 2026

Program Requesting Resources

Dual Enrollment Program

Item Requested

Office Space

Item Description

This request is for additional office space to accommodate our dual enrollment staff providing a dedicated area for student advising, academic support, and collaboration on initiatives aimed at enhancing student success and equity.

Program Goals this Request Supports

Accessible Infrastructure

Status

New Request - Active

Type of Resource

Facilities Requests

Cost

5,000

One-Time or Recurring Cost?

One-time Cost

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

By creating a more accessible and private space for one-on-one interactions, the request ensures that our BIPOC, first-generation, and low-income students, can receive the guidance and resources they need to succeed.

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

Having dedicated office space allows staff and faculty to engage more meaningfully with Latinx and AAPI students, offering services such as bilingual support, financial aid assistance, and guidance on navigating college pathways.

Map Request to College Goals and Strategic Initiatives

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

Accessible Infrastructure and Innovation

Student Access and/or Success and/or Completion

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

Help students explore and find employment in fields of their choice

Help meet the basic needs of Cañada students and other community members

Ensure the physical campus is accessible

Non-Personnel Item (2025 - 2026)

Non-Personnel Item (2025 - 2026)

Requested Year

2025 - 2026

Resource Requests

Program Requesting Resources

Dual Enrollment Program

Item Requested

Budget Augmentation- Food and Event Support

Item Description

The allocated budget for Dual Enrollment fieldtrips and events will support student engagement and provide hands-on learning opportunities to foster a early college experience for high school studnets.

Program Goals this Request Supports

Student Success and Completion and Community Connections

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

10,000

One-Time or Recurring Cost?

Recurring Cost

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

Educational enrichment opportunities provided by field trips can be integral to academic success. Allocating budget resources ensures that all students have an equitable chance to benefit from these experiences, regardless of their financial situation.

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

By participating in these events and trips, Latinx and AANAPISI students can access social support networks, making it easier for them to navigate the challenges of higher education and succeed academically.

Map Request to College Goals and Strategic Initiatives

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

Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections

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

Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Better share what Cañada offers
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer

Non-Personnel Item (2025 - 2026)

Non-Personnel Item (2025 - 2026)

Program Requesting Resources

Funding for Student Ambassadors

Item Requested

Budget Increase

Resource Requests

Item Description

Additional funding to hire an additional student ambassador to support the onboarding, promotion and marketing of our courses. This increases the capacity of the team to adapt to evolving educational practices and best serve our students.

Program Goals this Request Supports

Program Support

Status

New Request - Active

Type of Resource

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

Cost

6,000

One-Time or Recurring Cost?

Recurring Cost

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

Hiring a student ambassador for Dual Enrollment would directly support efforts to close the equity gap by providing peer-to-peer outreach, mentorship, and guidance—especially for first-generation and historically underserved students—helping them navigate the college process, feel a sense of belonging, and access resources early. With additional funding, this role could enhance engagement, increase enrollment, and ensure students receive culturally relevant support from someone who understands their lived experience.

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

Ambassadors can serve as relatable role models, help navigate college processes, and lead outreach efforts in multiple languages and formats that resonate with these communities—ultimately contributing to closing equity gaps in enrollment, retention, and success.

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 and/or antiracist and/or equity-minded campus culture

Be the best college choice for local high school students

Strengthen K-16 pathways and transfer