Minutes
Date: Wednesday, January 26, 2022
Time: 2:00-4:00
https://smccd.zoom.us/j/94950753901

1) **Welcome**
   a) **Time Keeper** – Michiko Kealoha
   b) **Do we have our team?** (Quorum: 13)

Adolfo Leiva (SparkPoint)	Dream Center Representative	Maria Huning (TRIO)	Olivia Cortez-Figueroa (College Recruiter Rep)
Danielle Pelletier (Faculty)	Eshton Liu (ASCC Rep)	Maria Lara (A&R)	Sarah Cortez (Welcome Center Rep)
Aricka Bueno (Faculty	Kathy Kohut (International)	Mary Ho (Post-Sec. Success)	Soraya Sohrabi (Transfer Center Rep)
Bettina Lee (Wellness Center)	Kristi Longoria (Veterans Services Rep)	Max Hartman (SS Dean)	Wissem Bennani (SS Dean)
Bob Haick (Career)	Lorraine Barrales-Ramirez (EOPS,CARE,CalWORKS.FYSI)	Mayra Arellano (Promise)	
Camille Barbosa (ASCC Rep)	Manuel A. Pérez (VPSS)	Michiko Kealoha (Student Life Rep)	
David Vera (Financial Aid Rep)	Margarita Baez (Classified Rep)	Nimsi Garcia (Classified Rep)	

Guests: Ariela Villalpando, Jazmine Anastacio, Katie Dominion, Julie Hong, Chantal Sosa

Welcome Jaz! Guided Pathways Retention Specialist

2) **Adoption of The Agenda**   *2 minutes*

Maria Huning moves to adopt the agenda for 1/26/22
Margarita Baez seconded the motion
Approved by all those in attendance

3) **Approval of the Minutes**   *2 minutes*
   a) *December 8, 2021*

Nimsi Garcia motions to approve the minutes from December 8, 2021 with the change in the updates area to read University Center/ESO Adelante
Eshton Liu seconded the motion
Approved by all those in attendance

4) Reports

    a) "Why" We Do What We Do Share – Aricka Bueno   *2 minutes*

"In terms of equity every day I wake up I'm grateful to be the College for Working Adults Counselor. I get to help these adult learners access college and earn degrees who otherwise may not be able to go back to school and I feel really blessed to impact these adult learners generationally. So for example I have some students that are in their 40s or 50s that also have their kids who are in the program in their 20s. I think this would have been an excellent program for my own parents and grandfather. They could have benefited from a program like CWA. I'm grateful and feel blessed to give students an opportunity to get their degrees who may not have had the opportunity to change careers. They now are able to go to school, get their degrees and get better pay to help support their families and help the community."

    b) Thank you for sharing your department reports in the chat!   *All/ "Unlimited" Time*

The Career Center is booking a lot of Recruitment Weekdays which are our daily employer hiring and info sessions. We are also gearing up for The Virtual Job Fair on April 12th sending out invites updating website pages etc. We are having a good student turn out for resume, cover letter, personal statement, and interview help a little earlier this semester. People are starting to look for work again being pushed by rising prices and unemployment funds ending.

Dual Enrollment - Currently onboarding around 250 students into our Dual Enrollment (DE) courses. Pescadero High School, Woodside High School and Carlmont High School are new HS partners we have added courses to this Spring semester. We are planning a Dual Enrollment event for all of our students in April to show them our beautiful campus and connect them to our support programs. Lastly, will also share our DE Implementation Plan shortly. A huge shot-out to the admissions and outreach team for supporting the onboarding process.

EOPS is still accepting applications. https://canadacollege.edu/eops/eops.php

Financial Aid Report - We proud to say that we have done a lot of outreach and in-reach since the last time we met. We will continue with our community financial aid outreach starting next week. Also, due to our aggressive in-reach, our number of aid recipients has increased! We are close to surpassing our Pell Grant recipients total from the previous aid year. We will continue with this throughout the year.

International Center Updates: Welcome to TWO new team members who joined us this semester! Katie (Catherine) Dominion, temporary PSC for the International Center and Jinmei Lun, International Counselor. We're very excited to welcome both to Canada College. Also, we have welcomed 22 new F-1 students this semester, which is very close to our typical pre-Covid Spring intake. This is very exciting to see students return. We are settling into our new office in 9-163 and helping students both in-person and virtually throughout the week.

Outreach Updates: Student Support Stations/Tabling the week before classes begun and during Welcome Week for Spring 2022 semester were a success! Thank you to Financial Aid, STEM & ESO Adelante who were out there tabling with Outreach. Student were pointed in the right direction (lots of campus maps were handed out), assisted with applying to for lost Cañada College, registering for classes, purchasing their parking permits and more.

Outreach has hired more campus ambassadors - we now have 7! Ambassadors are in the office - please send students that need assistance our way (Bldg. 18, Room 115, right next to bldg. 9). Ambassadors are ready to answer questions, with matriculation process, tabling, workshops or phone calls to incoming students - so please let us know if we can help!

Have you seen our Outreach Program signs so people know how to find us? We are official! Please stop by to visit us! We have chocolate. :)

Bi-weekly Ambassador high school visits to our feeder high schools begin February. Ambassadors are calling students that were dropped due to not uploading their vaccination attestation (estimated 200 so far). Ambassadors are providing on the spot step by step assistance for students as well as answering any questions regarding vaccination attestation.

Our Boys & Girls High School Senior Visit to Cañada College has been rescheduled to Saturday, April 16. A big thank you to faculty and staff that are helping to plan and participate in this event!
PEP Planning and Connect 2 College is in the beginning stages! Stay tuned.

*application workshops are being held at high schools, concurrent enrollment and Canada college info workshops
*dual enrollment - registering workshops

SparkPoint: 1) We have expanded the Food Grant Program.   Students can select to use their monthly $75 gift card at either a) Target, Safeway, Walmart, Whole Foods, Instacart or Uber Eats b) the Grove for hot meals or c) Pony Expresso/Bookstore. Please share this link with students:
https://app.smartsheet.com/b/form/f3c2c5ceff154a83a80079c4093b86bd

We continue to offer Rental Assistance - for up to 2 months of Rental Assistance + utilities and other expenditures 3) the Rapid Response Hotel Stay Program for up to 30 days of a hotel stay while students work with SparkPoint to explore housing resources. 4) Financial Coaching is also being offered including Cañada Cash… email cansparkpoint@smccd.edu or call 650-381-3550 for an appointment

The Food Distribution (Drive-thru) and Pantry have been approved by Second Harvest Silicon Valley and we are in the planning phases here at the college.   We are currently projecting opening the Food Distribution as early as March and the Pantry thereafter there continue to be Drive Thru Food Distributions at Skyline on Wednesdays from 11am to 1pm and at CSM on Fridays from 11am to 1pm.   We are still planning on launching Cañada's Food Distribution.

Student Life Report - Very proud of our Middle College students and Student Senate members who got to partner with administration in creating a needed all gender restroom in Building 5, 2nd floor. Club Rush is also happening this coming Monday, January 31st. Free L&L and t-shirts. Excited for mural presentation tonight too!

Club Rush will start at 11am on the Upper Lawn! We'll also film clubs and post on our socials.

We were gifted (Thank you Dean Reed) a WEPA machine, and can now do additional free printing with students through their student body card at Student Life, Library. and Learning Center.

Transfer Center report: Transfer Center is meeting with students who are transferring in fall 2021 assisting them to update their CSU and UC application, complete supplemental applications, and apply to private universities.
Students who applied to UCSC may apply to Pister Scholarship by 11:59 p.m. on February 6th. This year students may apply online. The link to the application and Scholarship information are available on the Transfer Center page and Financial Aid website. Students may reach out to Soraya at sohrabi@smccd.edu if they have any questions.
The Transfer Center and ESO Adelante teams are collaborating to have an open house to introduce the COLTS U Transfer Station to students at the end of February. The information about this new space shared with transfer students via transfer Center Newsletter.

Updates for **TRIO Upward Bound** - We just held our student and family orientation on 1/21/22 on zoom. Over 40 different families engaged in the online event. We look forward to having our students on campus for our next event OYE Latinx Youth Conference on 3/19/22. I hope to have a flyer for that event next month. All are welcome at OYE!

We are in the process of onboarding a new staff member: Tracy Locke Williams who is our ST Retention Specialist. We are also in the middle of our Annual Performance Report to the Dept. of Education. There is a TRIO Student Re-Orientation on 2/1 at 1pm on Zoom. I will attach the flyer, please let your students know. All are welcome!
Also, all TRIO UB/SSS students are being informed of a great opportunity called the People's Budget. It's an opportunity to engage in Participatory Budgeting through the city of Redwood City. I'll upload the flyer too.

University Center/!ESOİ Adelante: Adelante in new space – COLTS U Transfer Station in Building 9 -106 along with University Center and Transfer Center. NDNU will be doing drop-in hours starting next Tuesday & Wednesday in COLTS-U Transfer Station. NDNU will also be hosting a number for information session for the Business Administration B.A. completion pathway in Feb. Will forward flyer soon. Currently recruiting for fall 2022 cohort. Working on setting up the space with the Transfer Center team – Open House info coming soon.
See attachments for ESO! Adelante newsletter and welcome back social.

VROC Report: we mailed out care packages to our veteran students with the help of our generous bookstore. It included some snacks, a binder, supplies, and some college pride stickers and things like that. In addition, we're coordinating with counseling to ensure that our students are enrolled in the correct sections to receive benefits and utilizing the new SSL to manage the administrative pieces to veteran enrollment.

5) **Standing Items**

    a) PBC   *Max / 4 minutes*

PBC has not met this semester. Their first meeting is scheduled for Wednesday, February 2.

    b) VPSS Updates   *Manuel / 4 minutes*

At the Board of Trustees meeting tonight there are lots of Student Services positions that are up for review and approval.

Cañada's Mural Project Proposal is up for review which includes a video made by our students with support from Michiko. Thank you to our Mural Project committee! If the Board of Trustees supports this project, we'll see the development of our mural over the course of this semester.

We are preparing for construction in the Health Center, Disability Resource Center and the Personal Counseling Center space this semester. This construction is to update the space and to be sure it is welcoming, inclusive and compliant for our students. There will be clear messaging coming from both Dr. Bennani and the department as it relates to closures and updates. This semester every Wednesday (10:00-1:00) you'll be able to find the Health Center staff and nurse, Afsaneh and Cynthia, out in the quad.

    c) Enrollment Services Committee Update   *Wissem / 4 minutes*

COVID grading is over. The executive order for COVID grading options expired December 31.
Grading Options - three main changes:
- The letter grade F is available for all courses that have a letter grade option.
- We will go back to the regular way of requesting an EW prior to COVID.
- Students will have the option through the end of the semester to request pass/no pass in only courses that have this option.

There is still some confusion so the Registrars are meeting on Monday to try to clarify the changes and will share the information from the meeting.

Mary Ho makes a motion to add 2 minutes to this item
Seconded by Maria Huning
Approved by all those in attendance

Thank you to Kristi Longoria, Veterans PSC, and the team from the District for the great work they've done to help our Veterans benefit from using the CRM. The CRM has

been completed and the Veterans can use the CRM to do their certification 100% online.

The 3rd party vendor, Parchment will provide our students with their certificates and degrees. The launch to use Parchment will happen this semester.

d) Guided Pathways   Mary / *4 minutes*

We've completed the Director of Student Support position search in December. This is one of the positions being approved tonight at the Board of Trustees meeting. Also pending is the Retention Specialist for Arts, Design and Performance.

We haven't met as a group yet this semester but our first meeting is Tuesday, Feb. 1.

6) **Special Presentations**
   a) **Dual Enrollment Plan**   *Mayra, Karen, Manuel / 20 mins*

Mayra will lead us through an overview of the Dual Enrollment implementation plan and she will be highlighting some areas we want you to be informed about.

[Overiew | Early College: High School Enrollment Programs | Cañada College (canadacollege.edu)](canadacollege.edu)

<u>Draft Dual E Implementation Plan</u> Key Milestones:

1. **Seamless Connections**
   Bridge CCAP courses to Cañada College Colts-Con, Promise Scholars Program, First-Year Experience (FYE), and specific Pathways (DE and Cañada funnels)

2. **Targeted Outreach & Recruitment**
   Identify and market to specific student populations (not college bound, minoritized and underrepresented, etc.)

3. **Enhanced Messaging**
   Develop and share resources and presentations to families, on site, in multiple languages, handbooks and fliers, expanded support staff team, etc.

GUIDED PATHWAYS

| CLARIFY THE PATH | HELP STUDENTS CHOOSE AND ENTER A PATH | HELP STUDENTS STAY ON THE PATH | ENSURE THAT STUDENTS ARE LEARNING |

cañada college PROMISE SCHOLARS PROGRAM

While student is in high school (CCAP):
- Early exposure to college
- College and career readiness counseling
- Career exploration opportunities
- Opportunity to take courses in fields of interest
- Earn a short-term certificate while still in high school
- Transition seamlessly to Cañada

During the First Year at Cañada :
- All students supported by their Interest Area Success Team with opportunities to meet students with similar interests
- First Year Experience in their Interest Area
- Career Exploration in their area of interest
- A strong sense of connection and belonging to the college for all students, especially part-time students
- Join other special programs and learning communities like Promise, EOPS, Umoja, Puente, TRIO, Athletics, etc.

From High School Through Completion:
- For students able to commit to taking 12 or more units per primary term, the Promise Scholars Program provides financial support, priority enrollment, individualized academic support and exclusive events and workshops.
- Most Promise Scholars complete their education goals within 3 years.

Plan Objectives and Strategies

Expanding dual enrollment aligns with our College's 2017-22 Educational Master Plan and District-Wide Early College efforts

College's 2020-2023 Strategic Enrollment Management Plan strategies:

- Create and scale dual enrollment opportunities for high school students
- Create more robust K-14 academic pathway programs (including summer programs); and
- Increase the conversion of Adult Education, GED, and English Language Learners to Cañada College degree and certificate programs

SMCCCD Board of Trustees' Early College Efforts:

- Continue to expand and support Middle College and Early College opportunities.
- Expand dual enrollment opportunities and make processes more efficient and accessible for secondary schools and their students.
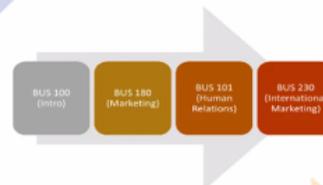
College and Career Pathways

SMUHSD	Fall 2021 Cañada Courses	Spring 2022 Cañada Courses	Academic Year 2022-23 Cañada Courses	Academic Year 2023-24 (College & Career Pathways)
Hillsdale High School	Early Childhood Education (3 sections)	Early Childhood Education (3 sections)	Early Childhood Education (3 sections)	Early Childhood Education
SUHSD High School	**Fall 2021 Cañada Courses**	**Spring 2022 Cañada Courses**	**Academic Year 2022-23**	**Academic Year 2023-24 (Pathways)**
Carlmont High School	N/A	Business (BUS 100)	Business (BUS 100)	Business
Menlo Atherton High School	N/A	N/A	N/A	Digital Art & Animation English as a Second Language
Redwood High School	College and Career Counseling (CRER 137)	College and Career Counseling (CRER 137)	College and Career Counseling (CRER 137) Digital Art and Animation	College & Career Counseling Early Childhood Education Digital Art & Animation
Sequoia High School	N/A	N/A	Ethnic Studies English as a Second Language (ESL 400 - transfer level)	Business Early Childhood Education English as a Second Language
Woodside High School	N/A	Engineering (ENGR 210)	Engineering (ENGR 210)	Engineering/STEM
Charter Schools	**Fall 2021 Cañada Courses**	**Spring 2022 Cañada Courses**	**Academic Year 2022-23**	**Academic Year 2023-24 (Pathways)**
Oxford Day Academy	College and Career Counseling (CRER 137)	College and Career Counseling (CRER 137) Political Science	College and Career Counseling (CRER 137) Political Science Spanish (SPAN 150)	Business Digital Art & Animation Early Childhood Education English as a Second Language Social Justice/Ethnic Studies College Pathway (General Ed)
LHPUSD	**Fall 2021 Cañada Courses**	**Spring 2022 Cañada Courses**	**Academic Year 2022-23**	**Academic Year 2023-24 (Pathways)**
Pescadero High School	N/A	N/A	Ethnic Studies College and Career Counseling	Business College & Career Counseling Social Justice/Ethnic Studies College Pathway (General Ed)

Sample HS On-Ramps to Pathways

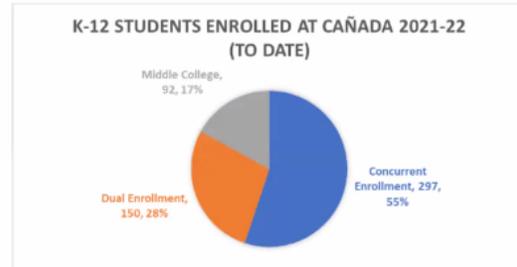Education and Human Development – Teacher Preparation On-Ramp

ECE 210: Early Child. Develop. → ECE 201: Child Development → ECE 212: Child, Family & Community → ECE 211: Early Child Ed Curriculum

Business – Transfer Prep Pathway

BUS 100 (Intro) → BUS 180 (Marketing) → BUS 101 (Human Relations) → BUS 230 (International Marketing)

Engineering – Transfer Prep Pathway

ENGR 100 (Intro) → ENGR 210 (Graphics) → ENGR 111 (Surveying) → ENGR 215 (Computational Methods)

Enrollment of High School Students

Anticipated Growth in Dual Enrollment	2021-22	2022-23	2023-24
Cañada College	250	500	1,000
San Mateo District	3,600	5,000	7,000
% of San Mateo County 11th & 12th Graders served by the San Mateo CCCD Colleges	24%	34%	48%

K-12 STUDENTS ENROLLED AT CAÑADA 2021-22 (TO DATE)

Middle College, 92, 17%
Dual Enrollment, 150, 28%
Concurrent Enrollment, 297, 55%

Updates- Spring 2022

- **Expansion of Dual Enrollment Support Team**
  - Program Services Coordinator

- **Onboarding Process**
  - Parent and Student Orientation/ Bilingual
  - Student Handbook
  - Faculty Handbook

- **Dual Enrollment CCAP Course Request and Scheduling**
  - DE Request Form
  - Annual Timeline

- **Curriculum Alignment- HS/College Faculty**
  - Business: Candince Nance
  - College & Career Counseling Class: Dega T.
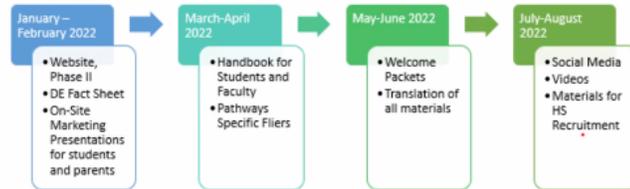 - ECE: Sarita Santos

Application Workshops → CCApply & Cañada → Obtain G number

Dual Enrollment Form → Student & Parent Signature → Student and Parent Orientation → Complete form

Registration Workshop → Register for classes → Obtain class materials (books)

Class Completion → Retention → Student Services

Maria Huning moves to add an additional 5 minutes to hear about next steps
Mary Ho seconded the motion
Motion passes by all those in attendance

What's Next?

Marketing Plan
- High School and Community Engagement
- Social Media Campaign- Summer/Fall Recruitment
- Website Updates
- Dual Enrollment Videos- How To's, Introduction of Early College Programs

Feedback
- FAQ Document
- Leadership Summit

b) **COVID-19 Student Services Check In**   *All/ 60 mins*
   i) Start-of-semester Roundtable

   ii) COVID-19 Drop

The weekend of January 15th Maria Lara and the Admissions team with the leadership of Dr. Bennani found a glitch in the technical side of our protocol setup. The formula had not been set-up correctly so students without vaccination records or updated vaccination records were still able to register. This impacted about 850-1000 students, district wide. The students were all dropped on Saturday.

By Tuesday morning, IT had designed an ARGOS report to help Outreach know which students needed to be contacted. This report didn't have the student's vaccination status listed so the Admissions team went through each name to weed out who didn't need called. Since then the Campus Ambassadors have been calling students nonstop. One of the biggest student misconceptions is they though they didn't need to upload their attestation if they were only taking an online course. Outreach let them know it was necessary.

Juan Cornejo has been very supportive and available to help our students and Olivia's team is working diligently to help and to ensure each student returns to campus.

In the future students will not be dropped for non-clearance but instead they will be blocked and unable to register until they are cleared. The same as if a student is trying to register for a class that has a prerequisite. If a student tries to register, they will receive an error message that reads "not cleared for in-person courses".

You can find guidance at the COVID-19 return to campus landing page (https://smccd.edu/return-to-campus/employees.php#resources) and scroll to the very

bottom of the employee resources tab to find two links with guidance on reviewing vaccination status for students.

How to know if students are approved to be in person:
https://smccd.edu/return-to-campus/docs/Guidance%20on%20Vaccinated%20Students%20011222_.pdf

Guidance on interactions with students who are NOT approved to be in person:
https://smccd.edu/return-to-campus/docs/Guidance%20on%20NOT%20Vaccinated%20Students%20011222.pdf

       iii) Student Testing Weekly Process Update

Students with a Religious and Medical Exception must test weekly and they must test on campus. Juan Cornejo is our Cañada identified COVID specialist. Juan has already been reaching out to these students and the system will keep track of each student to be sure they test each week.

If students do not test that week, the VPSS will send a form letter with a warning letting the student know not testing will now be a conduct issue and a temporary hold is placed on the student's file which also acts as a temporary suspension and the student is not allowed into class. The faculty will also be sent a letter so they know the student should not be in class.

If the student still does not test the following week, a different form letter will be sent to the student letting them know they now need to meet with the VPSS and are not allowed on campus until they test at one of the District testing sites.

       iv) Student Support Station & Welcome Center Feedback

The Welcome Center has had 325 student drop-ins since the beginning of January and has been running smoothly. A lot of the students who were dropped have been coming to the Welcome Center and they've been helped to reregister.

The Welcome Center has done an incredible job as a team! Congratulations!

       v) P/NP/EW Updates

Students will continue to be able to choose a letter grade or P/NP grading option beyond 30% of the term. Because changing to a Pass/No Pass grade may have implications for transfer or other long-term, unforeseeable situations, such as future graduate school applications, and/or licensure requirements, students should be strongly encouraged to meet with a counselor before changing a class to Pass/No Pass. Students will be able to select the Pass/No Pass grading option via WebSMART for classes that allow that grading option.

The regular procedure for requesting an Excused Withdrawal (EW) grading symbol is returned for the Spring 2022 semester. Pursuant to Title 5, section 55024 (e), students are able to request an EW based upon verifiable documentation supporting the request.

> "(1) "Excused Withdrawal" (EW) occurs when a student is permitted to withdraw from a course(s) due to specific events beyond the control of the student affecting his other ability to complete a course(s) and may include a job transfer outside the geographical region, an illness in the family where the student is the primary caregiver, when the student who is incarcerated in a California state prison or county jail is released from custody or involuntarily transferred before the end of the term, when the student is the subject of an immigration action, or other extenuating circumstances as described in (a) (2), making course completion impracticable. In the case of an incarcerated student, an excused withdrawal cannot be applied if the failure to complete the course(s) was a result of a student's behavioral violation or if the student requested and was granted a mid-semester transfer. Upon verification of these conditions and consistent with the district's required documentation substantiating the condition, an excused withdrawal symbol may be assigned at any time after the period established b the governing board during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be an "EW.""

Students must request an EW prior to the end of the course in which they are enrolled and from which they are requesting an excused withdrawal.

vi) N95 & Surgical Mask Distribution

If you would like an N95 mask, two masks will be made available to you. They are available for students, faculty and staff. Faculty and staff may pick them up from the Division offices and students may pick them up from the Bookstore.

Surgical masks are also available and they are located in and around many places on campus, such as, Division offices and high traffic areas.

Mask Information

[Return Information for Students | Return to Campus | San Mateo County Community College District (smccd.edu)](smccd.edu)

vii) Q&A

Testing is available to our staff, family and community members as part of our extended testing though CSM. We also have testing on campus through our Program Specialist, Juan Cornejo who is in building 1. He can schedule appointments or there is also the opportunity to do walk-ups if you are asymptomatic.

The district has invested in purchasing 15,000 antigen tests that will be available for all employees in the district. Every employee will be given two tests which will be distributed via Division offices and the VPSS office.

The district has a contract with Virus Geek to do our campus PCR testing and in addition to this we are adding a second vendor for expanded PCR testing on campus.

7) Business Items

8) Open Forum and Feedback

An opportunity for anyone to discuss any additional items.
What would we like to cover in the next SSPC?

9) Adjournment

Next meeting is Wednesday, 2-4pm, February 9th, 2022 via Zoom.

Student Services Planning Council Mission Statement:
The SSPC oversees the implementation of a comprehensive process for
planning and assessing student services based on program review, the effective
integration of student learning outcomes into program activities and services,
and alignment with the college's mission and strategic goals.

Dual Enrollment Implementation Plan

2021-24

DRAFT

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Introduction

For many years, the colleges of the San Mateo County Community College District (SMCCCD) provided opportunities for local high school students to enroll in high school and college at the same time. Prior to 2016, however, these opportunities were accessible to a relatively small number of students. Local high school principals could recommend only those students who they deemed "could benefit from advanced scholastic or vocational work" (AB 288) and principals could recommend no more than 5% of the total number of students from any particular grade level. There were also limits on the number of college credits high school students could take.

Extensive national research between 2009 - 2014 revealed that access to college courses and experiences can benefit all high school students, particularly those who might not have seen themselves as college-bound or even as likely to complete high school. High school students who participate in "dual enrollment" opportunities, including those who are typically minoritized in college-going populations, often do as well or better than their non-dual enrollment peers in the following areas:[1]

- High school graduation rates
- High school Grade Point Average
- High school retention and on-time graduation
- Proficiency on state assessments
- Community college enrollment

For this reason, the California Legislature adopted Assembly Bill 288 (Holden), signed into law by Governor Jerry Brown in 2016. This legislation dramatically broadens access to college for high school students. It authorizes the governing boards of a community college district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district. The goal of this partnership is to develop seamless pathways from high school to community college for career technical education or to improve high school graduation rates, prepare students for transfer, or help high school students to achieve college and career readiness.[2]

Since 2017, the San Mateo County Community College District has formed such CCAP partnerships with local school districts. These agreements outline the terms of the partnership, the courses to be offered, as well as the protocols for information-sharing, joint facilities use, and parental consent for high school

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[1] High school graduation rates (Kirst, Venezia, & Nodine, 2009; Rodriguez, Hughes, & Belfield, 2012); High school Grade Point Average (The Colorado Department of Higher Education & the Colorado Department of Education, 2013; Karp, Calcagno, Hughes, Jeong, & Bailey, 2007); High school retention and on-time graduation (Kirst, Venezia, & Nodine, 2009); Assessment into college-level courses (Rodriguez, Hughes, & Belfield, 2012); Proficiency on state assessments (Kirst, Venezia, & Nodine, 2009); College grades and credit accrual (Karp, 2013); Community college enrollment (Speroni, 2011), retention and persistence rates (Allen & Dadgar, 2012; Struhl & Vargas, 2012; Thacker, 2014). The Community College Research Center (CCRC) also has extensive research documenting the benefits of early college and dual enrollment for high school students.

[2] California AB-288 Public schools: College and Career Access Pathways partnerships. (2015-2016)

students to enroll in community college courses.[3] AB 288 allows high school students to enroll in up to 15 units per term if those units are required for the students' partnership programs and if specified conditions are satisfied. It also authorizes a community college district to exempt special part-time and full-time students taking up to a maximum of 15 units per term from specified fee requirements.

The SMCCCD Free College Initiative 2021 expands access to "free" college courses for local high school students, particularly for students who are underrepresented in college-going populations or students who may not be college bound. This initiative is a critical aspect of the District's efforts to promote social and economic equity and access in our service area. In this context, Cañada College strives to remove barriers to early college access for students in alignment with our District and College commitments to racial equity and social justice. Cañada College seeks to dramatically increase the number of CCAP pathways with the goal of earning a college certificate/associate degree, transferring successfully to a 4-year college, or joining the workforce with skills that earn a livable wage in the San Mateo County regional economy.

What is Our Why?

To thrive in San Mateo County, educational achievement is a critical part of access to jobs and opportunities that can sustain and grow healthy families and communities. The Silicon Valley economy generates tremendous wealth and opportunity, but much of it is unattainable without a college degree. Central to Cañada College's mission is "ensuring that all students have equitable opportunities to achieve their…educational goals." Central to our purpose as a 2-year public community college is providing equitable access to higher education and supporting all students, particularly those who might not otherwise be able to afford or access college. When students join the Cañada community as a Colt, they are part of a community of learners dedicated to their success.

Nearly one in four (23.3%) high school students at the Sequoia Union High School District (SUHSD), Cañada College's primary feeder district, did not complete high school in 2019. Of those who did complete high school, 41.2% did not graduate "A - G ready," meaning they did not satisfy the requirements for matriculating at a University of California or California State University campus. For SUHSD students who did graduate, 27% of graduates did not enroll in college within the first year following their graduation.[4]

For particular groups of students – socio-economically disadvantaged, male-identifed, English Learners (EL), homeless or housing-insecure, Hispanic/Latinx, Black/African-American, and Pacific Islander high school students – these outcomes are even more dire. For example, only 61.5% of English Learners completed high school in SUHSD in 2019, and nearly half of all male students did not graduate high school "A - G ready" for a University of California or California State University campus.[5]

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[3] San Mateo County Community College District Board of Trustees Meeting Minutes, June 28, 2017 and July 25, 2018.
[4] California Department of Education, California School Dashboard: https://www.caschooldashboard.org/reports/41690620000000/2020

[5] California Department of Education, California School Dashboard: https://www.caschooldashboard.org/reports/41690620000000/2020

Improving College Transitions

The College and Career Access Pathway (CCAP) Partnership Program, established under California AB 30, provides a powerful new tool for making significant strides in improving outcomes for students. In 2021, the San Mateo County Community College District Board prioritized the rapid expansion of dual enrollment as one part of a multi-pronged, Free College Initiative dedicated to improving the transition of high school students to college and the persistence of all college students through completion. The other parts include Guided Pathways, the Promise Scholars Program and free access to textbooks and course materials.

Dual Enrollment, Guided Pathways and the Promise Scholars Program

At Cañada, the foundation for these braided efforts is equity and antiracism. College is a big commitment in terms of time and resources. Minimizing the obstacles for students so they can make timely, informed choices and enter their college experience in a supported, cohorted experience that provides a sense of belonging and connection early in their college career is imperative. Cañada College's recent college redesign implements the four pillars of Guided Pathways:[6]

Clarifying Academic Pathways
The College must clearly communicate to students their academic program choices and what the exact requirements of each degree or certificate pathway are. This clarity can dramatically reduce the cost of college and the time students spend on earning a credential and/or transferring. Welcoming students in their Interest Area cohort with a related First Year Experience can dramatically increase the number of students – particularly under-served, minoritized students who are not currently completing high school or attending college – to connect and engage at Cañada early in their college career.

Help Students Choose and Enter a Path
The College has a role to play in helping students explore career options related to their prospective academic pathway choices. Particularly for First Generation college students, the relationship between their choice of major and the possible careers to which each major can lead is critical, and frequently new, information. ***Dual Enrollment*** allows students to begin that exploration while still in high school, again saving time and money.

Help Students Stay on the Path
Many college students, particularly low income BIPOC students who are likely working while going to college, stop out of college periodically. Life happens. Cañada has established a support structure that immediately and permanently gives students a place to connect, belong, and understand where and how to seek resources and support. Interest Area Success Teams provide 1:1 support to all students who are not already served by one of the College's special programs such as Promise, EOPS, Puente, TRIO, etc. The **Promise Scholars Program** provides eligible high school students a seamless transition from high school to college, provides financial support and is an important part of the College's efforts to ensure equitable access to college.

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[6] California Community College Chancellor's Office Guided Pathways:
https://www.cccco.edu/College-Professionals/Guided-Pathways

Ensure Students Are Learning

Staying connected with students and monitoring their progress term by term is an essential aspect of Cañada integrated approach. The support from Interest Area Success Teams and Promise Scholars Program, EOPS and related special programs is critical, as is the close involvement of faculty who are focused on providing multiple modalities for students to demonstrate their mastery of material. Via online portfolios, LinkedIn profiles, and other formats beyond the transcript, Cañada faculty are focused on ensuring students are on track to complete their education goals on time.

While student is in high school (CCAP):
- Early exposure to college
- College and career readiness counseling
- Career exploration opportunities
- Opportunity to take courses in fields of interest
- Earn a short-term certificate while still in high school
- Transition seamlessly to Cañada

During the First Year at Cañada :
- All students supported by their Interest Area Success Team with opportunities to meet students with similar interests
- First Year Experience in their Interest Area
- Career Exploration in their area of interest
- A strong sense of connection and belonging to the college for all students, especially part-time students
- Join other special programs and learning communities like Promise, EOPS, Umoja, Puente, TRIO, Athletics, etc.

From High School Through Completion:
- For students able to commit to taking 12 or more units per primary term, the Promise Scholars Program provides financial support, priority enrollment, individualized academic support and exclusive events and workshops.
- Most Promise Scholars complete their education goals within 3 years.

Background: Cañada College Early College Access Efforts

Cañada College has a history of offering access to college enrollment to high school students, or "special admit" K-12 students. Most of these opportunities were for concurrently enrolled high school students who had been recommended by their high school principal or counselor to either take classes at Cañada under the pre-CCAP arrangements, or who enrolled in Cañada's Middle College program.[7]

Concurrent Enrollment

Cañada's College Connection Concurrent Enrollment Program allows students to enroll in Cañada College courses while they are still in high school. It is designed to provide current high school students, who have completed the 8th grade or higher with the opportunity to get an "early start" on their college

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[7] Note, the term "concurrent enrollment" is not found in California Education Code. See California Community Colleges Chancellor's Office, March 11, 2016 Legal Opinion 16-02, page 1.

experience for enrichment or advancement. Students are still enrolled at their home high school. The college courses they take at Cañada College (or Skyline College or College of San Mateo) can also count for high school credit if they apply to have the units transferred to their high school transcript. Most frequently, the high school student who completes a college class without it formally being part of a College and Career Academic Pathway (CCAP) program will have both their high school transcript and their college transcript as separate documents and will earn "single credit" - college credit, but not high school credit. The transcripts will note student progress as work at two distinct institutions. During a given academic year, between 450-700 concurrently enrolled special admit students take an average of four to six units at Cañada. Most of these students attend classes on the Cañada College campus or online.

Middle College

The Middle College program hosted on Cañada's campus is a long-standing partnership program with the Sequoia Union High School District, established in 1999. Students enroll in their junior or senior year of high school and finish earning their high school requirements while earning college credits at Cañada College. While Middle College students take all of their classes at Cañada College, they can continue to participate in high school activities, such as sports, dances, and graduation ceremonies. All graduates receive a high school diploma from their home high school in the Sequoia Union High School District. Middle College students typically play an important and dynamic role in campus life: student government, student clubs, and leadership. In a given academic year, between 100-150 high school students participate in the Middle College Program at Cañada.

Dual Enrollment

With the passage of California Assembly Bill (AB) 288,now AB 30 Cañada launched College and Career Access Pathways (CCAP) partnership agreements with Sequoia Union High School, La Honda/Pescadero Unified, and San Mateo Unified School Districts as well as Oxford Day Academy in East Palo Alto, an independent charter school.[8] High School students enrolling in CCAP classes can earn "dual credit" - high school and college credit for the same class. Fall 2021 marks the first semester Cañada College is providing CCAP pathway programs and classes at local high schools, serving approximately 145 high school students. In spring 2022, this number is expected to increase to 300. The CCAP courses and pathways Cañada is beginning to offer this academic year across the region are:

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[8] College and Career Access Pathway (CCAP) Agreements are between Districts. The SMCCCD CCAP agreement with SMUSD allows each of the San Mateo Colleges to provide classes and pathway programs to all San Mateo High School students, depending on their relative program expertise and availability.

SUHSD High School	Fall 2021 Cañada Courses	Spring 2022 Cañada Courses
Hillsdale High School (3 sections)	Early Childhood Education	Early Childhood Education
Redwood High School	College and Career Counseling	College and Career Counseling
Oxford Day Academy	College and Career Counseling	College and Career Counseling Political Science
Woodside High School	N/A	Engineering *
Carlmont High School	N/A	Business*
SMUHSD	Fall 2021 Cañada Courses	Spring 2022 Cañada Courses
Hillsdale High School (3 sections)	Early Childhood Education	Early Childhood Education
CHARTER SCHOOL	Fall 2021 Cañada Courses	Spring 2022 Cañada Courses
Oxford Day Academy	College and Career Counseling	College and Career Counseling Political Science
La Honda/Pescadero	Fall 2021 Cañada Courses	Spring 2022 Cañada Courses
Pescadero High School	NA	NA

Adult School High School Equivalency and Dual Enrollment

California Senate Bill 554 (2019) authorizes the governing board of a school district overseeing an adult education program or the governing board of a community college district overseeing a noncredit program to authorize a student pursuing a high school diploma or a high school equivalency certificate with the opportunity to enroll as a special part-time student at a community college. This recently-passed state legislation now offers the SMCCCD colleges the opportunity to extend the option of dually enrolling and earning "dual credit" to local adult school students. The bill would credit or reimburse the community college through the apportionment process for the student's attendance at the college, as specified.[9] Cañada is in the early stages of identifying dual enrollment opportunities for students working towards their high school equivalency.

Plan Objectives and Strategies

Expanding dual enrollment and other opportunities for high school students to gain early college experiences is a long-time goal of Cañada College. The College's 2017-22 Educational Master Plan includes the strategic initiative: "Collaborate with Pre-K-12 to Adult School partners to promote relationships, seamless transitions, and alignment of pathways."

The College's 2020-23 Strategic Enrollment Management Plan includes the following strategies:

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[9] https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200SB554

- Create and scale dual enrollment opportunities for high school students
- Create more robust K-14 academic pathway programs (including summer programs); and
- Increase the conversion of Adult Education, GED, and English Language Learners to Cañada College degree and certificate programs

In addition, the San Mateo County Board of Trustees established a new, District-wide strategy in 2021 that included:

- Continue to expand and support Middle College and Early College opportunities.
- Expand dual enrollment opportunities and make processes more efficient and accessible for secondary schools and their students.

The purpose of this plan is to identify the specific strategic actions Cañada College and its partners will take to achieve these objectives and improve on the baseline metrics contained in this plan.

Proposed Strategic Action Plan for Implementation

Cañada College is actively collaborating with Sequoia Union High School District (SUHSD), La Honda/Pescadero Unified School District (LHPUSD), and Oxford Day Academy, an independent charter school in East Palo Alto, to promote relationships, seamless transitions, and alignment of pathways. As mentioned above, dual enrollment courses will be offered at five high schools in the SUHSD this 2021-2022 academic year for the first time. Over the next three years, the dual enrollment expansion plan includes the following participating high schools, charter schools and adult schools:

Sequoia Unified High School District:
- Sequoia High School
- Woodside High School
- Carlmont High School
- Menlo- Atherton High School
- Redwood High School
- East Palo Alto Academy
- Sequoia Adult School

La Honda/Pesdacero Unified School District:
- Pescadero High School

San Mateo Union High School District
- Hillsdale High School

Charter Schools:
- Oxford Day Academy

Looking forward, Cañada's primary emphasis will be on expanding dual enrollment for students who may not already be college bound or who are underrepresented in higher education. Specifically, Cañada will work with its secondary partners to implement CCAPs which articulate seamless pathways from high school to community college:

- for Career and Technical Education (CTE) or university transfer preparation,
- to improve high school graduation rates, or
- to help high school students achieve college and career readiness.

Cañada will leverage our partnership with SUHSD to increase graduation rates and college/career readiness, especially among those student populations, based on SUHSD's UC A - G and graduation data:

- males
- homeless
- socio-economically disadvantaged
- English Language Learners (EL)
- Black/African-American
- Hispanic/Latinx
- Pacific Islander

The specific strategic actions Cañada College will pursue over the next three years include increased support and resources for minoritized and first-generation students in the following ways:

1. Build out pathways that result in a certificate and meet Intersegmental General Education Transfer Curriculum (IGETC) requirements.
2. Increase the number of students served by increasing the number of sections offered to our local high schools annually.
3. Increase enrollment at Cañada College via CCAP-bound students.
4. Increase the number of dual enrollment students who transition to Cañada College support programs such as the Promise Scholars Program.
5. Double the size of the Middle College Program with particular emphasis on recruiting low income students, students of color, and first generation college students to the program.

Pathways and Expansion

Over the next three years, Cañada College and its sister colleges in the San Mateo County Community College District anticipate growing the number of students participating in dual enrollment course-taking opportunities by 300%:

Anticipated Growth in Dual Enrollment	2021-22	2022-23	2023-24
Cañada College	250	500	1,000
San Mateo District	3,600	5,000	7,000
% of San Mateo County 11th & 12th Graders served by the San Mateo CCCD Colleges	24%	34%	48%

Cañada College has developed strategic relationships with district and high School site leadership teams with each of our feeder high school districts. The focus of our partnerships includes building seamless pathways between current and future CCAP course offerings and Cañada College certificate and degree pathways, special student support programs, and learning communities. Each of these Dual Enrollment Pathway expansion plans are tailored to each high school feeder school district with special attention to high school, college, and regional data for student success metrics.

For the upcoming academic years, 2021-2024 the director of High School Transition and Dual Enrollment is working with student services, deans, faculty, vice-presidents and the interim college president and high school partners to meet the needs of our marginalized students to create structured pathways to improve the transition of high school students to college. The three-year dual enrollment plan aims to work with the following high schools and establish the following pathways:

SMUHSD	Fall 2021 Cañada Courses	Spring 2022 Cañada Courses	Academic Year 2022-23 Cañada Courses	Academic Year 2023-24 (College & Career Pathways)
Hillsdale High School	Early Childhood Education (3 sections)	Early Childhood Education (3 sections)	Early Childhood Education (3 sections)	Early Childhood Education
SUHSD High School	**Fall 2021 Cañada Courses**	**Spring 2022 Cañada Courses**	**Academic Year 2022-23**	**Academic Year 2023-24 (Pathways)**
Carlmont High School	N/A	Business (BUS 100)	Business (BUS 100)	Business
Menlo Atherton High School	N/A	N/A	N/A	Digital Art & Animation English as a Second Language
Redwood High School	College and Career Counseling (CRER 137)	College and Career Counseling (CRER 137)	College and Career Counseling (CRER 137) Digital Art and Animation	College & Career Counseling Early Childhood Education Digital Art & Animation
Sequoia High School	N/A	N/A	Ethnic Studies English as a Second Language (ESL 400 - transfer level)	Business Early Childhood Education English as a Second Language
Woodside High School	N/A	Engineering (ENGR 210)	Engineering (ENGR 210)	Engineering/STEM
Charter Schools	**Fall 2021 Cañada Courses**	**Spring 2022 Cañada Courses**	**Academic Year 2022-23**	**Academic Year 2023-24 (Pathways)**
Oxford Day Academy	College and Career Counseling (CRER 137)	College and Career Counseling (CRER 137) Political Science	College and Career Counseling (CRER 137) Political Science Spanish (SPAN 150)	Business Digital Art & Animation Early Childhood Education English as a Second Language Social Justice/Ethnic Studies
LHPUSD	**Fall 2021 Cañada Courses**	**Spring 2022 Cañada Courses**	**Academic Year 2022-23**	**Academic Year 2023-24 (Pathways)**
Pescadero High School	N/A	N/A	Ethnic Studies College and Career Counseling	Business College & Career Counseling Social Justice/Ethnic Studies

Pathways and Expansion: Implementation Phases

Each District and each school is in a slightly different phase of these efforts. Those in Phase 1 are in the exploration phase. Phase 2 denotes an operational phase during which details such as staffing, scheduling, and curriculum are defined in greater detail. Phase 3 indicates a set of classes or pathways that are ready to launch.

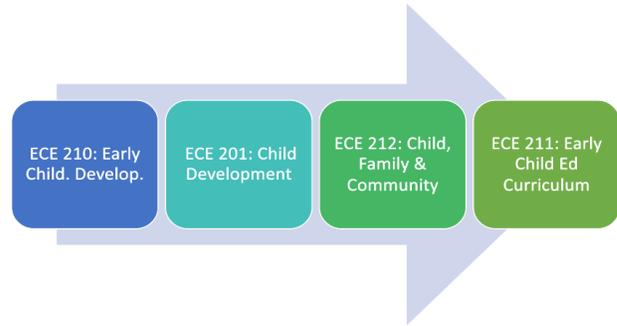## Pathways and Expansion - Sequoia Union High School District
The college and career pathway programs currently under development with SUHSD include:

- Phase 3: Education and Human Development- Teacher Pipeline Program
- Phase 3: Business-Marketing
- Phase 3: Engineering/STEM
- Phase 2: Digital Art and Animation

- Phase 2: ESL Offerings that can lead to a certificate/associate's degree
- Phase 1: Culinary Arts

Education and Human Development - Teacher Pipeline Program

Cañada's Education and Human Development program is designed to meet the needs of people planning for a career working with children from birth through school-age. Students in the program focus on current research, practical application and critical thinking in professional care settings. The demand for child care and elementary school teachers far outstrips the supply of such professionals in the Silicon Valley region. This pathway results in an Early Childhood Education Associate in Science Degree Program which can earn an average annual salary of $68,000.

ECE 210: Early Child. Develop. → ECE 201: Child Development → ECE 212: Child, Family & Community → ECE 211: Early Child Ed Curriculum

Business Pathway Program

Cañada's Business program prepares students for positions in administration, marketing, accounting, and management within large and small businesses, as well as equipping them to start their own business. Many of the courses are credited for transfer to CSUs and UCs. Certificate programs lead directly to careers in administration and law.

BUS 100 (Intro) → BUS 180 (Marketing) → BUS 101 (Human Relations) → BUS 230 (International Marketing)
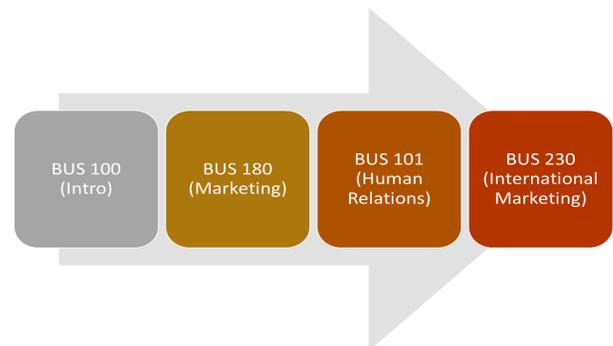
Engineering Pathway Program

Engineering is one of the largest professions in the United States with over one million jobs in fields ranging from airplane design to pollution control. The four largest branches are civil, computer, electrical and mechanical engineering. All engineering branches place a heavy emphasis on problem solving. Cañada's Engineering program equips students to compete for the many, high-paying jobs in the Silicon Valley region that apply engineering principles to the creative and effective solution of problems. Careers associated with this program have a salary range from $49,000 to over $208,000 with an average salary of $123,000.

ENGR 100 (Intro) → ENGR 210 (Graphics) → ENGR 111 (Surveying) → ENGR 215 (Computational Methods)
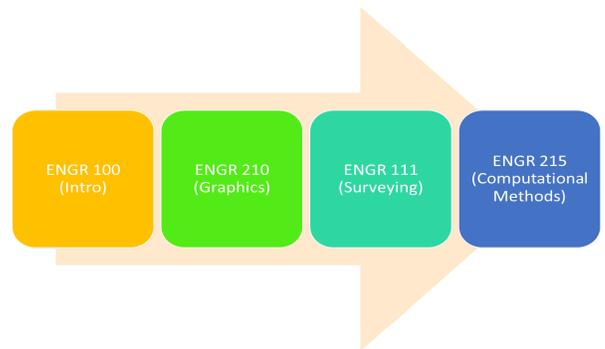
Pathways and Expansion - La Honda | Pescadero Unified School District

The College and Career Pathway (CCAP) programs with La Honda | Pescadero Unified School District are in the **first phase** of exploration. These draft ideas include:

- Social Justice and Ethnic Studies Pathway with an emphasis in Chicana/Latinx studies
- Business Pathway with an emphasis in Entrepreneurship and Small Business Management.
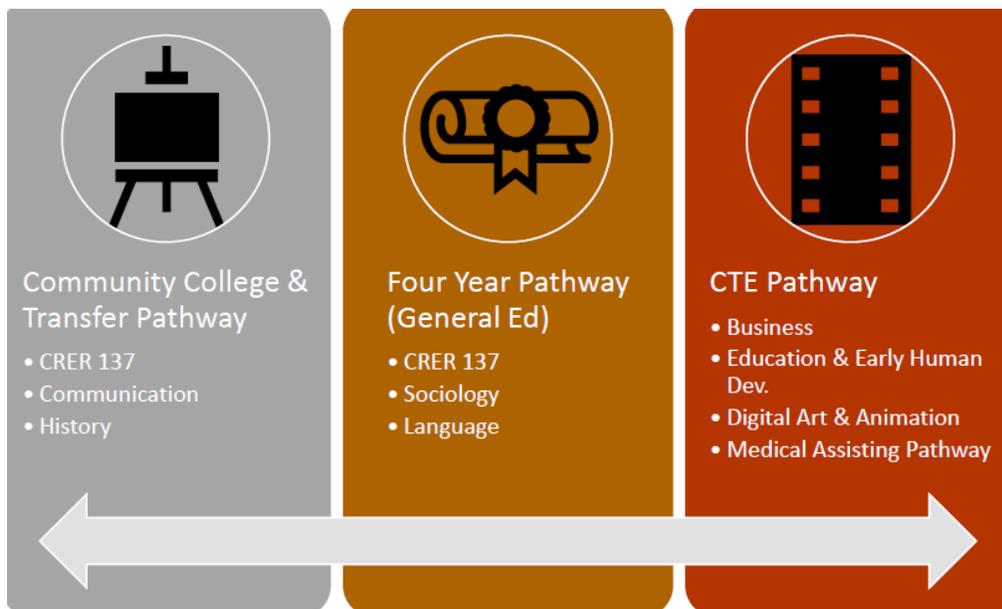
Pathways and Expansion - Oxford Day Academy

The College and Career Pathway (CCAP) programs for East Palo Alto students at Oxford Day Academy are currently in the **second phase** of development:

- Community College and Transfer Pathway
- Four-year (UC, CSU, Private) Pathway
- Digital Art and Animation (Multimedia) CTE Pathway
- Education & Early Human Development Pathway
- Business Pathway
- Medical Assisting Pathway

Under consideration are one each of three types of pathways programs at Oxford Day Academy. Students in these Dual Enrollment Pathways starting their freshman year of high school will:

- Complete at least 12-18 units of college credit
- At least 12 units are UC/CSU transferable and can be applied to an Associates to Transfer Degree
- Students who are following the CTE pathway can earn up to 12 units that are applicable to a certificate

Community College & Transfer Pathway
- CRER 137
- Communication
- History

Four Year Pathway (General Ed)
- CRER 137
- Sociology
- Language

CTE Pathway
- Business
- Education & Early Human Dev.
- Digital Art & Animation
- Medical Assisting Pathway

Pathways and Expansion: Marketing Plan

In partnership with the Marketing Department, the Dual Enrollment Program plans to execute the following marketing elements to better inform internal and external partners about our early college programs initiatives.

Objectives:

- Inform internal and external community members about the Dual Enrollment Program
- Introduce Dual Enrollment as a funnel to Cañada College after high school through the Promise Scholars Program
- Obtain direct feedback and engagement from Dual Enrollment Advisory Committee of High School staff, community leaders, and regional partners

Communication Elements:
- Handbook for Students and Parents (Bilingual)
- Handbook for College Faculty and High School Partners
- Fliers, Presentations and social media posts: Benefits of Dual Enrollment, Dual Enrollment course offerings, Demystifying Early College Experiences in High School, etc.
- Pathways-Specific Fliers, PowerPoint Presentation and Videos to inform students about job opportunities, wages, and broader labor market data in connection to CCAP
- Dual Enrollment Fact Sheet
- Videos on Dual Enrollment at Canada College - why dual enrollment, benefits, offerings, etc.
- All of the materials will be translated in Spanish and offered in soft and hard copies

High School and Community Engagement

Cañada's Dual Enrollment Program mission aims to ensure equitable opportunities for high school students by giving them access to early college credit which can lead to earn four-year college and university transfer credit and/or certificates in our career education fields. In order to achieve our mission, we aim to engage in significant and engaging conversations with our Dual Enrollment partners by establishing a Dual Enrollment Leadership Summit. This collective will include high school staff, community partners, classified staff, faculty, and administrators from the college. Furthermore, the goal of this leadership summit is to continue and inspire a shared vision of Dual Enrollment by obtaining feedback, provide professional development, network with each other and time for planning for purposes of expansion.

Audiences:
High School Partners
High School Students
High School Parents and Families
College Staff, Faculty and District Partners
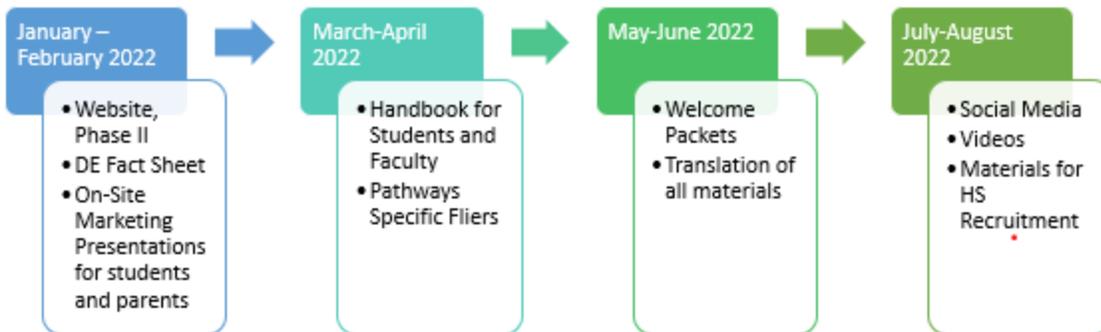Community and Regional Partners

Website Updates

Currently we are in Phase II of updating the Cañada College website to reflect the following resources for internal and external partners:

- Add description of Cañada College Dual Enrollment program
- Steps to Apply to the Dual Enrollment program
- Add direct link to College Online Application
- "How to" Videos regarding filling out dual enrollment forms
- Add College Staff Drop-In Hours to assist students and parents
- FAQ Section for students and parents: onboarding process, program requirements, pathways
- Add benefits of dual enrollment section

Dual Enrollment Marketing Materials

- Welcome Packets for High School Students which include: T-shirt, book bags, water bottles, and study packs
- Welcome Packets for Faculty staff teaching Dual Enrollment Courses
- Table banner and table tent displays for outreach events at high schools and in the community
- Dual Enrollment Staff T-shirts

Marketing Timeline

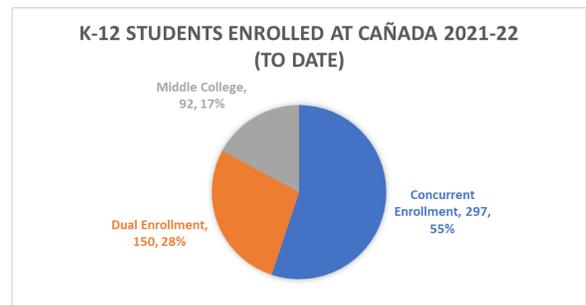| January – February 2022	March-April 2022	May-June 2022	July-August 2022
• Website, Phase II • DE Fact Sheet • On-Site Marketing Presentations for students and parents	• Handbook for Students and Faculty • Pathways Specific Fliers	• Welcome Packets • Translation of all materials	• Social Media • Videos • Materials for HS Recruitment

Baseline Metrics

Cañada College will implement a regular and early cycle of assessment and introduction of resources of its Dual Enrollment expansion efforts to ensure its dual enrollment program is achieving its stated goals. Regular review of data (quantitative and qualitative) on a term-by-term basis will allow for both a formative and summative evaluation of the program beyond this first semester in Fall 2021. The results of the evaluation will be shared regularly with all parties involved to identify areas of improvement, opportunity, and growth. Cañada will also work with Skyline College and College of San Mateo to ensure consistent quality of the program across the San Mateo County Community College District. To this end, we will include the following data benchmarks each term in our evaluation:

Baseline Student Cohorts

Headcount	2020-2021	2021-2022
Concurrent Enrollment	507	297
Dual Enrollment	0	150
Middle College	108	92
TOTAL	615	539

K-12 STUDENTS ENROLLED AT CAÑADA 2021-22 (TO DATE)

Middle College, 92, 17%
Dual Enrollment, 150, 28%
Concurrent Enrollment, 297, 55%

Baseline Student Cohort Demographics

Fall 2021	Dual Enrolled Students	Concurrently Enrolled Students	Middle College Students	All Students
American Indian/Alaskan Native	1%	0%	0%	0%
Asian	8%	19%	8%	13%
Black - Non-Hispanic	1%	0%	3%	3%
Filipino	4%	2%	0%	6%
Hispanic	58%	20%	50%	42%
Multiraces	7%	12%	8%	5%
Pacific Islander	1%	0%	3%	1%
Unknown	1%	6%	0%	6%
White Non-Hispanic	19%	41%	30%	24%

Fall 2021	Dual Enrolled Students	Concurrently Enrolled Students	Middle College Students	All Students
First Generation	45%	16%	45%	49%
Not First Generation	31%	76%	53%	36%
Unreported	24%	8%	3%	15%

Fall 2021	Dual Enrolled Students	Concurrently Enrolled Students	Middle College Students	All Students
Female	62%	50%	75%	60%
Male	38%	46%	15%	37%
Unknown	0%	4%	10%	3%

Baseline Cohort: Course Success Rate:

Course Success Rates	Fall 2020	Spring 2021	Fall 2021
Concurrent Enrollment	86%	90%	83%
Dual Enrollment	NA	NA	60%
Middle College	92%	91%	88%

Average Units Taken	Fall 2020	Spring 2021	Fall 2021
Concurrent Enrollment	3.5	3.7	3.6
Dual Enrollment	NA	NA	1.8
Middle College	8.4	6.2	6.2

Baseline Cohort: Completion and Matriculation

Cañada College's Middle College program has a long history of high rates of persistence and completion. In a typical term, Middle College students earn an average Grade Point Average (GPA) in their college courses of 3.1. Many Middle College students complete the program and matriculate to a four-year college. Many also matriculate as college students, after high school, at Cañada:

Middle College Student Matriculation					
	2016-17	2017-18	2018-19	2019-20‡	2020-21‡
% of Middle College students who continue at CAN within one year of receiving their HS degree	47%	47%	70%	93%	83%

‡ The COVID-19 pandemic may have impacted the data for these years.

While matriculation data for dual enrollment students once they complete high school is not yet available, this will be one of the important metrics the College will track.

Equity Measures

Going forward, the College will monitor and evaluate the access, success, and matriculation rates of all students participating in Dual Enrollment opportunities, disaggregated by race/ethnicity, gender, first generation status, and income. With help from our High School District partners, we will also monitor and evaluate access, success and college matriculation rates of English Learners (EL) and homeless or housing-insecure students, where possible. As the first Dual Enrollment cohort in fall 2021 is fairly small, these data will be combined with spring 2022 data and considered from the summer of 2022 on to set an effective baseline by student group.

Resources

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 AB30 CCAP (College and Career Access Pathways), non-AB30, California Community College Linked Learning Initiatives (CCCLLI), and Dual Enrollment/Early College efforts in San Mateo County.

Figure 1. Overview of 2022 - 2023 Dual Enrollment Staffing Model.

Title	Role & Responsibilities
Director of High School Transition & Dual Enrollment	This position will oversee matters related to planning, development, budgeting, implementation, compliance with rules and regulations, monitoring, and evaluation of programs and activities. The director serves as the liaison between high school partners and Cañada College to ensure that current and future dual enrollment courses and activities meet CCAP requirements and comply with established standards, laws, codes, rules, regulations, policies, and procedures.
Program Services Coordinator	The primary responsibility of the Dual Enrollment Program Services Coordinator is to support the outreach, recruitment, on-boarding, and continued success of prospective and current Dual Enrollment students. This position will be a critical role for on-site and virtual orientation and support to students, their families, and our school-site/campus partners. The PSC will report directly to the Director of High School Transition & Dual Enrollment and will work closely with the Cañada College Dual Enrollment team and our Dual Enrollment liaisons for feeder school districts within our community and region.
Retention Specialist	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.
Student Ambassadors	Student Ambassadors close equity gaps through program engagement. Ambassadors spread awareness of student resources, campus life, study tools, and other relevant information through social media platforms and classroom visits. Hiring Student Ambassadors will support the district wide plans for expansion over the next five years.

Appendices

Sequoia CCAP
La Honda/Pescadero CCAP
San Mateo CCAP

FAQ section that answers Dean questions/concerns

—------

Dual Enrollment Implementation Plan

[Draft Dual E Implementation Plan](#) Key Milestones:

1. **Seamless Connections**

   Bridge CCAP courses to Cañada College Colts-Con, Promise Scholars Program, First-Year Experience (FYE), and specific Pathways (DE and Cañada funnels)

2. **Targeted Outreach & Recruitment**

   Identify and market to specific student populations (not college bound, minoritized and underrepresented, etc.)

3. **Enhanced Messaging**

   Develop and share resources and presentations to families, on site, in multiple languages, handbooks and fliers, expanded support staff team, etc.

Cañada College

The Why?

- **College Readiness:** *Improving College Transitions*
  - Learn study skills and other habits related to college success
  - Learn "how to play the part" of a college student
  - Dual Enrollment is related to increase high school graduation
  - More likely to enroll in college- and more likely to enroll in a 4 year-college than their non-participating peers

- **Equity and Access:**
  - Underrepresented students (Low-income, 1st generation, black & Latinx, ESL)
  - Targeted Communities: North Fair Oaks, East Menlo Park and East Palo Alto

GUIDED PATHWAYS

CLARIFY THE PATH → HELP STUDENTS CHOOSE AND ENTER A PATH → HELP STUDENTS STAY ON THE PATH → ENSURE THAT STUDENTS ARE LEARNING

HIGH SCHOOL

Art, Design & Performance — Create or perform everything from digital art and animation, studio art, musical and theatrical performances, interior design, fashion, and graphic design.

Business — Prepare for positions in administration, marketing, accounting, and management within large and small businesses, and get help in starting your own business.

Human Behavior & Culture — Consider a career in the social sciences, education, or language arts. In the Human Behavior and Culture Interest Area, study a wide range of topics that impact our communities.

Science & Health — Degrees in this Interest Area can lead to careers as engineers, scientists, radiologic technologists, fitness trainers, dieticians, environmental educators, and medical assistants, among many other options.

cañada college PROMISE SCHOLARS PROGRAM

While student is in high school (CCAP):
- Early exposure to college
- College and career readiness counseling
- Career exploration opportunities
- Opportunity to take courses in fields of interest
- Earn a short-term certificate while still in high school
- Transition seamlessly to Cañada

During the First Year at Cañada :
- All students supported by their Interest Area Success Team with opportunities to meet students with similar interests
- First Year Experience in their Interest Area
- Career Exploration in their area of interest
- A strong sense of connection and belonging to the college for all students, especially part-time students
- Join other special programs and learning communities like Promise, EOPS, Umoja, Puente, TRIO, Athletics, etc.

From High School Through Completion:
- For students able to commit to taking 12 or more units per primary term, the Promise Scholars Program provides financial support, priority enrollment, individualized academic support and exclusive events and workshops.
- Most Promise Scholars complete their education goals within 3 years.

Cañada College

Plan Objectives and Strategies

Expanding dual enrollment aligns with our College's 2017-22 Educational Master Plan and District-Wide Early College efforts

College's 2020-2023 Strategic Enrollment Management Plan strategies:

- Create and scale dual enrollment opportunities for high school students
- Create more robust K-14 academic pathway programs (including summer programs); and
- Increase the conversion of Adult Education, GED, and English Language Learners to Cañada College degree and certificate programs

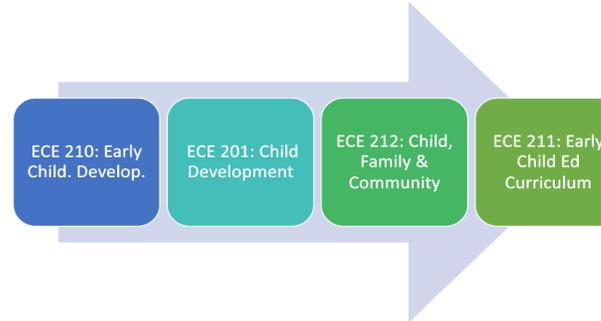**SMCCCD Board of Trustees' Early College Efforts:**

- Continue to expand and support Middle College and Early College opportunities.
- Expand dual enrollment opportunities and make processes more efficient and accessible for secondary schools and their students.

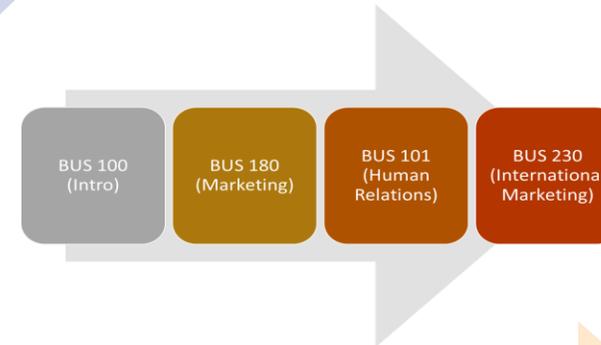Cañada College

College and Career Pathways

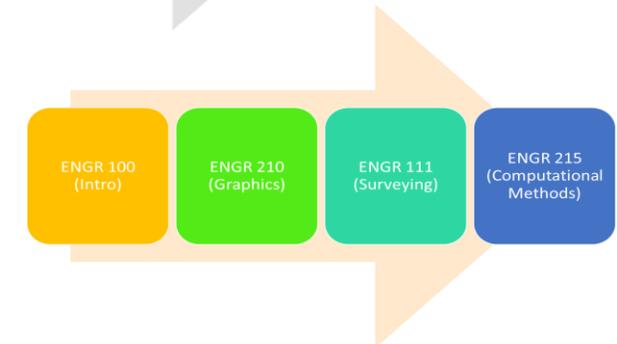| SMUHSD	Fall 2021 Cañada Courses	Spring 2022 Cañada Courses	Academic Year 2022-23 Cañada Courses	Academic Year 2023-24 (College & Career Pathways)
Hillsdale High School	Early Childhood Education (3 sections)	Early Childhood Education (3 sections)	Early Childhood Education (3 sections)	Early Childhood Education
SUHSD High School	**Fall 2021 Cañada Courses**	**Spring 2022 Cañada Courses**	**Academic Year 2022-23**	**Academic Year 2023-24 (Pathways)**
Carlmont High School	N/A	Business (BUS 100)	Business (BUS 100)	Business
Menlo Atherton High School	N/A	N/A	N/A	Digital Art & Animation English as a Second Language
Redwood High School	College and Career Counseling (CRER 137)	College and Career Counseling (CRER 137)	College and Career Counseling (CRER 137) Digital Art and Animation	College & Career Counseling Early Childhood Education Digital Art & Animation
Sequoia High School	N/A	N/A	Ethnic Studies English as a Second Language (ESL 400 - transfer level)	Business Early Childhood Education English as a Second Language
Woodside High School	N/A	Engineering (ENGR 210)	Engineering (ENGR 210)	Engineering/STEM
Charter Schools	**Fall 2021 Cañada Courses**	**Spring 2022 Cañada Courses**	**Academic Year 2022-23**	**Academic Year 2023-24 (Pathways)**
Oxford Day Academy	College and Career Counseling (CRER 137)	College and Career Counseling (CRER 137) Political Science	College and Career Counseling (CRER 137) Political Science Spanish (SPAN 150)	Business Digital Art & Animation Early Childhood Education English as a Second Language Social Justice/Ethnic Studies College Pathway (General Ed)
LHPUSD	**Fall 2021 Cañada Courses**	**Spring 2022 Cañada Courses**	**Academic Year 2022-23**	**Academic Year 2023-24 (Pathways)**
Pescadero High School	N/A	N/A	Ethnic Studies College and Career Counseling	Business College & Career Counseling Social Justice/Ethnic Studies College Pathway (General Ed)

Cañada College

Education and Human Development – Teacher Preparation On-Ramp

ECE 210: Early Child. Develop. → ECE 201: Child Development → ECE 212: Child, Family & Community → ECE 211: Early Child Ed Curriculum

Business – Transfer Prep Pathway

BUS 100 (Intro) → BUS 180 (Marketing) → BUS 101 (Human Relations) → BUS 230 (International Marketing)

Engineering – Transfer Prep Pathway

ENGR 100 (Intro) → ENGR 210 (Graphics) → ENGR 111 (Surveying) → ENGR 215 (Computational Methods)

Cañada College

Enrollment of High School Students

Anticipated Growth in Dual Enrollment	2021-22	2022-23	2023-24
Cañada College	250	500	1,000
San Mateo District	3,600	5,000	7,000
% of San Mateo County 11th & 12th Graders served by the San Mateo CCCD Colleges	24%	34%	48%

K-12 STUDENTS ENROLLED AT CAÑADA 2021-22 (TO DATE)

- Middle College, 92, 17%
- Dual Enrollment, 150, 28%
- Concurrent Enrollment, 297, 55%

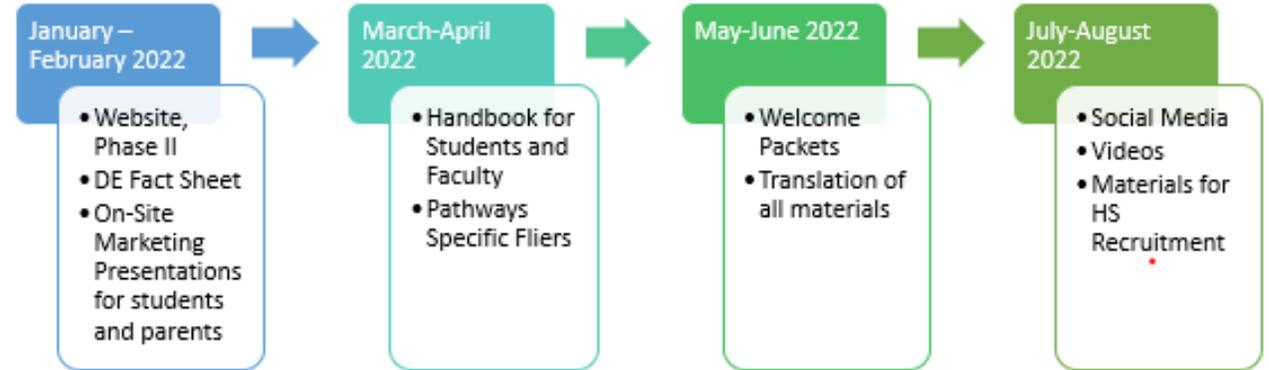Cañada College

Updates- Spring 2022

- **Expansion of Dual Enrollment Support Team**
  - Program Services Coordinator

- **Onboarding Process**
  - Parent and Student Orientation/ Bilingual
  - Student Handbook
  - Faculty Handbook

- **Dual Enrollment CCAP Course Request and Scheduling**
  - DE Request Form
  - Annual Timeline

- **Curriculum Alignment- HS/College Faculty**
  - Business: Candince Nance
  - College & Career Counseling Class: Dega T.
  - ECE: Sarita Santos

Application Workshops	CCApply & Cañada	Obtain G number	
Dual Enrollment Form	Student & Parent Signature	Student and Parent Orientation	Complete form
Registration Workshop	Register for classes	Obtain class materials (books)	
Class Completion	Retention	Student Services	

Cañada College

What's Next?

Marketing Plan
- High School and Community Engagement
- Social Media Campaign- Summer/Fall Recruitment
- Website Updates
- Dual Enrollment Videos- How To's, Introduction of Early College Programs

Feedback
- FAQ Document
- Leadership Summit

January – February 2022
- Website, Phase II
- DE Fact Sheet
- On-Site Marketing Presentations for students and parents

March-April 2022
- Handbook for Students and Faculty
- Pathways Specific Fliers

May-June 2022
- Welcome Packets
- Translation of all materials

July-August 2022
- Social Media
- Videos
- Materials for HS Recruitment

Early College: High School Enrollment Programs

OVERVIEW

Start earning college credit as a high school student at Cañada College for FREE

High School Students: Do you want to get a jump start on college or a future career? Our High School programs offer on and off-campus classes to help you earn college credit that you can apply to your degree or certificate.

> Save money
> Discover academic and career interests
> Gain an understanding of college culture

Many courses provide credit that is transferable to the **California State University** (CSU) or **University of California** (UC) systems!

Cañada College

Questions

Cañada College

Thank you

MEET OUR TEAM

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Daja DuBois

Program Manager @ SF State
dwalker5@sfsu.edu

CONTACT US

¡ESO! Adelante at Cañada College

Located in the COLTS-U

Transfer Station in

Building 9, Room 106

4200 Farm Hill Blvd

Redwood City, CA 94061

(650) 306-3407

canadacollege.edu/esoadelante

FOLLOW US ON INSTAGRAM

@canadaadelantementors

@sfsupeermentors

¡ESO! Adelante
at Cañada College
in partnership with **SF State**

The ¡ESO! Adelante Program supports Latinx, first-generation and low-income students in their transfer pathway to San Francisco State University through transfer support programs at Cañada College and San Francisco State University.
Visit: canadacollege.edu/esoadelante

SAN FRANCISCO STATE UNIVERSITY

PROGRAM BENEFITS
AT CAÑADA COLLEGE

PEER MENTORSHIP

SF STATE UNIVERSITY VISITS

SF STATE TRANSFER PREPARATION WORKSHOPS

ACADEMIC COUNSELING

CONNECTION TO AND REFERRALS TO ELIGIBLE CAMPUS RESOURCES BASED ON INDIVIDUAL NEED.

¡ESO! Adelante is a Title V Federal Grant Funded program. Cañada College received this grant due to its Hispanic Serving Institution (HSI) status. A college or university is considered a HSI when enrollment of students is at least 25 % Hispanic students. At Cañada College, during the 2019-2020 academic year, the enrollment of Hispanic Students was 44 %.

INTERESTED IN JOINING ¡ESO! ADELANTE?

ELIGIBILITY REQUIREMENTS

1. You must be a part of one of these groups:
   a. Identify as "Hispanic" on application to Cañada
   b. Receive CCPG or formerly BOG financial aid
   c. First-generation college student
2. Academic goal to transfer
3. Maintain a 2.0 G.P.A. or higher

APPLY HERE

HTTPS://TINYURL.COM/APPLYESOADELANTE

The ¡ESO! Adelante Program also helped me to understand and complete the transfer process smoothly. All the workshops were so helpful and made the difference in my transfer process because I knew what to do and where to go ahead of time... The ¡ESO! Adelante Program not only helped me to grow up in my academic performance but also provided me self-confidence and extended my networking to SFSU.

Diana Viscarra
Political Science, College of Liberal Arts at SF State
--
Former ¡ESO! Adelante Mentor

PROGRAM BENEFITS
AT SF STATE UNIVERSITY

PEER MENTORSHIPWITH SF STATE STUDENTS AND ALUMNI

NETWORKING AND TRANSFER SPECIFIC SOCIAL EVENTS

INFORMATIONAL WORKSHOPS FOR TRANSFER STUDENTS

RESOURCES ADDRESSING TRANSFER-SPECIFIC ROADBLOCKS

UPPER DIVISION GE COURSE TAILORED TO SUPPORT TRANSFER STUDENTS

Peer Mentors and Transfer students converse in the History 451 (Fall only) course at SF State.

WELCOME TO THE SPRING 2022 SEMESTER

Read below for a quick preview of what you can expect from our program this month and in the coming semester.

COLTS-U TRANSFER STATION

The ¡ESO! Adelante program has **relocated**. We are now in the COLTS-U Transfer Station, found in **Building 9, Room 106** (right next to the Welcome Center). We are excited to be sharing a space with the **Transfer Center** and **University Center**. In February, we will be announcing a date for our official Open House event. In the meantime, drop by to say hello!

Our In Person Office Hours are:
Monday-Thursday | 8:00am - 4:30pm
Friday | 8:00am - 12pm

IMPORTANT DATES

The following are important dates for the month of January:
- Jan 18 | Day + Evening Classes Begin
- Jan 31 | Last Day to Drop Semester Length Classes w/ Eligibility for Partial Refund
- Jan 31 | Last Day to ADD Semester Length Classes

Check out our full line up of events for Spring 2022

https://tinyurl.com/adelanteevents

EVENTS

Student Services Support Stations
Jan 18-21 | Between Building 9 & 18
We will be tabling along with Outreach and other programs. Drop by to say hello or get any pressing questions you have answered.

Welcome Back Social
Feb 1 | 1-2pm | Via Zoom
Join us for fun activities and to see what ¡ESO! Adelante will be up to this semester. RSVP at https://tinyurl.com/s22welcome

OUR TEAM

DR. MARY HO
Director of Post-Secondary Student Success and University Center

NIMSI GARCIA
Program Services Coordinator

MARGARITA BAEZ
Assistant Project Director

DR. JAMES MACALE
Academic Counselor

DAJA DUBOIS
Project Manager at SF State

LEARN MORE ABOUT OUR PROGRAM BELOW:

https://canadacollege.edu/esoadelante/

Welcome to
The People's Budget.
Your way to directly advance Redwood City's budget.

Redwood City | California Founded 1867

The People's Budget (PB) is a chance for YOU to help decide how Redwood City spends $1 million to support, grow, or improve our community!

Anyone in our community can share ideas and vote on projects, regardless of age, immigration status or residency.

The People's Budget, is a participatory budgeting process. PB is a democratic process in which community members directly decide how to spend part of a public budget. Through this pilot program, Redwood City is glad to join more than 7,000 cities around the world in giving community members another way to direct local budget!

COMMUNITY WORKSHOPS

VIRTUAL
- **Wednesday, January 26th at 6PM (English)**
- **Thursday, February 3rd at 5PM (Spanish)**

IN- PERSON AT THE PLAZA
- **Wednesday, February 9th Afternoon 12-4**
- **Saturday, February 19th Afternoon 12-4**

Plaza Address: Downtown Redwood City Public Library 1044 Middlefield Road, Redwood City, CA 94063

IDEA SUBMISSION
January 1 - February 19
The public and staff come together to brainstorm ideas and develop proposals

PROJECT VOTING
March 19 - May 9
Participants rank project submissions

ANNOUNCEMENT
June Budget Session
Winning projects will be announced

IMPLEMENTATION
Beginning July
Projects will begin implementation and updates provided to the public

Email us at **pb@redwoodcity.org** or call Gabi Morales at **(650) 780-7334**.

www.redwoodcity.org/pb-en

PB THE PEOPLE'S BUDGET

Bienvenido a El Presupuesto de la Gente (The People's Budget).
Su forma de impulsar directamente el presupuesto de Redwood City.

El Presupuesto de la Gente (The People's Budget: PB por sus siglas en inglés) es una oportunidad para que USTED ayude a decidir cómo Redwood City gaste $1 millón para apoyar, hacer crecer o mejorar nuestra comunidad.

Cualquiera persona en nuestra comunidad puede compartir ideas y votar proyectos, independientemente de su edad, estado migratorio o residencia.

El Presupuesto de la Gente es un proceso de elaboración de presupuestos participativo. El presupuesto participativa es un proceso democrático en el que los miembros de la comunidad deciden directamente cómo gastar parte del presupuesto público. A través de este programa piloto, Redwood City se complace en unirse a más de 7,000 ciudades de todo el mundo para brindar a los miembros de la comunidad otra forma de dirigir el presupuesto local.

TALLERES COMUNITARIOS

VIRTUAL
- Miércoles 26 de enero a las 6pm (inglés)
- Jueves, 3 de febrero a las 5pm (español)

PRESENCIAL EN LA PLAZA
- Miércoles, 9 de febrero. Por la tarde: 12pm-4pm
- Sábado, 19 de febrero. Por la tarde: 12pm-4pm

Dirección de la Plaza: Biblioteca pública del centro de Redwood City, 1044 Middlefield Road, Redwood City, CA 94063

SOMETACIÓN DE IDEAS
1 de enero - 19 de febrero
El público y el personal de la ciudad se reúnen para intercambiar ideas y desarrollar propuestas.

VOTACIÓN DEL PROYECTO
19 de marzo - 9 de mayo
Los participantes clasifican las presentaciones de proyectos.

ANUNCIO
Sesión presupuestaria de junio
Se anunciarán los proyectos ganadores.

IMPLEMENTACIÓN
Principios de julio
Los proyectos comenzarán a implementarse y se proporcionarán actualizaciones al Público.

Envíenos un correo electrónico a **pb@redwoodcity.org** o llamar a Gabi Morales al **(650) 780-7334**.

www.redwoodcity.org/pb-es

PB
EL PRESUPUESTO DE LA GENTE

GUIDANCE MEMO – GRADING UPDATES FOR SPRING 2022 SEMESTER

DATE: January 18, 2022

TO: All District Faculty, Staff, and Administration

FROM: Dr. Aaron McVean, Vice Chancellor, SMCCCD

SUBJECT: EW, P/NP, and F Grading Options for Spring 2022

SUMMARY

Since the onset of the COVID-19 global pandemic, the California Community Colleges Chancellor's Office (CCCCO) has issued multiple Executive Orders detailing the suspension of specific sections of Title V of the California Code of Regulations and the temporary suspension of local rules and regulations that are a barrier to the continuity of educational services. Per the CCCCO executive order 2022-02 the following Title V sections will continue to be suspended for the Spring 2022 semester.

- Section 55022(a)(2): the requirement that students must elect to be evaluated in a course on a letter grade or on a pass/no pass basis either upon enrollment or no later than the end of the first 30 percent of the term is suspended.
- Section 55022(c): the requirement that units attempted on a pass/no pass basis and for which the symbol "NP" is recorded shall be considered in probation and dismissal procedures is suspended.

"PASS/NO PASS" GRADING OPTION

Pursuant to Executive Order Executive Order 2022-02 students will continue to be able to choose a letter grade or P/NP grading option beyond 30 percent of the term. Because changing to a Pass/No Pass grade may have implications for transfer or other long-term, unforeseeable situations, such as future graduate school applications, and/or licensure requirements, **students should be strongly encouraged to meet with a counselor before changing a class to Pass/No Pass.** Students will be able to select the Pass/No Pass grading option via WebSMART for classes that allow that grading option.

SELECTING "EXCUSED WITHDRAWAL" (EW)

The regular procedure for requesting an Excused Withdrawal (EW) grading symbol is returned for the Spring 2022 semester. Pursuant to Title 5, section 55024 (e), students are able to request an EW based upon verifiable documentation supporting the request.

> "(1) "Excused Withdrawal" (EW) occurs when a student is permitted to withdraw from a course(s) due to specific events beyond the control of the student affecting his or her ability to complete a course(s) and may include a job transfer outside the geographical region, an illness in the family where the student is the primary caregiver, when the student who is incarcerated in a California

state prison or county jail is released from custody or involuntarily transferred before the end of the term, when the student is the subject of an immigration action, or other extenuating circumstances as described in (a)(2), making course completion impracticable. In the case of an incarcerated student, an excused withdrawal cannot be applied if the failure to complete the course(s) was the result of a student's behavioral violation or if the student requested and was granted a mid-semester transfer. Upon verification of these conditions and consistent with the district's required documentation substantiating the condition, an excused withdrawal symbol may be assigned at any time after the period established by the governing board during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be an "EW."

Students must request an EW prior to the end of the course in which they are enrolled and from which they are requesting an excused withdrawal.

"A/B/C/D/F" GRADING

For the Spring 2022 semester, the letter grade 'F' is again available for all courses that have a Letter Grade option.