

# Comprehensive Program Planning and Evaluation

Approval Status

Not Started

## Instructions

The purpose of Comprehensive Program Planning and Evaluation process is to identify what your program is doing well and what your program could improve. The process documents program goals, objectives, and improvements, creates an opportunity to request resources, and serves as an organizational tool for the work required by programs (curriculum, student learning outcomes, etc.). You are encouraged to collaborate with others who may provide valuable insight about your program. For example, admin, part-time faculty, students, faculty in other disciplines, classified professionals, and community partners.

Before completing this form please check the [Review Cycle](#) to see if you should be completing this form or the Annual Program Update form. Additionally, you can look at previous reviews and updates by visiting [Columbia College Program Planning and Evaluation](#).

This form is meant to be used for all programs across the college. This form is broken up into five sections:

- 1. General Information
- 2. Instruction
- 3. Reflection
- 4. Program Goals and Resource Requests
- 5. Additional Thoughts

The Instruction portion of the form is only displayed for applicable programs. However, if it is displayed and some of the questions are not applicable to your particular program, write "N/A"

Users have the option to save and continue later by clicking "**Save**" at the bottom of the page at any point. You can click "**Skip Create an Account**" at the bottom and either copy the link or enter your e-mail to complete later.

Select a program

Dual Enrollment

Select the academic year

2024-25

## General Information

Submission date

Friday, March 7, 2025

Who is submitting this form

Michael Baldwin

Email of submitter

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Direct supervisor

Donna Cooper

Please list the names of everyone that is participating in this comprehensive program planning and evaluation process.

Mike Baldwin  
Cyndi Olsen

Program Staffing

Program Staffing List

Position Type	Position Title	Person Name
Manager	Director of Dual Enrollment	Michael Baldwin
Classified	Program Specialist	Cynthia Olsen

Use this space to provide any additional context or information about program staffing.

The Dual Enrollment program fell under External Initiatives until February 2024, with the creation of it's own program and Director. Program Specialist hired May 2024. Currently, dual enrollment staff is funded through Title 3 funding

Instruction

Curriculum

To help answer the questions in this section, please visit the Course 5-Year Review Tracker, Award 5-Year Review Tracker, and the Course Sunset List on the left-hand side under Curriculum Resources on the [Columbia College Curriculum Committee](#) website. Additionally, you can visit the [Columbia College Dashboard](#) for information on courses, programs, and course-to-program mappings.

Developing New Curriculum

You should talk with your dean and the articulation officer before developing new curriculum. Here are some helpful resources:

- The [Chancellor's Office Curriculum Information System \(COCI\)](#) can be a useful tool for identifying courses and programs at other community colleges which could be useful for future curriculum planning. Click on 'Programs' or 'Courses' in the upper right part of the page.
- [Transfer Model Curriculum Information](#) can provide useful information on associate degrees for transfer.
- [Common Course Numbering \(CCN\)](#) has helpful information for developing course outline of record for courses that need common course numbering.

**Important:** Columbia College is in the process of transitioning from eLumen to Canvas Insights for SLO assessment. Contact the College Research and Planning Office for more information about how your SLOs are mapped.

## Course Offerings

To help answer this question, please visit the [Columbia College Course Enrollment Dashboard](#) and download the [Past Course Offerings Excel File](#).

## Course Enrollment Trends

To help answer this question, please visit the [Columbia College Course Enrollment Dashboard](#) for helpful information.

## Student Success and Learning

To help answer these questions, there are two resources to address student success and learning at Columbia College: 1) The [Columbia College Course Success Dashboard](#) for course success and retention rates and 2) Student Learning Outcomes (SLOs) assessment data.

**Important:** Columbia College is in the process of transitioning from eLumen to Canvas Insights for SLO assessment. In the absence of quantitative data for SLOs please provide your own observations about student learning in the program.

## Academic Awards and Transfer

To help answer this section, please visit the [Columbia College Academic Awards Dashboard](#) and the [Transfer Summary](#) report.

## Reflection

## Additional Data (Optional)

**This field is an optional area to provide any observations from additional research that you may have done or that was provided by the Columbia College Research and Planning Office.**

Dual enrollment has grown from approximately 500 students in 2023-2024 to 756 students in Fall 2024 and 862 in Spring 2025. For the CCAP sections scheduled in the 2024-2025 Academic school year, the enhanced apportionment generated for the college is approximately \$992,381 before compensating instructors.

In addition to this, we have offered 57 CCAP sections within the Fall and Spring semesters that are offered through part-time faculty members in addition to several instructors on an instructional service agreement (ISA) out at various high school sites.

On average, we are seeing that these CCAP courses produce higher scores among students due to the embedded support within the classrooms and familiarity of the offerings for the students. Many of these successful students are first generation, or from a background that is underrepresented. We find that almost 70% of these dual enrollment students go on to take additional classes at Columbia College.

## Student Equity

To help answer this question, please use the [Columbia College Course Success Dashboard](#), the [Columbia College Program Snapshot Dashboard](#), and the [Course Success PPG-1 Excel File](#). For student equity data related to student services, please contact the Columbia College Research and Planning Office.

**What equity gaps have you observed in the program? What strategies have you used to address these gaps? What additional strategies will you try in the future?**

Dual enrollment students have a wide range of options to access college courses. High school students can come to the college campus in-person, take an online or hybrid course, or take a CCAP course on their high school campus.

The CCAP courses are created and designed to address equity gaps often seen in students who are first generation, low income, and of a certain underrepresented population. Students in-person at the college campus may be limited due to transportation costs, barriers with devoted time outside of the high school day, or a new challenge without family support from those of a first generation college bound background. Online college courses create issues for students who do not possess a laptop or consistent wifi. CCAP courses address these equity gaps and we have seen an increase to 57 total CCAP courses for the 2024-2025 school year. These courses exist on the high school campus during the high school day, removing the barrier of transportation and time commitments to access these courses. Built-in support show increased success for all dual enrollment students in CCAP courses, especially first-generation, with overall success increases for all dual enrollment students on average. In addition to this, high schools cover the textbook costs for these courses, eliminating a financial barrier for students of all economic levels.

A barrier for many high school students is the technological level they possess when navigating cccapply, the columbia college website, their canvas courses, and completion of necessary steps in becoming a dual enrollment student. Students from more collegiately familiar families possess more resources in navigating these challenges, creating an equity gap that is only slightly decreased in offering CCAP classes, and does not address the gaps present in special-admit students. One potential way to address this gap would be to integrate a process that creates more support in completing the application steps, accessing and gaining information on their courses, in addition to supporting the high school counselors who work with the high school students. The dual enrollment team has identified "DualEnroll" as a potential program that can create a one step process for integrating students into the Columbia College system, while also creating dashboards for the high school personnel to access in supporting students. DualEnroll is a software program that is contracted to support dual enrollment students for other California Community Colleges, and while not implemented by Columbia College, has been identified as a potential need in lieu of an additional staff member. While the dual enrollment team has found several ways to address equity gaps, a major challenge is the limited staff and therefore resources in supporting our local high schools and students. Dual enrollment is currently a two member team which does lead to some support opportunities unable to be accomplished, although there are several workshops on the high school campuses for students in addition to faculty/counselor training and meeting sessions. Our strategies are to increase CCAP offerings to combat these equity gaps. Working with the high schools to reach students of all backgrounds to encourage access, support, and success in all college coursework by expanding CCAP, bring supportive measures, assist and check-in on students, and remove barriers to enrollment.

## Strengths, Weaknesses, Opportunities, Threats (SWOT)

Please reflect on the program's strengths, weaknesses, opportunities, and threats.

### Strengths

**What are the program strengths? Are there specific aspects of the program that are exemplary or could serve as a model?**

- Middle College through Sonora High School is a stellar program. Ideas for establishing early colleges

at other local high schools are often borrowing ideas from this model when possible. These students not only have access to information, but they are given large amounts of support and intervention in order to perform well in their college coursework.

- Dual enrollment has strong enrollment numbers through its CCAP programs. The number of sections offered has already increased from the previous year and we have a large number of sections in comparison to the size of the surrounding area and institutions.
- While the dual enrollment program is small (staffed by 2 individuals), we both have experience working in the high school and college settings. This allows us to possess a unique perspective in the benefits of challenges of each institution, in addition to knowing successful methods in working with both groups of students.

## Weaknesses

### What are the program weaknesses? What areas could the program improve?

The program could do a better job of supporting students and instructors. With a staff of 2 and a dual enrollment counselor split between other duties, it is challenging

- Students who tend to be successful in high school and don't face traditional barriers are still likely to enroll in dual enrollment programs at higher clips. Our focus needs to ensure that all students are prepared and informed of their ability to take college coursework and ways in which they can be supported.
- There is limited data on the background of students enrolled in our local community. We aren't able to see if underrepresented or minority groups are enrolling in these courses at varying clips. More effort could be made to track this.
- The program could find better ways to track student success and intervene. We are developing communication and relationships with high school to share and track this data but more improvement could be made.

## Opportunities

### What are the opportunities for expansion, improvement, or development for the program? Are there professional, discipline, or community trends or best practices that could enhance the program?

integrating an online platform such as "DualEnroll" to ease processes, or identifying ways to save time in processing forms and registering students.

faculty training sessions to improve ability to teach students who are high school age. Training for instructors on an ISA to adapt to Columbia College practices, curriculum, and best practices in teaching college content. We are hoping to host an event in May for CCAP instructors to receive training. Spring 2026 event to raise awareness on dual enrollment for all stakeholders and the surrounding community.

Expanding CCAP sections through ISA and with part-time or full-time faculty opportunities.

Increase communication with Columbia College Staff, Faculty, and Stakeholders

- Developing early college programs at high schools is a great way to create a pathway for students to earn an Associate's degree or finish high school with more credits in comparison to traditional dual enrollment. We are in the works to develop 2 early colleges with local high schools but more work can be done to solidify these agreements, or to expand to other high schools.
- Working with the K-16 collaborative is a great way to utilize current resources available for high school students, in addition to directing dual enrollment students towards programs that are linked to real jobs in the community following their academic pathway completion.
- Connecting with faculty, part-time faculty, and CCAP instructors to identify best practices in teaching

high school students, and engaging in professional development or training. Rural communities often have a lack of CCAP instructors available so it is important to find potential in the instructors currently in the system and working with schools on the programs they wish to access for their students.

## Threats

**Are there any threats to the continued success of the program? Please describe any trends that could have a negative impact on the program. Are there future laws or funding changes that may affect the program?**

Limitations in course offerings at the high school campus  
Working with multiple constituent groups to assure all needs are being met

Program staff currently paid on Title 3 funding

Dual enrollment is established in vision 2030, however, there are uncertainties beyond that whether advanced apportionment will continue or if there will be a continued push from the Department of Education. In addition to that, Columbia College has benefited from local support in dual enrollment with over 20% of local high school students taking a college class. The state has a 10% cap on statewide dual enrollment FTE's, which if reached, could create additional legislation to limit the amount of students. Should this occur, there may need to be conversations on which groups should access dual enrollment and ensuring this is progressed with equity at the forefront.

## Program Goals and Resource Requests

The purpose of this section is to establish program goals and request resources related to those goals. Please set at least one measurable goal to work toward. Some examples of goals include reviewing, changing, or adding curriculum, increasing enrollment or modifying delivery modalities, increasing student learning and success, or improving student equity. **Resource requests are not goals. Resources are used to achieve goals.**

Goal 1 Title	Increase Student Access and Success		
Goal 1 Status	In-Progress		
Map Goal 1 to one or more Strategic Plan objectives:	Increase Award Completion		
	Increase Transfer Readiness	Reduce Equity Gaps	
	Reduce Barriers to Completion		

**Please provide a description the goal or provide an update on a previous goal's status and resource requests.**

Furniture:  
Dual Enrollment Center – student seating, T.V., misc. items.  
To reduce equity gaps and promote student success, we have created and are furnishing a dual enrollment center on campus. This space can provide students with resources and assistance. To make this space comfortable for students and increase appeal, we hope to purchase additional student seating. A tv in the room would also allow students to view resources, videos, or have their screen shared for direct assistance through a larger medium. Other items to furnish may be necessary. Providing this space for students, we hope to promote their success through direct intervention and the multitude of free resources on the college campus. UPDATE: Dual enrollment was recently granted a 2024 Fall mini-grant through the Foundation which helped provide the funds for a couch, tables, and stools for students to have a comfortable space to work on their schoolwork. We also were able to acquire a district Smart TV at no

cost, an HDMI cord for students or staff to connect and show canvas or promo videos. The center will now have multiple areas for students to work, to feel comfortable, and access additional resources for student success .

Events:

Dual Enrollment Summit We hope by Spring 2026 to host local students, parents, and high schools in an information session. By hosting a large event on campus, we can introduce community members to the program and college campus, and share how this program helps students in their academic journey. Students are more likely to enter into the dual enrollment program if the information of its existence and benefits reach them directly. UPDATE - funds have been received through K16 to host this event

Professional Development

Teacher training Our hope is to train new and existing CCAP instructors on an ISA in curriculum, college procedures, how to teach college content to high school students, and beyond. Our hope is to connect these teachers to a college faculty “liaison” in order to bring high school instructors who teach a college course up to speed with any necessary information and education they may require. This may require reassigned time for the faculty currently on campus or a stipend. Teachers with appropriate training and well-developed courses will allow students to succeed in the course taught by the instructor, in addition to being set up for future success in later coursework. We also hope to host an annual event in May to onboard these new instructors, and to have a space for curriculum review with existing instructors.

CCAP instructors Assistance in locating, developing, or encouraging new or existing faculty willing to teach high school students. This is either with CCAP courses (identifying instructors with minimum qualifications, encouraging degree pursuits for existing high school instructors, or finding existing faculty to teach on the high school campus) or with creating sections that are more accessible to high school students and are in line with their high school requirements and future academic pursuits. While it is unclear of a direct path to locate or identify community members who meet minimum qualifications, there are methods in which the high school or county office of education can help current high school teachers meet minimum qualifications. There are also ways in which we can help faculty within Columbia College either teach specific CCAP sections, or link part-time faculty with high schools.

Goal 1 Resources

Resource Type	Item Name	Brief Description	Cost (estimate)
Events	Spring 2026 Dual Enrollment Summit	An awareness event on the columbia college campus to explain dual enrollment to the local community.	60000



Resource Type	Item Name	Brief Description	Cost (estimate)
Professional Development	CCAP Teacher Training session	An event in May to provide CCAP instructors additional training and support when providing college instruction at the high school campuses. May include stipends for current faculty. Food costs as well.	1000
Furniture			

Goal 2 Title

Incorporate a platform for a more efficient model in processing students

Goal 2 Status

New Goal

Map Goal 2 to one or more Strategic Plan objectives:

Increase Award Completion

Increase Transfer Readiness

Reduce Equity Gaps

Reduce Barriers to Completion

Increase Workforce Readiness

**Please provide a description the goal or provide an update on a previous goal's status and resource requests.**

Dual enrollment students have a myriad of requirements to be able eligible for the program. In addition to this, once they are in classes, often they do not have support structures built within the high schools. Another barrier to student success is that once a student registers for classes their counselors are unaware of which classes they are taking. As a solution to offer an additional layer of support and reduce barriers to completion, Dual enrollment was approved through K16 funds to utilize a service, we have identified "DualEnroll" as a potential option. DualEnroll is a platform utilized by many other colleges including small rural colleges that works with colleague and CCCapply to assist students in the application process. It reduces equity gaps by processing dual enrollment forms, assisting in registration and communicating with students, parents, school counselors and the college. As previously mentioned, the Columbia College Dual Enrollment team consists of two people and with over 850 students in dual enrollment as of Spring 2025, there multiple data entry points to ensure students have completed all proper steps. Some students are unable to complete the process or don't receive support in finishing those required steps - causing them to not take classes. In addition to this, a platform like this implements a communication feature and ability for the counselors at the high schools to monitor what classes



students are enrolled in, enabling an additional layer of transparency and support. Overall, this platform will be a less expensive option than adding an additional staff member while accomplishing much more than one individual could provide. We are hopeful this platform is approved for 2025-2026 but even upon approval, would require funds beyond the current K16 allotment and we have advocated to necessary groups in the Columbia College structure.

We are also hoping to use K16 funds in the future to bring on a part-time counselor in assisting the local high school population due to the sheer size, in addition to offering more guidance courses for the high school populations.

Goal 2 Resources

Resource Type	Item Name	Brief Description	Cost (estimate)
Faculty Member	part-time/grant funder counselor	Support student academic planning and guide course offerings for local high schools	60000
Other	DualEnroll or other support program	Due to the small staff size and large dual enrollment population, we are hoping to utilize a service to assist in several required processes for	20000

Goal 3 Title Link college education to jobs in the community

Map Goal 3 to one or more Strategic Plan objectives:

Increase Award Completion

Increase Transfer Readiness

Increase Workforce Readiness

Reduce Equity Gaps

Please provide a description the goal or provide an update on a previous goal's status and resource requests.

Travel:  
Increasing high school site visit to ensure Columbia College staff and counselors are able to visit high school sites to provide assistance and information on how to become a dual enrolled student, what pathways exist for the students, and planning and development with high school administration to identify courses and programs that are linked to needs in the community. Working with high school administration and college counselors/administration, we are able to determine pathways to certificates or transfer degrees that can be achieved or worked towards while in high school. Providing on-site resources for the high school in the form of the dual enrollment team on site, or a counselor to help student planning will make sure each student has enough support to continue with the program and have a goal with their

coursework.  
Other

K-16 partnership: Utilizing the current Columbia College K-16 program staff members and funds to create partnerships and develop pathways within the high schools that are linked to the K-16 program. Accessing the resources within the high schools with this funding to ensure students are being supported and able to pursue coursework linked to the specific K-16 pathway. This would include travel to high school sites, funding to sustain and grow programs, items purchased to help with development, and identifying instructors linked to these areas to provide college level courses to high school students. Attempting to develop early college pathways at two school sites as a way to link a pathway to a career field, especially within the K16 guidelines.

Goal 3 Resources

Resource Type	Item Name	Brief Description	Cost (estimate)
Travel	Visits to High schools	Offering direct support at the high school sites has proven beneficial in fostering relationships, supporting application and registration workshops, and in assisting CCAP instructors. Our hope is to continue to make our way out to various high school sites	1500

Miscellaneous Resource Requests

This section is for making resource requests that may not be related to program goals. Examples include but are not limited to staffing outside of the program, campus facility needs, collegewide improvements that could benefit all programs, etc.

Additional Thoughts

# Program Planning and Evaluation Feedback

## Instructions

The purpose of the Program Planning and Evaluation Feedback form is to provide feedback on completed Program Planning and Evaluation forms. After feedback is recieved, the Columbia College Research and Planning Office will combine the completed forms and feedback and post them online.

**Select your program**

Dual Enrollment

**Select the academic year**

2024-25

**Submission date**

Wednesday, April 2, 2025

## Feedback on Program Planning and Evaluation form

I'm submitting again because I don't think I identified the Dual Enrollment one I reviewed. SWOT is very thorough and gives a good description of the program.