

# De Anza College

## Program Review – Annual Update Form – Fall 2025

1. Department/Area Name: **Outreach / Dual Enrollment**
2. Name of individual(s) completing the form: **Stacey Carrasco, Jayme Brown, Nina Van**
3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

Last year there was a comprehensive review of the outreach office; however, given the shift in administrative goals, this review will encompass a direct review of the dual enrollment process through the outreach office. In addition, each program through the Office of Outreach will be offering a more detailed description of the programs supported by the office. This shift will assist in better understanding the impact the office of outreach has on meeting our strategic goals and enable us to focus more deeply on fostering student awareness and creating meaningful opportunities for connection to our programs. By clearly articulating our program offerings and evaluating their effectiveness, we're strengthening our ability to engage students and build connections. Effective Fall 2025 the Office of Outreach has shifted its approach to serving new first-time students as they are now directed to the De Anza Connect office. This transition includes updated communication strategies, which have ensured new students have received clear instructions and invitations to engage with De Anza Connect for guidance on enrollment, resources, and next steps.

The office will dedicate two counselors to the dual enrollment process. Outreach counselors will begin dedicating more time and resources to supporting dual enrollment by taking a proactive role in building relationships with our high school partners to provide workshops, advising, and communication to ensure student and the community understand the program benefits and requirements. Counselors will track enrollment data and identify areas for improvement.

4. Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).

The Office of Outreach submitted and was awarded the President's 2025-26 Innovation Grant focusing on dual enrollment outreach. This proposal, entitled *G.E.T. to the Next Level: Dual Enrollment Outreach. Grow. Educate. Transform*, was created with the goal of being more intentional and targeted with outreach partnerships and efforts specific to dual enrollment. While outreach has historically promoted dual enrollment opportunities in the community and at high school events, we have not had a strategic plan devoted to dual enrollment outreach, recruitment and retention. Aligning ourselves with the SEM, our goals are to:

- Identify high schools, both charter and public, with higher populations of Latinx, Black, Filipinx and Pacific Islander students, and work closely to build partnerships with staff, students and families. We will offer informational sessions at the schools for families and students about the dual enrollment process to make sure all students have equitable access to opportunities at De Anza.

- Dedicate support to students throughout the process ---> application --->course choice(s) ----> permission form ---> registration ---> resources to success.
- Work to advocate for a higher priority registration date for dual enrolled students.
- Dedicate counselors and coordinators to help in advising students on pathways and assisting with recommending the best classes. This would include going to the high school sites and holding “office hours.”
- Checking in on student progress and working closely with the instructors to ensure extra support is given to dual enrolled students.
- Piloting a new outreach program called BOOST (Bridging Opportunities for Outstanding Students in Transition) designed to recruit and support underserved populations within our target high schools. This model will be high-touch and will incorporate:
  - Personalized guidance from a designated coordinator, counselor to assist with pathways toward Cal-GETC or AA/AS GE’s, CTE pathways and/or certificates.
  - Embedded tutoring support to ensure these students succeed
  - Workshops educating BOOST students on the college system as well as career pathways and more holistic topics such as financial literacy and imposter syndrome.
  - Financial assistance (through grant funds) for books and supplies in the De Anza College Bookstore.
  - Long term goal is to eventually build out the program with instruction to include specific classes that can potentially turn into “dual enrolled” sections.
  - Pilot goal = recruit 3-5 students from feeder district schools, max cohort 15-25 students. Hope to grow to more with capacity and success stats
  - This model will also set up students to transition into the De Anza Promise Program (assuming they meet Financial Aid criteria).

Since the last program review, our Outreach Office has implemented several significant changes and updates to better serve our students and community. Dedication and focus on dual enrollment, promise, and the men of color community. Each program will provide a review of their programs. This review will focus directly on the change and direction to meeting dual enrollment needs.

1. High School Partnerships dedicated to the dual enrollment process
  2. Support our High School partners
  3. Workshops
  4. Info Sessions
  5. Dedicate time to develop relationships with partnerships
  6. Update on the dual enrollment process from application to enrollment
5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
Strengthen relationships with high schools and community partners.	To continue to build relationships with our high schools but also the community being active in community events and sustaining strong presence in local high schools and underserved communities	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Counselors</li> <li>• Student ambassadors</li> </ul>	<ul style="list-style-type: none"> <li>• High Schools counselors</li> <li>• community organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Our monthly newsletter</li> <li>• event invitation</li> <li>• high school partner conference</li> </ul>		<ul style="list-style-type: none"> <li>• Implementation of a monthly newsletter to HS counselors,</li> <li>• Monitoring and updating high school contact list ensuring our list is current,</li> <li>• Software implementation of a MailChimp account for messaging and reviewing the analytics of newsletters</li> </ul>
Aligning our events with measurable outcomes.	Ensuring each event has metrics we can analyze to review the effectiveness in promoting DA	<ul style="list-style-type: none"> <li>• Staff</li> </ul>		<ul style="list-style-type: none"> <li>• Survey</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Change to conference format and location</li> <li>• Providing sessions</li> <li>• Campus support from other programs</li> <li>•</li> </ul>

Support for Prospective Students	Continued commitment to supporting prospective students specifically will focus directly on dual enroll populations	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Counselors</li> </ul>	Instructional programs  CTE  A&R		Data metrics reviewed annually	
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6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to monitor progress?	How will you assess the achievement of the goal?
Partnership with CTE & Outreach	Build a connection between workforce, instruction, and student service so that we're aligning our enrollment efforts	Student Success Specialist and Program Coordinators	Outreach CTE and Admissions & Records	Joint Event Tracking: Maintain a shared event calendar with CTE partners to document collaborative activities and participation.  Attendance & Engagement Data: Collect attendance numbers and feedback from joint events to measure reach and impact.	<ul style="list-style-type: none"> <li>• Number of joint activities</li> <li>•</li> </ul>

New staff request	To build a path and connection for students	Full time, dedicated, Dual Enrollment Coordinators  *Foothill College has 3 DE coordinators we have zero <b>full time</b> DE coordinators on campus	Instruction and CTE, both area that coordinate DE activities	Quantitative: Growth in targeted dual enrollment populations, new CCAP course offerings  Qualitative: Survey for dual enrolled student experience	<ul style="list-style-type: none"> <li>• Collaborative feedback on process between Instruction, Outreach and CTE areas</li> <li>• Student success rate: A, B or C</li> </ul>
Dual Enrollment advisory committee on campus	To have transparent and consistent communication and process, feedback, concerns and goals across Instruction, Outreach CTE and A&R	Representative from all areas, ideally coordinators, deans, VP's, instructors.  Open to inviting Foothill representative for advising on their process and goals	Instruction, Outreach CTE and A&R	Monthly meetings	<ul style="list-style-type: none"> <li>• Growth in targeted population</li> <li>• Student success rate, awareness of process and offerings across campus</li> <li>• Transparency and collaboration with as little confusion amongst staff as possible</li> </ul>
Partnership and DA staff	We aim to establish a direct point of contact between De Anza Outreach and each high school to create a more efficient and streamlined process for student enrollment. This will involve designating dedicated outreach staff for specific schools, improving communication channels, and coordinating	Outreach staff & High School	Outreach, A&R, DA communications website team (updating information)	Survey, students, community, High schools	<ul style="list-style-type: none"> <li>• Low confusion rates</li> <li>• Growth in enrollment</li> <li>• Student knowledge of the enrollment process from application to course completion</li> </ul>

	enrollment activities to reduce delays and confusion for students and families.				
Adult Education Programs	Strengthen partnerships with local Adult Education programs to increase adult learner awareness of college opportunities, streamline transitions into college and increase their awareness of available academic and career pathways.	Outreach staff, CTE, A&R, Adult Ed programs		Conducting regular joint planning meetings, co-hosting recruitment events, and providing clear transition resources	<ul style="list-style-type: none"> <li>Increased adult learner applications and increase in matriculation to credit courses</li> </ul>
Pathway to Promise	Building a relationship between dual enrolled students and matriculation from HS into the DA Promise program. A partnership between dual enrollment funding and DA Promise.	Promise Counselor, Outreach	High School Partnerships, A&R, Outreach, Promise Counselor	Financial Aid eligibility requirements and Promise Cohort model, Ed plans, and course completion	<ul style="list-style-type: none"> <li>Ed plans</li> <li>Degree completion</li> </ul>

7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?

The request for a dedicated dual enrollment counselor was not approved, which has created significant challenges for the Office of Outreach. Without a clear point of contact, the dual enrollment process remains fragmented and confusing, making it difficult to streamline operations and provide consistent support. This gap impacts both staff and students, leading to inefficiencies and reducing confidence in our services.

Approving this position, or a dedicated coordinator, would allow us to designate a single point person to manage the process effectively. This individual could oversee a student caseload, coordinate directly with high schools, adult schools, and community partners, and ensure clear communication and efficient procedures. Their role would strengthen recruitment efforts and increase nontraditional student enrollment by delivering more organized and supportive experience.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

Our mission and purpose is to serve disproportionately impacted student population, which makes strengthening partnerships with high schools critical. By providing targeted outreach, clear communication, and dedicated support for dual enrollment, we can help remove barriers and create equitable access to college opportunities for these students.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

**Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)**

Learning Outcome (SLO, AUO, SSLO)	Improve DE process: Students will increase their ability to independently navigate and understand the dual enrollment application process, resulting in more accurate applications and a reduction in unnecessary back-and-forth email communication between De Anza, students, and HS counselors.
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<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<p>We will assess this learning outcome by administering a brief survey to students immediately after they participate in a dual enrollment workshop. The survey will measure students' understanding of the application steps, their confidence in navigating the process independently, and any remaining points of confusion. In addition to student feedback, we will track two key indicators:</p> <ol style="list-style-type: none"> <li>1. Increased rate of successful and complete dual enrollment applications, and</li> <li>2. A decrease in emails from students requesting clarification about the process.</li> </ol> <p>Together, these measures will help determine whether the workshop effectively improves student awareness and reduces unnecessary back-and-forth communication.</p>
<p>Summary of Assessment Results</p>	<p>Initial assessment data will indicate that students who attend the dual enrollment workshop will demonstrate a clearer understanding of the application steps and will report increased confidence in completing the process independently. Survey responses will show that most students will be able to accurately identify required documents, deadlines, and submission procedures. In addition, post-workshop tracking will reveal an improvement in the rate of complete and accurate applications, along with a measurable decrease in clarification emails from students and counselors. These results will suggest that the workshop model effectively will support students in navigating the dual enrollment process with greater independence.</p>
<p>Reflection on Results</p>	<p>When we make a more intentional and strategic effort to offer workshops to prospective students, we see a noticeable increase in interest, engagement, and less confusion. Providing structured, accessible workshop opportunities not only raises awareness of our programs but also creates meaningful touchpoints that support students in taking the next steps toward enrollment.</p>
<p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p>	<p>Continue strengthening collaboration with our partners by establishing a consistent rhythm of engagement—such as recurring workshops, information sessions, and outreach visits—so that students become more aware of our partnership, the available opportunities, and the seamless connection between their current programs and our college programs. The repetition helps reinforce a shared understanding of the process, creating consistency and clarity for students' quarter after quarter.</p>

**Please email this form to your dean/manager.**

10. Dean Manager Comments:

This program review clearly demonstrates a thoughtful, strategic shift in how Outreach is approaching dual enrollment, with a strong focus on equity, intentional partnerships, and student-centered support. The alignment with SEM goals, the use of data-informed outreach, and the development of high-touch models like BOOST reflect a deep understanding of the barriers that disproportionately impacted students face. The emphasis on dedicated staffing, clear processes, and cross-campus collaboration is well articulated and highlights the urgent need for structural support to sustain and scale this work. Overall, this review makes a compelling case for investment in dual enrollment infrastructure to improve access, clarity, and student success.

11. Vice President/Associate Vice President Comments:

I concur wholeheartedly with the dean's comments. The strategies and plans outlined in this document to expand and promote outreach and dual enrollment of high school students is indicative of dedicated professional staff who are passionate about equity and student success. The BOOST program will be a game changer that will enhance the lives and educational opportunities of countless high school students in our most underserved communities.

**Email the form to RAPP tri-chairs.**