

2021-2022 Program Review



CAN Program Review (Student Services) - ESO Adelante (Fall 2021)

STEP 1: Program Review Narratives

2021-2022

Student Services Program Review (SSPR)

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Program Context

1A. Mission: The mission of the ¡ESO! Adelante program is to support Latinx, high-potential, low-resource students in their transfer pathways to San Francisco State University through transfer support programs at Cañada College and San Francisco State University.

1B. Mission Alignment: The ¡ESO! Adelante mission aligns with Cañada College mission by creating an environment, ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals.

2A. Program Description: The ¡ESO! Adelante program is a comprehensive transfer pathway program in partnership with San Francisco State University aligned with 3 goals: (1) Improve academic preparedness for entering Hispanic (Latinx) students and current Hispanic (Latinx) students. (2) Improve transfer knowledge to San Francisco State University and (3) Improve bi-institutional transfer and baccalaureate completion rates to San Francisco State University.

The comprehensive transfer pathway support at Cañada College includes the following services, workshops and activities:

- (1) ¡ESO! Adelante Peer mentorship: mentors support Latinx, first generation and low-income students in their transfer journey to SF State year-round by providing high-touch support in academic preparedness, transfer pathway and resource and community connections. Mentors are trained using the framework of academic success, developing growth mindset, community cultural wealth, equity and antiracism. The peer mentors provide one-on-one support using varied modalities to engage and connect.
- (2) SF State Academic Workshops offered each academic year include the SF Business Informational, SF State STEM workshop (SF Build), SF State Child Adolescent and Development workshop and Graduate College of Education workshop. The workshops provide information on the academic pathways in these programs at SF State. These workshops also provide an opportunity for students to connect with SF State peer mentors and staff from these academic programs.
- (3) Transfer Information Workshops: transfer workshops include Map Your Journey to SF State University and Latinx Transfer student panel. In addition to these workshops, Transfer Center workshops are included in our semester calendar of events.
- (4) SF State Visits: each semester, students have an opportunity to visit the SF State campus for a tour and to meet SF State staff and students. The Map Your Journey sessions replaced the SF State Visits during the pandemic.
- (5) A dedicated counselor is part of the ¡ESO! Adelante to help students with their Student Educational Plan and transfer goals.
- (6) Adelante Institute Plus: In partnership with the Transfer Center, Career Center and SparkPoint, the Adelante Institute is a self-paced series of online activities to support students in their transfer goal to San Francisco State University. The series of online activities help students with Transfer preparation, Career exploration and College budgeting. The Plus include modules to help students succeed in their classes. They have the opportunity to work with their peer mentors on these modules.
- (7) Flex Day: RoadBlock Summits - professional development sessions are offered highlighting and centering Hispanic Serving Institutions, equity and racial equity, Latinx and first-generation college students in transfer pathway best practices.
- (8) Jumpstarter: the "warm-hand off" pre-orientation program for students admitted to SF State is both celebratory and informational to get students prepared for their transition to SF State.

The comprehensive transfer pathway support at San Francisco State University includes the following services, workshops and activities:

- (1) Peer mentorship: Transfer students in their first year at SF State are provided one-on-one mentorship with a current SFSU transfer student. The support includes addressing transition, sense of belonging, and general success as a transfer student.

(2) HIST 451: Bay Area History and Society for transfer students. This course is a 3-unit, general education course to help build transfer community and connection while preparing students for upper-division coursework. Transfer Peer Mentors work within the classroom to assist students to meet course goals.

(3) Engagement events for transfer students range from social to informational events. The projects partner with programs and resources to provide transfer students with opportunities to engage with other transfer students and the campus community. Workshops include annual SFSU EOP Summer Bridge, annual Transfer Mixer and Latinx History Month Community.

2B. Student Goals: The three student goals are:

(1) Improve academic preparedness for entering Hispanic (Latinx) students and current Hispanic (Latinx) students.

(2) Improve transfer knowledge to San Francisco State University and

(3) Improve bi-institutional transfer and baccalaureate completion rates to San Francisco State University.

2C. Community Partnerships: ¡ESO! Adelante program internal partners include Transfer Center, Sparkpoint, Financial Aid, Career Center, Promise Program, College of Business and Early Childhood Education Program (ECE) and the STEM Center. The external partner includes San Francisco State University and the departments at SF State include SF State Lam College of Business Informational, SF Child Adolescent Development and College of Education, SF Build and Latinx Center of Excellence Aspiring Physicians Program.

2D. Anti-Racism Contributions: The ¡ESO! Adelante program contributes to anti-racism through disrupting traditional transfer service programs by consistently and unapologetically centering the experiences of Latinx, first generation and low-income students in our events. The Latinx students in our programs have acknowledged that the ¡ESO! Adelante program celebrates their identities in ways that have never been experienced before. The professional staff and the peer mentors also are engaged in continuous training throughout the academic year. The training and discussions include Critical Race Theory (CRT), Trauma-Informed Care and Community Cultural Wealth.

3A. Equity & Access: Equity is at the fore-front of our program development and implementation. We gather student input and use it to shape our programming to ensure that student voices are represented at our events, scheduling, and modality for presenting and sharing information. Additionally, we are student responsive by critically examining the feedback and input each summer and integrating and changing accordingly.

Equity is also addressed is by reducing barriers for engagement and participation - our approach is shifting away from punitive communication and making our program engagement accessible for our diverse Latinx, first-generation and low-income students. We work with students to identify what and how they can engage in our program. Some examples include sharing recordings of events for students who register but can't attend and having the Adelante Institute be a self-paced online program for "non-traditional" Latinx students who are older, parents and working full-time.

3B. Equity Gap Elimination: The ¡ESO! Adelante program is a Hispanic Serving Institution, Title V program. The mission, goals, activities and services help Latinx, first-generation and low-income students with their transfer pathway and Bachelor's degree completion at San Francisco State University. 67% of our students identify as Latinx, while 64% of our students identify as first-generation students and 59% are low-income (receive CCPG). Unfortunately, it was difficult to capture data on our low-income students because many did not apply for financial aid. However, in triangulating the data, we can draw the conclusion that a majority are low-income from both anecdotal evidence and that only 3% of those who applied to FASFA did not qualify for financial aid.

Additionally, the Latinx students we serve are diverse. They include undocumented, "non traditional" working full-time students, parents and LGBTQIA+. We centered our diverse student populations in our staff training and training for our peer mentors.

The program works in collaboration with College partners to outreach and promote our transfer pathway programs through the use of in-person (before COVID-19) and virtual modalities (during COVID-19) centering Latinx, first-generation and low-income identities in our communication plan.

3C. Delivery Method Considerations: Since our last program review, we have been more creative in our delivery methods in response to the pandemic and in response to our student needs. We offer various engaging delivery methods in our virtual events - in use tools such as Kahoot, jamboard, polleverywhere, Zoom whiteboard and for collaborative activities, we use google slides breakout rooms and active chats. We encourage students who are interested but cannot attend to RSVP and share the recording and resources with them. Additionally, we make the recordings available to all students in our program.

Our peer mentors engage and meet with their mentees in various methods to best accommodate the schedules and availability of their mentees both literally and mentally. In the Spring debrief meetings, multiple peer mentors shared that it was easier to check in via text with their mentees, especially because most were "zoomed out". Our adjunct counselor also uses this method. We also have regular communication via Canvas to reduce the amount of emails received by students.

Looking Back

4. Major Accomplishments and Challenges (500 Word Limit): Challenges:

The primary challenge since the last program review was the abrupt disruption in program and services due to the pandemic. All workshops and activities had to be re-designed for virtual modality. Participation numbers dropped across all of our workshops and activities, however, large number of new students applied to our program, demonstrating an interest from our Latinx, first-generation and low-income students wanting transfer support. The following demonstrates a 5 semester upward trend in ¡ESO! Adelante program applications: Fall 2019 - 22 new applicants; spring 2020 3 new applicants; fall 2020 - 12 new applicants; Spring 2021 - 53 new applicants and Fall 2021 - 45 new applicants

Major accomplishments:

Aside from the upward trend in ¡ESO! Adelante program applications, we maintained full programming during this challenging time and developed creative virtual engagements for our students. However, most of our accomplishments in the ¡ESO! Adelante program focused on visibility through continued partnerships with various departments and active participation in various Committees, Councils and Task Force. We feel participation is vital for a grant-funded program to remain visible in strategic planning processes at the College. Partnership with Sparkpoint, Transfer Center and Career Center continued in the re-design of the Adelante Institute Plus. Addition to the SF State Business Informational and SF State College of Education workshops, we added a SF STEM workshop. Director is part of the Guided Pathways Task Force, the College Transfer Plan Committee, Academic Committee on Student Equity (ACES) and more recently on the Educational Master Planning Task Force. Program Service Coordinator is part of the Educational Master Plan Task Force, Planning and Budget Council, Classified Senate, Student Services Planning Council, the first Caring Campus cohort... Assistant Project Director is part of the Planning and Budget Council, Student Services Planning Council, Guided Pathways, and is active participant in Classified Senate, and Puente at Cañada College. Additionally, we worked with campus partners on our RoadBlock Summits. We collaborated with Guided Pathways on the workshop, "Designing Guided Pathways through an Equity Lens," "Creating a Transfer Culture at an HSI" with the STEM Center and presented on "Getting Latinx, First-Generation and Low-Income Students Through the Transfer Gate" We reached 70 attendees in the 3 RoadBlock Summits.

6A. Impact of Resource Allocations Process: In the last program cycle, no resource request was submitted.

6B. Disproportionately Impacted Students Affects: Since 2016, this Hispanic Serving Institution grant program with a focus on serving Latinx, first-generation and low-income students served 271 unduplicated students in the ¡ESO! Adelante program: 67% of our students identify as Latinx, while 64% of our students identify as first-generation students and 59% are low-income (receive CCPG). Unfortunately, it was difficult to capture data on our low-income students because many did not apply for financial aid. However, in triangulating the data, we can draw the conclusion that a majority are low-income from both anecdotal evidence and in that only 3% of those who applied to FASFA did not qualify for financial aid.

The following demographic data demonstrate our reach on disproportionately impacted students population:

- Gender: 72% - female and 25% - male
- Ethnicity: 5% - Asian, 3% - Black, 1% -Filipino, 67%- Hispanic, 6% - Multi Races, 2% - Pacific Islander, 10% - White, 6%-unknown.
- Enrollment status: 70%-Continuing Student, 11%-Returning Student, 1%-Returning Transfer Student, 19%-First-Time Student.

7. SAOs & SLOs: The Student Area Outcomes are (1) Improve academic preparedness for entering Hispanic (Latinx) students and current Hispanic (Latinx) students., (2) Improve transfer knowledge to San Francisco State University and (3) Improve bi-institutional transfer and baccalaureate completion rates to San Francisco State University

8. SAO/SLO Assessment Results & Impact: (1) Improve academic preparedness for entering Hispanic (Latinx) students and current Hispanic (Latinx) students

-Peer Mentorship

¡ESO! Adelante program served 133 (49%) students through the mentoring program and additionally 17 (6%) served as mentors. The

fall-to-fall persistence rate of students who participate in our peer mentorship program on average is 15% above the persistence of the College.

-Counseling and SEP:

A majority of ¡ESO! Adelante students have visited with a counselor and completed a comprehensive SEP or abbreviated SEP. On average 88% have completed a comprehensive SEP or abbreviated SEP each term.

-Learning Communities and Academic Programs.

94 (34%) of our students are part of a Learning Community which includes Puente, College of Working Adults, TRIO and Promise. It

has been difficult to capture consistent data for Math and Word JAMS participants. However, there has been a significant drop in Math and Word JAMS participation in the last 3 years. We saw a participation drop from 70 to 27 students in the span of the 3 year.

Student participation may have also decreased due to AB705 students no longer needing the support for Basic Skills courses. -Jumpstarter our “warm hand-off” pre-orientation program had 31 student participants. Students in this “warm hand-off” tended to participate in after-transfer support such as the HIST 451 course (see SAO #2 for data).

(2) Improve transfer knowledge to San Francisco State University

Each academic year, we offer the following programs to improve transfer knowledge: SFSU Visits (Map Your Own Journey), SFSU Business informational workshop, SF Childhood Adolescent Development and Education workshop, STEM Business Informational, Jumpstarter and our self-paced online ¡ESO! Adelante Institute. Including our welcome and semester-end celebration - 121 (45%) participated in our academic workshops. Some qualitative feedback from students regarding our programs include the following :

SF State Business Program

“I learned that you can get your bachelors and masters simultaneously.”

“I thought it was very informative the way the presentation went :)”

“Personally, I learned most about what student life is like at SFSU and the steps needed to take in order to achieve a goal of transferring there.”

SF State Jumpstarter

“I learned what I should do in the time before my orientation and briefly what to expect for orientation. I also learned there is a lot

of support for transfer students at SFSU and how advisors differ at Cañada than SFSU.”

“Resources I can use to prepare myself for the first semester. The website advisinghub.sfsu.edu really looks really helpful.

Having

James Macale really helped on answering questions on what actions we need to take before attending SF State.”

Mentee Feedback

“My mentor has been so great! thank you!...What has been your experience been during the transition to being a virtual campus?”

“It was good ESO was very helpful and tried to make everything as easy as possible”

“I met up with my mentor every two weeks, we would cover topics about how was class going and how I was doing in class and if i

had any others class goals or questions in general as well as any program that I would be interested in she would provide all info

she was a very good mentor to me and a great person who can listen and give great advice. I really enjoyed speaking with her and

for all her help and guidance. “

-Flex Day RoadBlock Summits - since the last program review we offered the Designing Guided Pathways through an Equity Lens, “Creating a Transfer Culture at an HSI” and “Getting Latinx, First-generation and Low-Income students Through the Gate”. Total reach: 70 attendees

-Transfer Center workshops are also part of our outreach efforts to students.

(3) Improve bi-institutional transfer and baccalaureate completion rates to San Francisco State University

-42 (24%) of transfer-ready students (over 60 units) transferred to San Francisco State. In addition, we had 9 (8%) with less than 60 units) transferred to San Francisco State University. We identified those with less than 60 units may have carried unit loads from other community colleges. In total 51 students transferred to SFSU. Additionally, we were able to identify 11 transfer-ready students who transferred to other 4-year universities. Thus 30% of our transfer-ready students transfer to 4-year universities.

-The after-transfer support include HIST 451 (Transfer course at SFSU) and SFSU mentor program, in total 17 (32%) of our transferred students have participated in after-transfer support.

-In collaboration with PRIE (Office of Planning, Research and Institutional Effective) and the San Mateo Community College District (SMCCD), we are finalizing details for a formal data-sharing agreement with SF State University for 5 years. This agreement will be instrumental in helping us understand our student transfer and completion success rates.

Looking Ahead

9. SAOs & SLOs for the Next Review Cycle: In thinking about the future direction of the ¡ESO! Adelante program. The current Student Area Outcomes need to be revised for the next program review, which will happen after the no-cost extension period (Oct 1, 2021-Sept 30, 2021). The future direction should focus on radically reimagining the program for our Latinx, first-generation and/or low-income students and our disproportionately impacted minoritized student populations by realigning the program with the College Transfer Plan and the new legislation AB 928.

The SAOs for consideration include:

- (1) Improve transfer preparedness for entering and current Latinx, first-generation and/or low-income students and disproportionately impacted minoritized student population.
- (2) Develop activities with ADT focus pathways to San Francisco State University California State East Bay and San Jose State University.
- (3) Improve transfer rates of Latinx, first-generation and/or low-income and disproportionately impacted minoritized students to San Francisco State University, California State East Bay and San Jose State University

10. Program Improvement Initiatives: The change that would be implemented to improve the program is reshaping the program to be an ADT pathway program to local CSUs, The local CSUs include: San Francisco State University, East Bay University and San Jose State University. This would expand CSU options in our high-touch ¡ESO! Adelante transfer pathway program for Latinx, first-generation and/or low-income students and using ADTs as a roadmap aligns well with “Guided Pathways”.

The changes and opportunities will focus on.

- (1) Align current best practice events and activities from ¡ESO! Adelante program with the College Transfer Plan and AB 928 Legislation.
- (2) Evaluate and reshape ¡ESO! Adelante program through AB 928 Legislation
- (3) Working with Financial Aid to increase FAFSA applications for ¡ESO! Adelante students.
- (4) Remove barriers in transfer pathway for Latinx, first generation students and low-income students and disproportionately impacted minoritized student population in ¡ESO! Adelante program activities and events.

Program Review Narrative Status: Complete

Goal Description: Expanding ESO! Adelante Program

Work in partnership with Counseling Center and Transfer Center to scale ESO! Adelante program to include California State, East Bay and San Jose State University

Goal Status: 1 - New (PR)

Relevant Program Review Cycle: 2020-2021

Estimated Start Date: 01/06/2020

Estimated Completion Date: 05/28/2021

Please select the college goals with which your program goal aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Action Plans

2019-2020 - Work with Counseling Center and Transfer Center to scale up ESO! Adelante program to include San Jose State University and California State University, East Bay. (Active)

Who's Responsible for Completing this Action Plan?: Mary Ho

Estimated Completion Date: July 2021

Goal Description: Guided Pathways and ESO! Adelante

Align ESO! Adelante program with Guided Pathways

Goal Status: 1 - New (PR)

Relevant Program Review Cycle: 2019-2020

Estimated Start Date: 11/04/2019

Estimated Completion Date: 05/29/2020

Please select the college goals with which your program goal aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Action Plans

2019-2020 - Align ESO! Adelante program with Guided Pathways specifically academic support and first year experience. The design of Guided Pathway is currently taking place and Mary Ho is co-leading the GP Academic Support and FYE and Ada Ocampo

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is in the working group. As the design of Guided Pathway progressing this semester, the plan will be work and align ESO! Adelante with Guided Pathway. (Active)

Who's Responsible for Completing this Action Plan?: Mary Ho and Ada Ocampo

Estimated Completion Date: May 29, 2020

Goal Description: University Center Strategic Proposal

The objective is to create a strategic proposal for the University Center in spring 2020 with key stakeholders, department and leadership.

Goal Status: 1 - New (PR)

Relevant Program Review Cycle: 2019-2020, 2020-2021

Estimated Start Date: 11/04/2019

Estimated Completion Date: 10/01/2020

Please select the college goals with which your program goal aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Action Plans

2020-2021 - The goal of this academic year will focus on deep dive data collection and analysis to provide a new vision for the University Center. Strategic partnerships with key College departments and leadership will be formed to help advise the strategic proposal. Community needs, employment needs and technology needs will be integrated in the strategic proposal development. (Active)

Who's Responsible for Completing this Action Plan?: Mary Ho

Estimated Completion Date: Fall 2020

Goal Description: ¡ESO! Adelante peer mentors

The ¡ESO! Adelante program is a comprehensive transfer pathway program in partnership with San Francisco State University for Latinx, first-generation and low-income students. ¡ESO! Adelante peer mentors support Latinx, first generation and low-income students in their transfer journey to SF State year-round by providing high-touch support in academic preparedness, transfer pathway and resource and community connection. ¡ESO! Adelante program is a no-cost extension period, which will end in September 2022. In order to continue peer mentoring for the full academic year fall 2022-spring 2023, we are requesting one-time funds for 8 months. We estimate that from October through May we would have 4 peer mentors working an average of 10 hours per week. Total of \$20,783.26 which is approximately 1050 hours.

Mentor 1: 267 hours at \$19.12 = \$5,105.04 + Fringe \$46.46 (0.91%)

Mentor 2: 266 hours at \$20.12 = \$5,351.92 + Fringe \$48.70 (0.91%)

Mentor 3: 259 hours at \$20.12 = \$5,211.08 + Fringe \$47.42 (0.91%)

New Mentor 4: 258 at \$19.12 = \$4,927.80 + Fringe \$44.84

Goal Status: 2 - Continuing (PR)

Relevant Program Review Cycle: 2021-2022

Estimated Start Date: 10/01/2021

Estimated Completion Date: 05/31/2022

Who's Responsible for this Goal?: xxx

Please select the college goals with which your program goal aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

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Please select the college strategic initiatives with which your program goal aligns.: Improve Student Completion