

2021-2022 Program Review



CAN Program Review (Student Services) - Promise (Fall 2021)

STEP 1: Program Review Narratives

2021-2022

Student Services Program Review (SSPR)

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Program Context

1A. Mission: San Mateo County Community College District's Promise Scholars Program (PSP) helps first time, full time students earn certificates and associates degrees within two to three years by providing comprehensive financial, counseling, and academic supports. Students receive dedicated academic counseling, personalized career development, tutoring, enrollment fee waivers, textbook assistance, and transportation assistance to support their enrollment, completion, and transfer/career goals.

1B. Mission Alignment: Cañada College Goal #1 - Student Completion/Success

To provide educational and student services programs that help students meet their unique academic goals; minimize logistical and financial barriers to success; and highlight inclusivity, diversity and equity.

The San Mateo County Community College District and Cañada College have a shared mission to provide a learning-centered environment, ensuring that all students have equitable access and opportunity to pursue their educational, career, and personal goals.

As supported in the Education Master Plan Under (2017-2022) Goal 1, Part 3: The Promise Scholars Program (PSP) aligns with the college and district mission by creating student-centered practices and policies that support persistence and completion efforts. PSP fulfills this mission by following the City University of New York Accelerated Study in Associate Programs (CUNY ASAP) replication model, focusing on high touch retention support and dedicated counseling.

Furthermore, the Promise Scholars Program aligns with our Guided Pathways initiatives in the following EMP goals:

Goal 1, Part 1: The purpose of Guided Pathways is to develop academic pathways and provide integrated support services that begin in high school, transition to college and complete with a certificate, degree and/or transfer. The Promise Scholars Program serves as a pipeline to connect first time, incoming students through Guided Pathways while providing counseling and financial support.

Goal 1, Part 2: Through Guided Pathways, the college is committed to improving completion by developing and implementing a comprehensive college-wide approach to enrollment management, student retention, and course scheduling. The Promise Scholars Program's retention specialist participates in Community of Practice meetings and collaboration with coordinators and retention specialists across campus to share equitable best practices for onboarding, student persistence, and completion.

2A. Program Description: The Promise Scholars Program serves first time, full time college students with an educational goal to graduate with a degree or certificate, or transfer to a 4-year college or university. The demographic of our cohort reflects our high need students within our local communities in the Redwood City area such as North Fair Oaks and the East Palo Alto community. To decrease the opportunity gap among the underserved population in our community, PSP prioritizes low income, first generation, housing insecure, former foster youth, and AB540 students. Table 1 is an image of the high schools our students are coming from as well as our Fall '21 cohort demographics. As shown in table 2, our program demographics is reflective of our SMCCCD student population.

2B. Student Goals: In alignment with the data driven CUNY ASAP replication model, the Promise Scholars Program provides first time, full-time students with dedicated counseling and financial support. Monthly workshops and counseling appointments allow us to support students to stay on track with their educational plan and to reach their academic and career goals.

The Promise Scholars Program follows the ASAP counseling model as a tool to approach our caseload management. Promise

Scholars are required to attend their academic counseling appointments to be in good standing with the program. The ASAP model for advisement includes grouping students into “needs” categories (high, medium, or low) after they have been in the program for at least one semester. Students who are grouped as “high” need will require the most support/contact, and those grouped as “low” need, will require the least. Counselors consider three key areas when determining students’ needs groups: academic performance, program engagement and compliance with PSP requirements. These 3 categories establishes the criteria to sort students and develop an advisement model that provides supports for each needs group. Counselors review their caseloads at least once each semester to assess their students’ needs and determine appropriate support levels.

*Due to the pandemic, we have bucketed all of our students (both incoming and continuing) as high need to support the transition to online learning. Students are expected to attend 3 virtual counseling appointments and 3 virtual workshops to successfully complete their program requirements. We hope to reintegrate our needs categories as we slowly transition back to in-person instruction.

Below is the model of the needs categories:

“High Need”

Student requirement: a minimum of three counseling appointments and three workshops a semester

- All new students (first semester)
- Graduating students that need additional transfer/degree support
- GPA below a 2.0 (academic probation)
- Has difficulty with self-assessment
- Difficulty articulating academic and personal goals
- Has a personal circumstance that may impede their academic progress

“Medium Need”

Student requirement: a minimum of two counseling appointments and two workshops a semester

- GPA between 2.0 and 2.49.
- Has academic and professional goals and vision, but needs guidance
- Responds to program requirements, but needs coaching.
- Uncertain family situation or in a transition period

“Low Need”

Student requirement: a minimum of one counseling appointment, one workshop a semester

- GPA of 2.5 or higher
- Clearly defined academic and personal goals
- Responds to program requirements with little encouragement
- Seeks opportunities to be engaged in the program and college

Students are not only required to attend counseling appointments and workshops, they are also expected to attend our priority registration events. Promise Scholars are given the autonomy and opportunity to maintain academic momentum as they enroll in their classes per semester. In addition, Promise has piloted our cohort classes in Spring 2021. The blocked cohort courses, promotes community among our Scholars, and teaches students the skills to build a strong faculty relationship.

PSP also provides priority registration for all Promise Scholars, giving students the autonomy and opportunity to maintain academic momentum. In addition, Promise has piloted our cohort classes in Spring 2021. The blocked cohort courses, promotes community among our Scholars, and teaches students the skills to build a strong faculty relationship.

Financially, Promise funds tuition and fees for two to three years. PSP also provides \$300 textbook assistance during Fall and Spring semesters, and \$150 during the Summer. As an incentive, Promise awards students \$50 e-giftcards for attending a monthly workshop.

Overall, our academic, counseling, and financial support aims to pave a smooth pathway for students to achieve their goals during their time at Cañada College.

2C. Community Partnerships: Collaboration is one of the strongest keys to our success. On campus, our partnership with administrative offices such as the Outreach Department, Admissions & Records, Financial Aid, and the Bookstore provide support for our students and the resources they need. Promise also consistently works with student services on campus such as EOPS, STEM Center, CWA, TRIO, Puente, ¡ESO! Adelante, Athletics and more to support our shared students.

Our off campus partnerships include relationships with Sequoia Unified School District, Fair Oaks Community Center, Redwood City 2020 and other high schools in the Redwood City area. Our counselors' outreach with off campus partners allow us to connect with the community, and recruit new high school graduates to start their journey at Cañada College with the Promise Scholars Program by helping students build their educational plan for their first semester. In addition, our counselors have

taught classes with the Redwood City Boys and Girls Club to connect with prospective students and help prepare them to navigate college and campus resources.

Additionally, all Promise counselors, staff and leaders regularly partner with our CUNY ASAP team through our ASAP technical assistance calls and virtual replication events across the country. This partnership strengthens the replication efforts, providing the space to connect with other replication partners to share promising practices, and receive insights around adaptations to the ASAP model.

2D. Anti-Racism Contributions: The Promise Scholars Program (PSP) contributes to anti-racism at Cañada College through programming, collaboration, data driven inquiry, and staff professional development.

Promise counselors, retention specialist, program services coordinator and director collectively contribute to the development of equity minded and anti-racist events and workshops centered around social justice, allyship, and identity. After the tragic death of George Floyd, Promise provided a safe space for students to process their thoughts and feelings through virtual open forums and launched our "Social Justice and Activism" Workshop series in the Summer of 2020. Additionally, after noticing low engagement and persistence rates of our men of color, PSP hosted a "Men of Color Luncheon," inviting our male staff, faculty, and administrators of color to connect with our students. By creating this intentional space, students networked with other professionals on campus, learned about nonlinear academic and career pathways, as well as recognized the resilience of their communities.

Promise Scholars engages in anti-racism work by collaborating with Umoja and supporting their recruiting efforts to focus on Black identified students for their pilot semester Spring 2022. Our shared students will have the opportunity to build community and network among their peers and professors in Umoja's cohort classes.

In addition to program collaboration, Promise engages in data inquiry and reporting. With the support of the PRIE department, PSP receives daily enrollment reports for our incoming and continuing students. This helps our caseload management and allows us to collaborate with our counselors and other student services programs to identify our students of color who are in need of intrusive counseling and retention efforts. Through disaggregating this data, we are actively practicing anti-racist work.

Lastly, our team is dedicated to professional development opportunities, engaging in various webinars such as: Black Minds Matter, Equity-Minded Student Services in the Online Environment, and Minding the Obligation Gap in Community Colleges Summer Learning Institute. Our staff have also participated in campuswide readings from Ibram X Kendi's book, "How To Be an Antiracist." The Promise team has also attended conferences hosted by NASPA (National Association of Student Personnel Administrators), to delve into professional learning experiences to become better educators and student affairs practitioners centered in anti-racist work.

3A. Equity & Access: The Promise Scholars Program assures equitable access to services through early engagement, assessment, and program integration.

The Promise Scholars Program works with on and off campus community partners to promote and conduct prospective student outreach through events such as College Fairs, Cash for College campaigns, high school information sessions and other community events. By directly engaging with the community, we support our prospective students to complete their Financial Aid and Promise applications.

As we onboard students for the semester, we invite our incoming students to our Promise Welcome Day. During this orientation, our students learn program requirements, resources, and benefits. They are also introduced to our staff, counselors, and faculty. In Summer 2021, we piloted our first CRER 401 - College Success course taught by two Promise counselors. In this course, we served 53% of our incoming students (80 students), focusing on navigation of technology, time management, and resources available to students while also sharing information about PSP.

Once students are in the program, we provide counseling, financial, and technology support for up to three years. All Promise students have a dedicated counselor with whom they are required to meet between two and four times every semester, based on a needs assessment geared to provide timely counseling and academic support. Our financial support consists of covering enrollment and students that remain after CCPG is applied, \$750 worth of textbook vouchers each year, and \$50 e-giftcards as a monthly incentive for attending workshops and counseling appointments to demonstrate program engagement. In collaboration with the Library, Promise provided laptops, Wi-Fi Hotspots, and graphing calculators to ensure equitable access to technology during our switch to distance education.

Overall, our Promise counselors and retention specialist work closely with our cohort professors and instructional faculty to provide interventions for our early alert and probation students. We provide intentional open lines of communication regarding our students' course performance, and opportunities to further develop a collaborative relationship.

3B. Equity Gap Elimination: The Promise Scholars Program work in closing equity gaps is reflected in our two to three year completion rate amongst our minoritized students. Table 3 shows that our 2018 cohort has higher 2 and three year completion rates as compared to students within SMCCCD.

The Promise Scholars Program works towards eliminating equity gaps by prioritizing former foster youth and homeless students when considering PSP applications. The program also considers first generation students and families who have a low Estimated Family Contribution (EFC) as well as undocumented students. Not only do we offer financial support that helps decrease equity gaps within college access, but we also partner with programs such as Sparkpoint to address food insecurity and promote our Districtwide food markets.

PSP supports Cañada College as an HSI and AANAPISI designated institution through programming that is culturally relevant. Workshops around destigmatizing mental health in Latinx communities or challenging gender roles in Latinx households is a prime example. Challenging the model minority stereotypes in our identity workshops also demonstrates a connection to our AANAPISI community. In addition, the Promise Team participated in a StopAAPI Hate Town Hall where we were able to actively listen and engage in critical conversations and be in solidarity with our fellow Promise Team members and Cañada College colleagues. We aim to celebrate and continue creating culturally relevant programming and policies for our communities of color.

The Promise Scholars Program considers access and awareness of our location by showing up in our community and targeting our underserved students. Our staff and student ambassadors participate in college fairs across the peninsula including Redwood City, San Mateo, Half Moon Bay and more. To increase access, our college fairs and information sessions allow students to apply to Promise on the spot. In addition, we offer monthly incentives for all Promise Scholars which, providing up to \$50 for transportation support such as bus tokens, gas cards and Uber credit during the pandemic.

Although the physical location of the Promise office is far removed from the main campus, we are able to comply with ADA regulations while having access to our building by elevator, ADA push pad operators, and clear signage.

3C. Delivery Method Considerations: The Promise Scholars Program takes an intentional approach in the ways that we communicate to our students. To streamline information, updates, and important deadlines, Promise primarily communicates with students through the CANVAS portal. Our CANVAS dashboard helps us connect with Promise Scholars by providing daily announcements regarding counseling drop-in hours, program events, workshops, as well as staff availability. To adapt to distance education, all workshops, counseling appointments, and events are being conducted over zoom with availability from morning to evening hours. In addition, we directly contact our non-engaged students through email, phone calls, Google Voice text messages, and announcements through the Remind application.

In efforts to create community and celebration, we gifted our graduating class with a drive thru "End of the Year" event. Students could safely pick up their Promise gift boxes which included a Promise Grad Sash, a Promise T-Shirt, a Passion Planner, a Class of 2021 pin, and other stationery supplies. We similarly welcomed our new cohort of students by assembling and distributing welcome packages. Our staff collaborated with the bookstore and packaged 150 bags filled with back to school essentials such as pens, highlighters, post-it notes, binders, folders, Passion Planners, as well as Promise coffee tumblers. For students who were unable to pick up their packages at the bookstore, goodies were mailed to our students. We prioritized this project to serve our new students and ensure access to materials to prepare Promise Scholars for their online courses.

Looking Back

4. Major Accomplishments and Challenges (500 Word Limit): Our 2020 Student Services Program Review Annual Update proudly expressed our program cohort growth, persistence/completion rates, and our increase in counselors. Our proposed goals included:

Proposed Goal #1: Re-designing our promotional flyer and program website to increase recruitment

-Accomplishment: Promise Student Ambassadors and Promise staff re-designed website pages, updated step by step Promise application Youtube videos, and created new promotional flyers. In collaboration with the Outreach Department, the Promise PSC conducted virtual info sessions for our high school partners.

As a result, Promise recruited 153 students into our 2021-2021 incoming cohort

-Challenge: Due to the COVID-19 pandemic, outreach efforts have been challenging as students expressed having difficulty continuing school through an online modality and distance education.

Proposed Goal #2: Define monthly career benchmarks

-Accomplishment: Piloted Career workshop series in Spring 2021. The workshops collaborated with the Career Center, promoting Career Counseling drop in hours, virtual job fairs, and resume/cover letter assistance. Our career benchmark required students to make one career related contact a semester

-Challenge:

Identifying a career contact to meet our career benchmark that the program could viably track

A shortage of staff and counselors availability to present multiple workshop offerings with a Career Exploration focus.

Proposed Goal #3: Continue partnership with Instructional Division Deans to build cohort Promise-blocked classes each semester

-Accomplishment: Created a Promise Faculty Handbook for cohort professors. Lead counselor and retention specialist supported professors with monthly check-ins and classroom visits

-Challenge: Due to the COVID-19 pandemic, our cohort classes were under enrolled. In addition, an embedded tutor in each class would be beneficial to help support our professors and students

Proposed Goal #4: Expand our counseling faculty and staff to support our expanding student cohort

-Accomplishment: In Spring 2021, Promise hired two adjunct counselors to support our student to counselor ratio. One first adjunct assisted in serving our shared EOPS/Promise students. Our second adjunct allowed us to dedicate our entire incoming Fall 2020 cohort to their caseload

-Challenge: As our incoming cohort increases each year, we are unable to match the CUNY ASAP fidelity to model the 1:150 counselor to student ratio.

Other Notable Accomplishments:

-This past year we were able to celebrate our largest class of graduating and transfer students (see Table 5 and Table 6)

-Adapted quickly to online environment and saw a large increase in attendance of zoom appointments and workshops

-Collaborated in nationwide CUNY ASAP convenings with community colleges across the country

Other Challenges:

-Students struggled remaining full time due to experiencing personal challenges impacting their mental and physical health due to the COVID-19 pandemic. These challenges included:

-Having to work full time due to parents losing their jobs

-Switching to distance education which contributed to a lack of study space in their homes, or needing to share laptops/wifi/headphones etc with siblings and multiple family members

-Balancing familial responsibilities, such as taking care of siblings, parents, grandparents etc. while working and taking classes

This will be the Promise Scholars Program first Program Review for the 2021-2022 Academic Year.

6A. Impact of Resource Allocations Process: Laptop Cart

-Promise acquired around 30 laptops, a laptop cart, and extra laptop chargers. This helped our students meet their technology needs before and after the switch to distance education

-Staffing

Initially, Promise benefited from an outreach specialist to increase our enrollment during the inception of our program in 2018. To accommodate PSP expansion in fall 2019, a retention specialist was hired in place of the outreach specialist to assist with student onboarding, persistence, completion, and one-on-one support.

We have been able to hire 1 temporary full time and 5 adjuncts over the course of three years as an attempt to meet our growing cohort numbers and strive to maintain the 1:120 counselor to student ratio in alignment with the CUNY ASAP model.

-Spacing

The Promise Office was initially located in Building 9 and had the capacity to house two staff members. As our team hired more members, our office relocated to Building 6.

-Cohort classes

In collaboration with Cañada Division Deans, Promise piloted our first blocked cohort classes specifically for Promise students. These classes built a sense of community and inclusion among our Scholars. Consistent and streamlined communication with cohort professors allowed counselors and retention specialist to provide interventions as needed for Early Alert students.

6B. Disproportionately Impacted Students Affects: Counseling Staff

-An increase in full time permanent Promise counselors will be extremely beneficial in providing consistent, reliable and dedicated counseling to our students. This will be especially helpful to support the longevity and sustainability of our program during the districtwide proposed expansion plan over the next few years. Ideally, the Promise staffing model would consist of 3 permanent full time counselors and 3 adjuncts to meet the projected expansion of the Promise Scholars Program.

-While 1 temporary full time counselor and adjunct counselors over the years have helped us get closer to match our 1:120 counselor to student ratio, the inconsistency of adjunct hours and availability has proved challenging. Our counselor's caseloads are at or above max capacity, which impacts the ability to serve their designated students on a consistent basis in efforts to meet our CUNY ASAP benchmarks.

Larger Office Space

-Before the COVID-19 pandemic, our staff and counselors had the space for two cubicles in the Promise Office. However, as we hired more counselors over the past 2 years, the Promise Program has outgrown its space, and requires additional room in efforts to protect the privacy of confidential information exchanged in counseling appointments.

7. SAOs & SLOs: SAO #1: PSP will continue to collect and analyze data from our enrollment reports, student surveys, and counseling and case management reports to determine if we are meeting CUNY ASAP's benchmarks in increasing our persistence rates.

Assessment:

-CUNY ASAP - Fidelity to Model Assessment at Cañada College

Fidelity tracker to identify the status of program elements such as program management (staffing), recruitment, student services collaboration, financial supports, academic momentum, course enrollment, and data usage

As of Spring 2021, Promise Scholars Program implementation is at 90% fidelity to model at Cañada College

-CUNY ASAP - SMCCCD Program Data Template

Tracks monthly student data per cohort including: enrollment, counseling contacts, financial resources utilized, and tutoring usage

-Counselor Caseload Tracking

Weekly and comprehensive data tracking among counselors, which has streamlined information sharing, improved caseload management, and informed programmatic interventions to support persistence and completion for our students

CRM Dashboard, Banner, DegreeWorks and CANVAS assist in tracking program engagement such as counseling appointments, workshops, mid semester progress reports, SEP updates, and course enrollment

SAO #2: Improve certificate and degree completion for first-time students within 2-3 years

Assessment:

-Dedicated counseling

Students meet CUNY ASAP benchmarks by meeting with a dedicated counselor at least once a month

Track educational goal by updating Student Education Plan per counselor's caseload

-Priority Registration Events

Drop In Hours all week to update student SEP's

All Day event assisting students one on one to register for classes on Priority Registration Day

-Workshops

Student Success Workshops

Individual and group interventions with probation and dismissal students

Retention Specialist checks in with each probation student and refers them to counselors or other student services

as needed

Group counseling during student success workshops to foster sense of belonging, self-efficacy, and community among our probation students

Major/Career Exploration Workshops

Use Roadtrip Nation to help students feel confident declaring their major to formalize their SEP in their first two semesters at Cañada

Collaborate with Career Center to host career workshops and advertise job/internship fairs

Transfer Center

Collaborate with Transfer Center counselor to advertise transfer workshops, college representatives and transfer/college fairs to students

SAO #3: Provide cohort classes for first-year Promise students to foster a sense of community.

Assessment:

-Offered Cohort classes in Fall 2020, Spring 2021, Summer 2021, and Fall 2021

Fall 2020 - 60 students enrolled across three cohort classes

73% passing rate

Spring 2021 - 70 students enrolled across three cohort classes

61% passing rate

Faculty handbook Click here:

https://www.canva.com/design/DAEGr2VMPLw/BJnPwkvNPW_UC5eljDBd4w/view?utm_content=DAEGr2VMPLw&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton

8. SAO/SLO Assessment Results & Impact: Based on the implementations of our AY2021 SAO, table 4, 5, and 6 demonstrate our students persistence and completion rates.

Our data shows that our degree completion and transfer rates among our students can be improved. We aim to increase persistence and completion by:

- Promise Cohort classes
 - Practice data inquiry to inform our pedagogy in a cohort class
 - Attend staff professional development on closing equity gaps in the classroom
- Tutoring
 - Hire embedded tutors for our cohort blocked courses
 - Enforce tutoring services as a program requirement for probation/dismissal students
- Integrating career competencies in our career benchmarks
- Continue to streamline case management reporting

Looking Ahead

9. SAOs & SLOs for the Next Review Cycle: Improvements that address anti-racism

- Professional Development
 - Attend conferences such as AERA, NASPA, NCORE, COLEGAS
 - Cañada Professional Development Academy
- Collaboration with Umoja
 - Outreach efforts and recruitment for Umoja blocked courses to increase enrollment of our Black and Black-identified students
- Anti-Racist programming
 - Offer and facilitate additional culturally relevant workshop and events on a monthly basis
 - Collaborate with off campus partners and local guest speakers to foster a sense of community among our students
 - Integrating career competencies in our monthly career benchmarks, focusing on representation from our communities of color

Improvements that address equity and access

- Practice data inquiry to inform programmatic effectiveness
 - Collect, track and analyze survey data and completion metrics from cohort classes
 - Update PRIE enrollment reports to track Promise benchmark requirements
 - Utilizing CRM Early Alerts to support our high need students retention intervention and strategies

- Continue to streamline case management reporting through CRM
- Tutoring
 - Hire embedded tutors for our cohort blocked courses
 - Enforce tutoring services as a program requirement for probation/dismissal students

10. Program Improvement Initiatives: SMCCCD District Wide Proposed Expansion (as seen in table 7)

- Expansion allows increased enrollment to the Cañada campus community while serving our underserved populations in the community i.e. first gen, undocumented students, low-income students, former foster youth, homeless students
- The district wide “Free Community College” initiative has granted PSP one-time funds to be used in the next 3 years. Although these funds will help support our current goals, these funds are not guaranteed and we need to strategically plan for Fund 1 dollars to help us institutionalize the Promise Scholars Program.

- Resource Request
 - Additional permanent counseling faculty to provide dedicated counseling in efforts to match anticipated growth
 - Additional staffing such as assistant director, retention specialist, and financial aid program services coordinator, career development specialist, student ambassadors, and embedded tutors to provide intentional holistic academic, retention, completion, and financial support

Anti-Racism and Equity Initiatives

- Part time model to accommodate a larger population of high need students
 - To support our full time working students, adult ed population, DRC students, and students with mental health challenges
 - Opportunity to build a strong partnership with College for Working Adults (CWA)
- Promise representation and program intervention in campus wide Guided pathways implementation and Interest Area Success Teams
 - Attending professional development conferences and webinars

How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review? What additional Anti-Racism training do you/your program need in the upcoming year? What research or training will you need to accomplish these plans? What supplies, equipment, or facilities improvements do you need?

Overall, our highest priority and immediate need is hiring full time dedicated Promise counseling faculty. Our student to counselor ratio is imperative for the success of our scholars completing their educational goal within two to three years. Historically from 2018 to 2021, with the hiring of additional counselors our retention has steadily increased each year (as seen in Table 4). This showed us that a smaller, intentional, dedicated caseload provided a space for our counselors to check in with our students not only academically, but personally as well. The monthly appointments built a relationship between the student and the counselor and provided opportunities to create trust and refer early interventions to the DRC, PCC, CARES, or other emergency services. The Promise Scholars Program is committed to equitable practices by removing systematic and financial barriers to increase student completion, success. To continue our equitable, accessible, student-centered work through an anti-racist lens, we are in need of full time dedicated counselors to maintain the integrity and permanency of our program.

Program Review Narrative Status: Complete

Related Documents & Links:

- [Promise Scholars Program Review 2021 Appendix.pdf](#)
- [Faculty Handbook](#)
- [Two Tenure Track Counselors.docx](#)
- [FT Tenure Track Shared EOPS_PSP Counselor.docx](#)
- [RetentionSpecialistPosition.docx](#)
- [FA_PSC.docx](#)
- [CareerDevelopmentSpecialist.docx](#)
- [1FTCounselor_Spring22.docx](#)

Goal Description: Improve Student Completion

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The programs seek to double (or more) graduation rates for participating students in comparison with other FTFS students at the college. Within two years, 15% of students completed their educational goal of earning an Associate degree Certificate or Transfer. Of these students, 8%, specifically, earned an Associate degree which is higher than the historical two-year degree-completion rate of 6.2%

Goal Status: 1 - New (PR)

Relevant Program Review Cycle: 2020-2021, 2021-2022

Estimated Start Date: 08/19/2020

Estimated Completion Date: 07/01/2021

Who's Responsible for this Goal?: Mayra Arellano, Director of PSP, and PSP staff

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., Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community., Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

Please select the college strategic initiatives with which your program goal aligns.: Develop Clear Pathways, Improve Student Completion, Implement Promise Scholars Program, K-12 & Adult School Partnerships, Connect Students with Internships and Mentorships, Partner with 4-Year Colleges and Universities, Implement Guided Pathways, Create Process for Innovation, Promote a Climate of Inclusivity, Institutionalize Effective Structures to Reduce Obligation Gaps

Resource Requests

Assistant Director

Status: New Request - Active

Type of Resource: Non-Instructional Personnel

Cost: 91524

One-Time or Recurring Cost?: Recurring Cost

Critical Question: How does this resource request support closing the equity gap?: The addition of an assistant director will strengthen the management of the Promise Scholars team to best serve our students in efforts to match THE anticipated growth of 1,000 students by AY 2023-2024. An assistant director's position will support the Promise Scholars Program's long term goal of expansion in alignment with the San Mateo Community College District for the next three to five years. The expansion allows us to increase enrollment to the Cañada campus community while serving our underserved populations in the community i.e. first gen, undocumented students, low-income students, former foster youth, homeless students.

In hiring an assistant director to support the Promise Scholars Program's mission, we will have an additional dedicated leader that will be able to work closely with our director and Promise team, ensuring that all students have equitable access and opportunity to pursue their educational, career, and personal goals. As supported in the Education Master Plan Under (2017-2022) Goal 1, Part 3: The Promise Scholars Program (PSP) aligns with the college and district mission by creating student-centered practices and policies that support persistence and completion efforts. PSP fulfills this mission by following the City University of New York Accelerated Study in Associate Programs (CUNY ASAP) replication model, focusing on high touch retention support and dedicated counseling. In order to execute this goal, we aim to hire an additional management position to support this mission.

Critical Question: How does this resource request support Latinx and AANAPISI students?: Currently, we have a director that manages the Promise Scholars Program and High School Transition & Dual Enrollment. As both programs have a projected expansion growth model in the next three years, the need for additional program leadership is imperative for the success and longevity of the Promise Scholars Program. This position ties directly to supporting our Latinx and AANAPISI student communities as we aim to increase our cohort numbers and provide dedicated counseling and financial supports.

In our Fall 2021 cohort, 74% of our students identify as Latinx. To best serve and further support our Latinx and AANAPISI students, the assistant director will provide and coordinate support services, assists program participants with obtaining and maintaining program enrollment, goals, and progress. Additionally, this role will serve to inform students, parents, and the community about the Promise Scholars Program. Hiring an assistant director will also enhance our collaborative efforts with the Community Outreach office to help high school students transition into Promise and other first year learning communities such as EOPS, STEM Center, CWA, TRIO, Puente, ¡ESO! Adelante, Athletics.

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This position will support to oversee matters related to planning, development, budgeting, implementation, compliance with rules and regulations, monitoring, and evaluation of programs and activities.

Resource Priority Ranking: High Priority

Career Development Specialist

Status: New Request - Active

Type of Resource: Non-Instructional Personnel

Cost: 21799

One-Time or Recurring Cost?: Recurring Cost

Critical Question: How does this resource request support closing the equity gap?: The addition of a career development specialist will provide equitable and accessible support for our students to learn transferable skills, receive early professional development training, and build leadership qualities. The proposed position addresses the Promise Scholars Program's long term goal of expansion in alignment with the San Mateo Community College District for the next three to five years. The expansion allows us to increase enrollment to the Cañada campus community while serving our underserved populations in the community i.e. first gen, undocumented students, low-income students, former foster youth, homeless students.

Critical Question: How does this resource request support Latinx and AANAPISI students?: Having a dedicated career development specialist will support our Latinx and AANAPISI student community by reducing financial barriers by assisting students in completing their financial aid application each year throughout the duration of their program. The FA PSC will also help students find scholarships and financial aid as they prepare to transfer to a 4-year university or join the work force.

The Promise Scholars Program primarily accepts students who are low income, former foster youth, or AB540 students. As such, many of our marginalized students work either part time or full time to provide for themselves or their family. The hiring of a Financial Aid Program Services coordinator will be able provide intentional one-on-one assistance to our housing insecure, food insecure, and former foster youth students who come from our disproportionately impacted communities.

Resource Priority Ranking: High Priority

Financial Aid Program Services Coordinator

Status: New Request - Active

Type of Resource: Non-Instructional Personnel

Cost: 75636

One-Time or Recurring Cost?: Recurring Cost

Critical Question: How does this resource request support closing the equity gap?: The hiring of a Financial Aid Program Services Coordinator (FA PSC) will support prospective students in completing this vital step to be eligible for the Promise Scholars Program. Additionally, completing the FAFSA or CA Dream Act is a yearly requirement to remain in the Promise Scholars Program. Due to a shortage of staffing, the Promise Team has found it challenging to track and enforce the completion of the financial aid application for our continuing students. As the program is proposed to expand over the next few years, the FA PSC will also assist continuing students in completing this requirement as well as prospective students. In hiring a FA PSC, we will have the additional support to have a dedicated person to help students complete their financial aid applications, this will ultimately help increase the number of eligible students. This position will support the Promise Scholars Program's mission to remove systematic and financial barriers.

Critical Question: How does this resource request support Latinx and AANAPISI students?: The hiring of a Financial Aid Program Services coordinator will be able provide intentional one-on-one assistance to our Latinx and AANAPISI student community. By onboarding a FA PSC, we can broaden our outreach efforts throughout our local communities such as North Fair Oaks, East Palo Alto, and the greater Redwood City service area.

Resource Priority Ranking: High Priority

Retention Specialist

Status: New Request - Active

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Type of Resource: Non-Instructional Personnel

Cost: 63840

One-Time or Recurring Cost?: Recurring Cost

Critical Question: How does this resource request support closing the equity gap?: Currently, the Retention Specialist caseload includes both incoming and continuing Promise Scholars of up to 500 students each year. Hiring an additional Retention Specialist will support the 500 to 1 student to retention specialist ratio as the program begins the district-wide proposed expansion of reaching 1000 students by 2023. As our numbers increase each year, it would be beneficial to dedicate each retention specialist to a designated caseload of incoming and continuing students. Smaller, intentional caseloads for our retention specialists will provide more opportunity to check in with our students both academically and personally.

Critical Question: How does this resource request support Latinx and AANAPISI students?: The hiring of an additional Retention Specialist will support our students to navigate college as a first time student, minimizing structural barriers that may impact our Latinx and AANAPISI students' success and completion rates. The Promise Scholars Program's mission is to provide comprehensive support to first time, full time students at Cañada College. We aim to help scholars reach their educational goal within two to three years through dedicated counseling and financial support. The hiring of an additional Retention Specialist will support our students to navigate college as a first time student, minimizing structural barriers that may impact our underserved populations' success and completion.

In addition to retention efforts, a Retention Specialist will further collaborate and maintain consistent communication with administrative offices such as the Outreach Department, Admissions & Records, Financial Aid, and the Bookstore who provide support for our students and the resources they need. The Retention Specialist also actively participates in Community of Practice meetings with Retention Specialists across campus in order to share best practices and form interventions for our shared students. An additional retention specialist will be able to further strengthen our relationships in efforts to onboard and connect our incoming students in collaboration with on campus student services such as Umoja, EOPS, STEM Center, CWA, TRIO, Puente, ¡ESO! Adelante, Athletics and more.

Resource Priority Ranking: High Priority

Two Embedded Tutors

Status: New Request - Active

Type of Resource: Non-Instructional Personnel

Cost: 12480

One-Time or Recurring Cost?: Recurring Cost

Critical Question: How does this resource request support closing the equity gap?: As supported in the Education Master Plan Under (2017-2022) Goal 1, Part 3: The Promise Scholars Program is a student centered program whose mission is to provide comprehensive support to first time, full time students at Cañada College. Hiring embedded tutors for our Promise Cohort classes will close equity gaps by providing free accessible and equitable one on one tutoring services for Promise Scholars.

Currently, the Promise retention specialist and full time counselor connect with cohort professors to provide early alert interventions and referrals to services such as campuswide tutoring, DRC, and PCC. An embedded tutor per class will provide intentional, in house tutoring services. Students will have easy access to embedded tutors during class and outside class sessions to increase availability to match students' work, class, and home schedule. Hiring an embedded tutor will also serve as a liaison and streamline communication between cohort professors, Promise counselors, and the Promise Retention Specialist.

The addition of embedded tutors to the Promise Scholars Program team will reduce equity gaps and increase persistence, retention, and completion rates among our students.

Critical Question: How does this resource request support Latinx and AANAPISI students?: Historically, the Promise Scholar Program has found that students experience cultural barriers when approaching tutoring services on campus. Hiring embedded tutors and providing culturally relevant mentoring and tutoring training will further support our Latinx and AANAPISI students inside the classroom. Through the district-wide plan for expansion, the Promise Scholars Program hopes to increase the number of cohort classes. Embedded tutors will be imperative to supporting semester to semester persistence and educational goal completion of our scholars.

Resource Priority Ranking: High Priority

Two Student Ambassadors

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Status: Not Funded - Inactive

Type of Resource: Non-Instructional Personnel

Cost: 12480

One-Time or Recurring Cost?: Recurring Cost

Critical Question: How does this resource request support closing the equity gap?: As supported in the Education Master Plan Under (2017-2022) Goal 1, Part 3: The Promise Scholars Program is a student centered program whose mission is to provide comprehensive support to first time, full time students at Cañada College. Student ambassadors build peer to peer relationships with their fellow Promise Scholars, fostering a sense of belonging and community.

Student Ambassadors close equity gaps with our prospective students, incoming students, and continuing students through program engagement on and off campus. Ambassadors spread awareness of student resources, campus life, study tools, and other relevant information through social media platforms and classroom visits. Historically our Student Ambassadors knowledge has been vital in revamping the program's website, creating a digital student handbook, and programming transfer celebrations for our Promise Scholars.

Hiring Student Ambassadors will support the district wide plans for expansion as we recruit and retain 1000 students by 2023.

Critical Question: How does this resource request support Latinx and AANAPISI students?: Hiring Promise Student Ambassadors will provide additional opportunities to support our Latinx and AANAPISI students by building rapport through a near peer model. Additionally, hiring Promise Scholars as Student Ambassadors will provide an on campus paid opportunity for students to learn transferable skills, receive early professional development training, build leadership qualities, and practice public speaking to connect with their community.

Resource Priority Ranking: High Priority

Goal Description: Expand Promise Counseling Team

Counseling is a required program component for all ASAP students and currently, our advisor has a caseload not meeting the CUNY ASAP recommendations. We would like to expand our team and include additional ProgramCounselor and have caseloads of no more than 150 students per full-time counselor.

Goal Status: 2 - Continuing (PR)

Relevant Program Review Cycle: 2020-2021, 2021-2022

Estimated Start Date: 01/01/2021

Estimated Completion Date: 07/01/2021

Who's Responsible for this Goal?: Mayra Arellano, Director of PSP

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., Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community., Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

Please select the college strategic initiatives with which your program goal aligns.: Develop Clear Pathways, Improve Student Completion, Implement Promise Scholars Program, Expand Cohort Bridge Programs, Connect Students with Internships and Mentorships, Implement Guided Pathways, Implement Guided Pathways, Promote a Climate of Inclusivity, Institutionalize Effective Structures to Reduce Obligation Gaps

Resource Requests

1 FT Nontenure Track Academic Counselor_Spring 2022 (in hopes this position absorbs into one of the tenure track positions proposed for Fall '22)

Status: New Request - Active

Type of Resource: Instructional Personnel

Cost: 91668

One-Time or Recurring Cost?: One-Time Cost

Critical Question: How does this resource request support closing the equity gap?: Currently, our counselor's caseloads are at or

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above maximum capacity, which impacts the ability to serve their designated students on a consistent basis in efforts to meet our CUNY ASAP 1:120 student ratio and engagement benchmarks. Our student to counselor ratio is imperative for the success of our scholars completing their educational goal within two to three years. Historically from 2018 to 2021, our retention has steadily increased each year with the hiring of additional adjunct counselors. Although adjunct counselors have been helpful to match our student ratio, the inconsistency of adjunct hours and availability has proved challenging.

Hiring a FT Promise counselor will be extremely beneficial in providing consistent, reliable and dedicated counseling to our students; especially since two adjunct counselors will not be returning in spring. Smaller, intentional, and dedicated caseloads provide a space for our counselors to check in with our students not only academically, but personally as well. The monthly counseling appointments built a relationship between the student and the counselor and provided opportunities to create trust and refer early interventions to the DRC, PCC, CARES, or other emergency services. The Promise Scholars Program is committed to equitable practices by removing systematic and financial barriers to increase student completion, success. To continue our equitable, accessible, student-centered work through an anti-racist lens, we are in need of full time dedicated counselors to maintain the integrity and permanency of our program.

Critical Question: How does this resource request support Latinx and AANAPISI students?: In our Fall 2021 cohort, 74% of our students identify as Latinx. Our counselors support our marginalized student populations through dedicated counseling and campus wide programming. Workshops around destigmatizing mental health in Latinx communities or challenging gender roles in Latinx households is a prime example. Challenging the model minority stereotypes in our identity workshops also demonstrates a connection to our AANAPISI community. In addition, the Promise counselors and staff participated in a StopAAPI Hate Town Hall where we were able to actively listen and engage in critical conversations and be in solidarity with our fellow Promise team members and Cañada College colleagues. We aim to celebrate and continue creating culturally relevant programming and policies for our communities of color.

Collaboration is one of the strongest keys to our success in serving our Latinx and AANAPISI students. Promise counselors consistently work with student services on campus such as EOPS, STEM Center, CWA, TRIO, Puente, ¡ESO! Adelante, Athletics and more to support our shared students.

In a full time counselor, we will be able to further support our Latinx and AANAPISI students through culturally relevant programming, collaboration with groups on campus who serve our minoritized students, and engage in data informed practices.

Resource Priority Ranking: High Priority

2 FT Tenure Counselors

Status: New Request - Active

Type of Resource: Instructional Personnel

Cost: 285660

One-Time or Recurring Cost?: Recurring Cost

Critical Question: How does this resource request support closing the equity gap?: Currently, our counselor's caseloads are at or above maximum capacity, which impacts the ability to serve their designated students on a consistent basis in efforts to meet our CUNY ASAP 1:120 student ratio and engagement benchmarks. Our student to counselor ratio is imperative for the success of our scholars completing their educational goal within two to three years. Historically from 2018 to 2021, our retention has steadily increased each year with the hiring of additional adjunct counselors. Although adjunct counselors have been helpful to match our student ratio, the inconsistency of adjunct hours and availability has proved challenging.

Hiring two full time, permanent Promise counseling faculty will be extremely beneficial in providing consistent, reliable and dedicated counseling to our students. Smaller, intentional, and dedicated caseloads provide a space for our counselors to check in with our students not only academically, but personally as well. The monthly counseling appointments built a relationship between the student and the counselor and provided opportunities to create trust and refer early interventions to the DRC, PCC, CARES, or other emergency services. The Promise Scholars Program is committed to equitable practices by removing systematic and financial barriers to increase student completion, success. To continue our equitable, accessible, student-centered work through an anti-racist lens, we are in need of full time dedicated counselors to maintain the integrity and permanency of our program.

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Critical Question: How does this resource request support Latinx and AANAPISI students?: In our Fall 2021 cohort, 74% of our students identify as Latinx. Our counselors support our marginalized student populations through dedicated counseling and campus wide programming. Workshops around destigmatizing mental health in Latinx communities or challenging gender roles in Latinx households is a prime example. Challenging the model minority stereotypes in our identity workshops also demonstrates a connection to our AANAPISI community. In addition, the Promise counselors and staff participated in a StopAAPI Hate Town Hall where we were able to actively listen and engage in critical conversations and be in solidarity with our fellow Promise team members and Cañada College colleagues. We aim to celebrate and continue creating culturally relevant programming and policies for our communities of color.

Collaboration is one of the strongest keys to our success in serving our Latinx and AANAPISI students. Promise counselors consistently work with student services on campus such as EOPS, STEM Center, CWA, TRIO, Puente, ¡ESO! Adelante, Athletics and more to support our shared students.

In hiring two full time tenure track counselors, we will be able to further support our Latinx and AANAPISI students through culturally relevant programming, collaboration with groups on campus who serve our minoritized students, and engage in data informed practices.

Resource Priority Ranking: High Priority

One Full-time Tenure Track Shared Promise/EOPS Counselor

Status: New Request - Active

Type of Resource: Instructional Personnel

Cost: 124528

One-Time or Recurring Cost?: Recurring Cost

Critical Question: How does this resource request support closing the equity gap?: Promise and EOPS counselors have experience serving first time, full time college students with an educational goal to graduate with a degree or certificate, or transfer to a 4-year university. The demographic of our cohort reflects our high need students within Cañada College's service area. To increase the opportunity gap among the underserved population in our community, PSP and EOPS prioritizes low income, first generation, housing insecure, former foster youth, and AB540 students. Both programs will be able to work together to minimize financial barriers to success and provide comprehensive support.

Critical Question: How does this resource request support Latinx and AANAPISI students?: A full-time Promise/EOPS shared counselor will contribute to increased enrollment, allow for more consistent dedicated counseling, increase student appointment availability, and expand on supportive services to match the anticipated growth for our Latinx and AANAPISI student community. Additionally, EOPS has identified roughly 1,349 students who could potentially qualify for the California College Promise Grant (CCPG). With combined efforts, Promise/EOPS aim to tap into different student populations that could qualify in dual programs to increase our cohort numbers.

Collaboration is one of the strongest keys to our success. Every year, our cohort consists of shared EOPS/Promise students among student services across campus such as Puente, STEM, TRIO, and Athletics. However, the largest shared student population is with PSP and EOPS. Currently, one of our adjunct counselors is a shared EOPS/Promise counselor. To strengthen this partnership, the hiring of a full time EOPS/Promise shared counselor will be able to serve our marginalized students including former foster youth, low-income, and first generation students. We have found that students participating in both programs have higher engagement and persistence rates during their time in college due to the increase of wrap-around services.

Most importantly, our student to counselor ratio is imperative for the success of our scholars completing their educational goal within two to three years. Historically from 2018 to 2021, with the hiring of additional counselors our retention has steadily increased each year. Our partnership with EOPS supported this retention as students who met with both EOPS and Promise programs increased their transfer and graduation knowledge and navigation of campus resources. This demonstrates that a smaller, intentional, dedicated caseload provided a space for our counselors to check in with our shared students not only academically, but personally as well. The monthly appointments built a relationship between the student and the counselor and provided opportunities to create trust and refer early interventions to the DRC, PCC, CARES, or other emergency services. We are committed to removing systematic and financial barriers to allow access and opportunity.

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Resource Priority Ranking: High Priority