



Cañada College

STUDENT SERVICES
COMPREHENSIVE
PROGRAM REVIEW

Promise

Program Context

Mission (100 word limit)

1- How does your program align with the college and district mission? <https://smccd.edu/dpgc/files/dsgc-DistrictMission.pdf> <https://canadacollege.edu/about/mission.php>

The Promise Scholars Program aligns with the missions of both the San Mateo County Community College District and Cañada College by advancing equity, fostering student success, and promoting student engagement. The program provides personalized financial, academic, and counseling support to first-time, full-time and part-time students, helping to remove barriers for underrepresented populations. This aligns with the district's commitment to equity and excellence, and Cañada College's focus on transforming lives through accessible education. By fostering a supportive learning environment and ensuring student achievement, the Promise Scholars Program reflects the district's and college's values in creating inclusive, meaningful educational opportunities.

Program Description (500 word limit)

2- Who does your program serve?

The Promise Scholars Program supports first-time, full-time incoming students and first-time, returning adult students enrolled part-time. Approximately 77% of students in our full-time cohort are first-generation, while about 70% of part-time students are also first-generation. Our Promise Scholars population includes 68% Latinx students in the full-time cohort and 67% in the part-time cohort.

a. How many students are served by your program?

648 students are enrolled in the Promise Scholars Program, with 568 in the full-time program and 81 in the part-time program. This marks the largest cohort since the program's launch in 2018.

b. How does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. Black and/or Indigenous People of Color; Gay, Lesbian, Bisexual, Transgender, Queer, Intersex, and Asexual; 1st Gen; Foster; Homeless; Undocumented; Veteran; Low-Income; or other disproportionately impacted student populations identified in our Student Equity data, etc.)?

The Promise Scholars Program is committed to serving disproportionately impacted students through intentional strategies. As a learning community, the program prioritizes minoritized groups in its application process, program structure, and philosophy. To close equity gaps, Promise Scholars gives priority to former foster youth, homeless students, first-generation students, undocumented students, and families with low Student Aid Index (SAI). The program provides tailored support based on students' specific needs, whether they are first-time, continuing, probationary, or transfer students. By categorizing students according to their support needs, the program ensures equitable services for all.

The Part-Time Program recognizes the unique challenges faced by working adult students and addresses their need for both financial support and a learning community. The program aims to close equity gaps for nontraditional students juggling work and other responsibilities. Since its inception three years ago, enrollment in the part-time program has increased from 40 to 80 students, marking a 50% growth. This demonstrates the program's commitment to supporting adult learners and aligns with the college's priorities in EMP 1.2: prioritizing part-time, working students by expanding programs like College for Working Adults (CWA), increasing degree and certificate options obtainable within three years through evening, weekend, and online classes, and ensuring services are available to support at least 1,000 part-time students, particularly low-income and BIPOC students, by 2027.

Additionally, the program supports EMP 4.3, which focuses on creating a hub for evening and weekend students to foster social connections, provide access to food and beverages, and offer learning support services. In alignment with this goal, the Part-Time Program now includes a counselor who offers evening and weekend appointments to meet the needs of its participants, ensuring that working adult students have access to the resources they need for academic success.

The Promise Scholars Program also facilitates programming and events centered on themes like identity, imposter syndrome, and mental health, creating safe spaces for students to share their experiences and build community. These workshops are thoughtfully designed to foster critical thinking and reflection. Through wrap-around services, dedicated counseling, and purposeful programming, the Promise Scholars Program remains deeply committed to advancing equity and supporting the success of minoritized students.

Program Review

3- How has student access, retention, and completion changed over the course of this program review cycle? The Promise Scholars Program is a data-driven initiative that consistently monitors key benchmarks to evaluate program progress and student outcomes. Each month, we gather data on counseling attendance and program engagement through SSL, enabling us to identify students with low participation and proactively reach out for support. This approach helps us maintain connections with students who may need additional assistance. We also track student persistence to ensure continuous enrollment each semester and measure completion rates by monitoring the number of students who graduate, earn certificates, or transfer annually.

For our Fall 2023 cohort, 91% of students persisted from Fall to Spring, while 71% persisted from Fall to Fall, with an average cumulative GPA of 2.69. The course success rate averages 65% for our Fall 2024 cohort and 95% for our Spring 2023 cohort. Completion rates have shown steady improvement over the years. For our Fall 2021 cohort, the two-year completion rate was 11%, which increased to 17% for the 2022 cohort. The three-year completion rate is also higher, with 32% for the 2021 cohort and 22% for the Spring 2022 cohort.

Overall, our combined three-year transfer rates have increased significantly. For the Fall 2018 cohort, the completion rate was 44%, compared to 68% for the Fall 2021 cohort, representing a percentage increase of 24%. This upward trend highlights the program's effectiveness in supporting student success and completion.

4- What delivery method(s) does your program utilize to best serve students? (ie. in person, in the community, online, hybrid, hyflex, scheduled appointments, drop ins etc.). How does your program determine which delivery methods are most beneficial for students?

Our program utilizes a variety of delivery methods to best serve students. These include in-person and virtual counseling appointments, in-person and virtual workshops, drop-ins, and evening and weekend counseling hours. We use multiple communication channels such as Canvas, email, text messaging, and phone calls to ensure students receive timely support.

To determine which delivery methods are most beneficial for students, we rely on feedback gathered from our end-of-year survey. This survey allows students to share their preferences for service delivery, which helps us tailor our offerings to better meet their needs. By considering student feedback and maintaining flexible options, we aim to make our services accessible and effective for all students.

5- What are your on and off-campus community partnerships and how are they operationalized to support students?

Our program has a variety of on- and off-campus partnerships that are operationalized to support students in multiple ways.

On campus, we collaborate with key support services such as EOPS, Financial Aid, Umoja, SparkPoint, DRC, the Library, TRIO, MESA, Dual Enrollment the Culture Center, and the Transfer Center. These partnerships help students access academic support, financial aid resources, transfer guidance, and other essential services that contribute to their success.

Off campus, we have partnerships with organizations like EA Sports, universities such as UC Davis, UCSC, and San Jose State University, and local feeder high schools. We work with these partners to offer university visits, career opportunities, and outreach presentations to prospective students, ensuring that they are aware of the Promise program and the support available to them as they transition into higher education.

Through these partnerships, we provide students with comprehensive resources, from academic and financial assistance to career and transfer opportunities, to ensure their holistic success.

6- How does your program support Cañada College as an Hispanic-Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) designated institution?

Our program actively supports Cañada College's designation as a Hispanic-Serving Institution (HSI) and an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) through targeted efforts that address the needs of our diverse student population.

With 68% of our full-time cohort and 67% of our part-time cohort identifying as Latinx, we ensure that culturally relevant content is integrated into our services. We participate in Latinx Heritage Month, promoting events that celebrate and support the Latinx community. Additionally, we offer workshops and one-on-one support tailored to the specific needs of Latinx, Asian American, Native American Pacific Islander, and other BIPOC students, helping them navigate challenges in higher education.

Collaborations with campus and community partners further enhance these efforts, ensuring that students have access to a wide range of culturally responsive resources. We also analyze data on student persistence to identify

Program Review

gaps and develop strategies to bridge those gaps, particularly for our BIPOC students, fostering equity and retention in their academic journey.

Looking Back

7- Describe major accomplishments since the last program review cycle.

Since our last program review cycle in Fall 2021, we have expanded our cohort numbers exponentially. This Fall 2024, we welcomed our largest cohort of 243 full-time students; a 16% increase from our initial cohort size from 3 years ago in Fall 2021. In addition, to our full-time cohort, we have also piloted our part-time program in Fall 2023. Since our pilot year, we have expanded to 88 part-time students in Fall 2024 a 50% increase since its inception. In total, Promise serves roughly 657 student's total.

In addition to our cohort numbers, we have also reached a milestone in our graduation numbers. In Spring 2024, 22% of our Spring '22 cohort students graduated with a 2 yr. degree, and 17% of our Fall '22 cohort graduated. We would also like to recognize the 22% of our students who received a certificate in 3 years.

Another accomplishment has been the development of programming and social events to build connections and a community of support. Please see below for snapshots of our progress:

- Field trips to UC Davis, SJSU, SFSU, and UCSC in collaboration with EOPS
- New Podcast Project led by our counselor to enhance student engagement
- First Year Experience- Welcome packets were delivered to 100 students to promote sense of belonging w/ counselor bio for students to identify their dedicated counselors
- Boosted part-time counseling availability to expand into evening and weekend hours
- Programming for part-time students -implemented weekend zoom workshops to accommodate our part-time population as well as late evening workshops
- Hired a student ambassador to support student "in-reach"
- Piloted student mentor program- 2 Promise students served as Promise mentors to assist students to navigate campus technology and resource sharing

a. How did your accomplishments help to close the opportunity gap for disproportionately impacted, underserved or racially minoritized students?

The Promise Scholars Program's accomplishments help close the opportunity gaps through program accessibility and community building. As PSP expands, accessibility expands, serving larger cohorts that can access free education through PSP. Furthermore, students can benefit from program resources such as financial and academic support that will ultimately lead students to completing their educational goal.

Community building fosters a sense of belonging. By offering multiple field trips, peer support, engagement opportunities, and evening accommodations, Promise is able to boost retention rates which is a major contributor to the closing of the opportunity gaps.

8- Describe major challenges since the last program review cycle. Have these challenges contributed to the expansion of or continuation of equity gaps?

PSP is currently understaffed. Promise is in the process of hiring a new retention specialist. We are expecting to onboard the new retention specialist by the end of Fall '24. In addition to being short-staffed, all adjunct counselors and full-time tenure track counselors are at full capacity. Counselors have caseloads that have surpassed their limits. Due to PSP's growth, we need an additional dedicated full-time counselor to support our future incoming students.

Another challenge since the last program review cycle is the delay of the financial aid processing. Due to federal delays in the revamp of the 2023-2024 FAFSA and CADAA, Promise was impacted in coding students which trickled to the delay in class registration for Promise blocked courses. PSP was unable to fill the classes for CRER 401 and CRER 137. This is a disservice because students would have benefited greatly from taking a career exploration class and college success course led by the Promise team.

Impact of Resource Allocations Process (250 word limit)

9- Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved.

The approved resources, including a permanent Program Services Coordinator (PSC) and a one-time funding increase of \$7,000 for field trips, have greatly enhanced the program's impact.

The impact of having a permanent Program Services Coordinator (PSC) has been substantial for our program. The PSC plays a key role in executing the onboarding of our new Promise cohort of 280 students, ensuring a smooth and organized process. This includes planning and coordinating events, such as orientations and workshops, which are essential for student engagement and success. The PSC also ensures a seamless transition for Promise students by overseeing the distribution of incentives, which helps motivate and reward students for their achievements. Additionally, the PSC handles inquiries related to student accounts, holds, and outstanding balances, providing timely support that helps students stay on track academically and financially.

Overall, the presence of a permanent PSC has allowed for more efficient program operations, enhancing the overall student experience and ensuring that essential services are delivered consistently.

The additional \$7,000 for field trips has expanded our ability to offer more engaging and immersive experiences for our Promise Scholars. This includes organizing community events that promote both social interaction and educational enrichment, as well as providing field trips that offer hands-on learning opportunities. These activities, such as a university overnight visit, foster a strong sense of community among students while exposing them to important transfer and career pathways.

Overall, the allocated resources have played a key role in building a vibrant, supportive, and enriching environment for our students.

a. What impact have these resources had on your program/department/office and measures of student success or client satisfaction?

The resources, particularly the permanent Program Services Coordinator (PSC) and the \$7,000 one-time funding increase for field trips, have had a significant positive impact on our program's ability to support student success and satisfaction.

The permanent PSC has enhanced our operational efficiency by managing the onboarding process for 280 new Promise Scholars each year. This has led to a smoother, more organized transition for students into the program, improving their overall experience. Additionally, the PSC's coordination of events, distribution of incentives, and resolution of inquiries regarding student accounts, holds, and balances has contributed to higher student satisfaction. By addressing these critical needs, students can focus more on their academic success without administrative barriers.

The additional funding for field trips has allowed us to offer engaging and immersive experiences, including university visits, which have increased students' awareness of transfer opportunities and strengthened their connection to the Promise community. These activities promote both social and academic development, contributing to higher persistence and engagement among students.

b. What have you been unable to accomplish due to resource requests that were not approved?

Due to the resource requests that were not approved, several critical areas of our program have been impacted. First, the request for a Tenure Counselor was not approved, which has resulted in maintaining high caseloads for our current counselors. To manage this, we've had to assign overload to our tenure-track counselors and hire additional adjunct counselors. While this helps address the demand, it creates a strain on our full-time staff and limits the continuity of student support. Having adjunct counselors instead of permanent counselors creates challenges in providing consistent support and continuity for students, which can negatively impact their overall experience and engagement in the Promise Scholars Program. Moreover, adjunct counselors also have limited hours and may leave to seek full-time opportunities, which disrupts the relationships they build with their students and can hinder the continuity of support essential for fostering student success in the Promise Scholars Program.

The request for a Financial Aid (FA) position was also not approved, which has affected both prospective and current Promise Scholars. Many prospective students are not completing their financial aid applications, and some of our current students struggle to stay compliant with financial aid requirements. This creates barriers to accessing the financial resources needed to be able to continue their education at the college.

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Additionally, the lack of a dedicated Director or Assistant Director for the Promise Scholars Program (PSP) has had a significant impact on the overall strategic direction and management of the program. Without these leadership positions, we lack the dedicated oversight and vision needed to further expand the program, streamline operations, and enhance student services. These unapproved resource requests have hindered our ability to fully meet the growing needs of our students and ensure the long-term sustainability and growth of the program.

c. How have these resources (or lack of resources) specifically disproportionately impacted students/clients?

The lack of resources, particularly in securing a dedicated Tenure Counselor and a Financial Aid position, has disproportionately impacted students in different ways. First, our program has been dealing with high caseloads among our counselors and having to rely on adjunct counselors. This causes a problem because our adjunct counselors have limited hours and may leave for full-time opportunities—disrupts the continuity of support that is crucial for student success. This inconsistency has affected student engagement, making it difficult for students to receive the personalized guidance they need.

The lack of resources has impacted the program not being in compliance with the CUNY ASAP model when it comes to caseload management. While we could support a larger cohort of students, not having a dedicated Director for Promise and a Tenure-Track Counselor has forced us to limit the number of students we can serve annually.

Furthermore, the absence of a dedicated Financial Aid position has particularly affected prospective and current Promise Scholars. Many prospective students are not completing their financial aid applications, while current students struggle with compliance issues. This gap in support disproportionately affects students from underrepresented backgrounds who may rely more heavily on financial aid such as getting transportation and food support.

SAOs and SLOs (100 word limit)

10- State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).

- 1) Every first-year full-time student will meet with a counselor to create a student education plan and identify a major by their first year to establish their educational and transfer goal.
- 2) Counselors will use a caseload management approach to increase year to year persistence by 3% and increase degree or transfer completion by 5% each academic year.
- 3) Promise Scholars who choose to enroll in CRER 137: Life and Career Planning course, will learn to self-assess their values, skills, personality and interests. Through a culturally relevant curriculum, students will analyze career development; gaining skills that encompass decision-making, goal setting, job search strategies, resume writing and interviewing skills. CRER 137 is a course that empowers our disproportionately impacted students to feel confident in their educational goals; moreover, this course challenges racist ideologies as we uplift our underserved students of color.

11- Describe how your program assessed your SAOs and/or SLOs.

The Promise Scholars Program continues to assess the SAOs listed above to ensure we can effectively measure; the Promise Scholars Program can effectively measure its progress toward achieving its SAOs and make data-informed adjustments to improve outcomes for students.

(SAO 1):

Tracking Completion Rates: Monitor how many first-year full-time students meet with counselors and successfully complete their student education plans (SEPs) and declare a major by the end of their first year. Tracking tool:

Enrollment Report and SSL

End of Year Survey: Collect feedback from students on the clarity and usefulness of the counseling sessions in helping them establish their educational and transfer goals.

Data Analysis: Use Program Review data to analyze the percentage of first-year students who complete SEPs and declare majors within the required timeframe. Tracking Tool: SAP

(SAO 2):

Persistence and Completion Rates: Track year-to-year persistence rates of students and the rate of degree or transfer completion to evaluate if the program meets the 3% and 5% goals, respectively. Tracking Tool: Program Review Data

Counselor-Student Meeting Logs: Maintain notes on SSL to measure the frequency and effectiveness of counseling sessions for each caseload, ensuring students receive the needed guidance.

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Retention and Graduation Data: Analyze retention and graduation rates within the Promise Program to assess long-term success. Tracking Tool: SAP

(SAO 3):

Pre- and Post-Course Assessments: Use self-assessments at the beginning and end of CRER 137 to measure student growth in areas such as values, skills, decision-making, and career readiness.

Student Surveys: Collect feedback on how the course empowered them to set educational goals and how it impacted their confidence in career planning and navigating systemic challenges.

12- Summarize the findings of your program's SAO/SLO Assessments.

1. SAO 1: A high percentage of first-year full-time students successfully met with counselors to complete their education plans and identify a major within their first year.
1. SAO 2: Caseload Management and Persistence: The caseload management approach has contributed to a measurable increase in year-to-year persistence rates, though the 3% target is still being monitored for full achievement. In Spring 2024, 22% of our Spring '22 cohort students graduated with a 2 yr. degree, and 17% of our Fall '22 cohort graduated. We would also like to recognize the 22% of our students who received a certificate in 3 years.
2. SAO 3: Students enrolled in CRER 137: Life and Career Planning reported significant personal and academic growth, with pre- and post-course assessments showing increased confidence in career planning, decision-making, and goal setting.

a. What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment? Please include meaningful action plans to improve student access and success.

As a result of the SAO several improvements have been implemented to enhance student access and completion rates:

- Improving Enrollment in CRER 137: One key improvement is ensuring students sign up for CRER 137 earlier in the process. By proactively promoting the course before Spring Registration and working closely with Outreach and the Super Registration Event, we can ensure that all Promise students are properly coded in the system and eligible to enroll in the course early on.
- Data Collection and Analysis: We plan to collect and analyze data related to CRER 137, including student engagement, progress, and completion rates. This data will provide insights into how the course supports student success and where adjustments can be made to improve outcomes.
- Student Reports and Systems: Continued use of SSL, our Enrollment Reports, and Program Review Data will help track student progress more effectively.

b. How did your program's SAO/SLO assessment address antiracism?

Collaboration with MESA: By working closely with MESA, our counselors provided targeted support to STEM students, ensuring that their Student Educational Plans (SEPs) were updated. This proactive support helps remove barriers that disproportionately impact underrepresented students in STEM fields.

Engagement with the Black Student Union: Kassie, one of our counselors, actively engages with the Black Student Union (BSU), fostering connections and supporting Black students' academic and personal development. This engagement ensures that Black students feel seen, supported, and empowered within our college.

Umoja and Puente Collaborations: Through partnerships with Umoja and Puente, our program has promoted student engagement, community events, and culturally relevant support. These collaborations provide spaces where students of color can thrive academically and socially.

c. How did your program's SAO/SLO assessment address equity?

Data Disaggregation: Our Promise staff (counselors and staff) utilize data reports daily to analyze key performance indicators like course completion rates in critical subjects such as English and Math. This allowed us to pinpoint specific student groups who were struggling to complete these courses, identifying where equity gaps existed.

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Outreach and Support: In response to these findings, we engaged our student ambassador and Peer Mentor to make phone calls to students who did not complete their English and Math requirements. This personal outreach helped us understand the barriers these students were facing, allowing us to offer targeted support and resources to help them get back on track.

Looking Ahead

SAOs and SLOs for the Next Review Cycle (100 word limit)

13- State your SAOs and SLOs for the next review cycle. Describe how you will address identified opportunities for improvement. Discuss how you will address antiracism in the next program review cycle. Discuss how you will address equity in the next program review cycle.

Targeted Group Counseling for Probation and Dismissal Students:

SAO 1: By the end of the academic year, 30% of probation and dismissal students will participate in at least one targeted group counseling session, aimed at providing tailored academic and emotional support to improve their academic standing. Additional group counseling sessions will be offered based on student needs, focusing on topics such as transfer planning, career exploration, and mental health, enhancing student success and retention. Comprehensive First Year Experience (FYE) Program for Promise Students:

SAO 2: 70% of first-time full-time students will complete a structured First Year Experience, which includes a one-week orientation and participation in CRER 401. This FYE program will emphasize community building, navigation skills, faculty involvement, and connecting with

In the next program review cycle, we will address antiracism by continuing to foster collaborations with Umoja, Puente, and the Black Student Union, and by integrating more culturally relevant content into our workshops and community events, specifically targeting the needs of our students of color. Additionally, we will continue to promote professional development focused on antiracist practices for our staff to ensure that we are actively challenging systemic inequities. To address equity, we will prioritize disaggregating student success data to identify and close equity gaps, particularly for our disproportionately impacted populations. We will enhance outreach efforts for students not completing key courses like English and Math and ensure that all students have access to early interventions and support through tailored group counseling and tutoring support.

Program Improvement Initiatives/Resource Requests (250 word limit)

14- With an equity and antiracism lens, what changes could be implemented to improve your program? Please include meaningful action plans to improve student access and success.

One major change that can be implemented to improve the Promise Scholars Program is the hiring of a fulltime tenure track counselor. There is a need for a dedicated counselor as PSP expands. In hiring a fulltime counselor, Promise would be in alignment with EMP goal #1: student success and goal #3: community connections.

EMP goal #1 is centered around student success, specifically the building of the CWA model and the scaling of the First Year Experience Program. A Promise counselor will support this mission by offering evening academic support to CWA/Part-Time students. Additionally, as PSP cohort numbers increase, the scaling of the First Year Experience is parallel to PSP's Welcome Day to enhance the student experience of incoming cohorts.

EMP goal #3 aims to reach new community members in N. Fair Oaks, Belle Haven, East Palo Alto, and especially BIPOC communities. Expansion of career exploration and the strengthening of transfer support services to increase transfer rates is also captured in goal #3. Hiring a full-time counselor aligns with EMP goal #3 because a dedicated counselor will be able to teach additional cohort classes focused on career exploration. In addition to career exploration support, a full-time counselor will be able to offer transfer support services in academic counseling appointments.

Another resource request that PSP strives for is a dedicated space for workshops and group counseling sessions. By having a dedicated space, Promise can maximize efforts in community connection as outlined in goal #3 and goal #1 to foster student success. Promise recognizes that a space dedicated to community building can enhance the student experience and promote a sense of belonging, especially to underserved populations.

Lastly, budget augmentation for professional development and programming is needed. Equity work is at the forefront in the Promise Scholars Program. By increasing the program's budget, staff and faculty can access

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additional training that involves equity centered practices. Since the implementation of fieldtrips to campus tours and conferences, there is a need for a budget increase to fund student experiences. By offering opportunities to tour campuses and conferences, students are able to gain enriched programming that is centered in equitable practices and access.

15- How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?

1. Enhancing Staffing and Resources: We will advocate for additional permanent counselors to reduce caseload numbers, ensuring that all students receive personalized support.
 1. Strengthening Group Counseling: By scheduling targeted group counseling sessions for probation and dismissal students in both the fall and spring, we will provide essential support tailored to their specific needs.
 1. Improving First Year Experience (FYE): We will refine the FYE program by incorporating student feedback to enhance orientation activities and ensure they meet the needs of first-time full-time students.
 1. Data-Driven Decision Making: We will utilize disaggregated data to monitor student progress and engagement.
 1. Professional Development: We will continue to invest in training for staff on antiracist practices and equity-focused strategies to ensure that all program initiatives are inclusive and culturally responsive.
- a. What additional antiracism training do you/your program need in the upcoming year?
Upcoming training will include NCORE and COLEGAS conferences for some staff and faculty.
- b. What research or training will you need to accomplish these plans?
To accomplish these plans, budget augmentation is necessary. Since the budget is limited, not all staff and faculty are able to access funds for additional training.
- c. What supplies, equipment, or facilities improvements do you need?
- Currently, staff and faculty rotate offices to best accommodate the need for a space that offers privacy to the counselor and student. As the Promise team expands, so does the need for a larger facility. Ideally, Promise would have a centralized location where students can easily find PSP as well as a dedicated classroom for events and workshops.
 - Community Space to hold workshops, and group counseling
 - Tenure-Track Counselor Office
 - Update our staff and faculty laptops
 - Canva Account- Premium
 - Podcast- Equipment (microphone)
 - Water Service
 - New office Furniture for waiting area to create a more welcoming environment
 - Permanent Promise Signage to ensure our students can locate our Promise offices

If your program is requesting resources, please go to “STEP 2: Resource Request (OPTIONAL)” and submit your specific requests there.

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Budget Augmentation

Item Requested

Allocated budget for Promise Scholars Community Events and Fieldtrips

Item Description

The allocated budget for Promise Scholars community events and fieldtrips is designed to increase engaging and immersive experiences for our Promise students. This includes community events for social and educational enrichment, as well as field trips that provide hands-on learning opportunities, fostering a vibrant and supportive student community.

Program Goals this Request Supports

Student Success and Completion, and Community Connections

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

10,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

By providing funding for community events and field trips, the program ensures that all Promise Scholars, regardless of their socioeconomic background, have equal access to enriching and educational experiences that can enhance their personal and academic growth. Field trips and community events offer unique learning opportunities that go beyond the classroom. These experiences can foster creativity, critical thinking, and a deeper understanding of the world. Ensuring that all students have access to such experiences helps bridge the learning gap. By funding these activities, our college can take a step toward closing this gap and ensuring that all students have an equal chance to succeed academically and in life.

Critical Question: How does this resource request support Latinx and AANAPISI students?

The community events foster a sense of community among Latinx and AANAPISI students, providing opportunities for them to connect with peers who share similar cultural backgrounds and experiences. Furthermore, these events can positively impact Latinx and AANAPISI students' academic performance when they feel supported and connected to their cultural communities.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Equity-Minded and Antiracist College Culture

Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?

Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

Better share what Cañada offers

Help students explore and find employment in fields of their choice

Resource Requests

Help meet the basic needs of Cañada students and other community members
Manage resources effectively

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Budget Augmentation

Item Requested

Allocated budget for Professional Development

Item Description

Professional development for Promise Scholars staff will focus on training in culturally responsive practices and antiracism, equipping staff with the tools to support a diverse student population effectively.

Program Goals this Request Supports

Equity-Minded and Antiracist College Culture, Student Success and Completion,

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

5,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

Requesting additional professional development funding to support closing the equity gap by equipping Promise Scholars staff with the knowledge and skills necessary to implement culturally responsive practices and antiracist strategies.

Critical Question: How does this resource request support Latinx and AANAPISI students?

By investing in staff training, we can foster an inclusive environment that acknowledges and celebrates the cultural identities of our Latinx and AANAPISI students, ultimately enhancing their academic experience and success while promoting equitable access to resources and support.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Equity-Minded and Antiracist College Culture

Community Connections

Student Access and/or Success and/or Completion

Which of Cañada College's Strategic Initiatives does this resource request support?

Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

Better share what Cañada offers

Help students explore and find employment in fields of their choice

Help meet the basic needs of Cañada students and other community members

Manage resources effectively

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Promise Scholars Program

Item Requested

Budget Augmentation for Signage and Office Supplies

Item Description

Permanent Promise Signage to ensure our students can locate our Promise Office. New Office Furniture for waiting area to create a more welcoming environment.

Program Goals this Request Supports

Student Completion

Status

New Request - Active

Type of Resource

Facilities Requests

Cost

5,000

One-Time or Recurring Cost?

One-time Cost

Critical Question: How does this resource request support closing the equity gap?

Permanent signage that clearly communicates resources, services, and pathways can help Latinx and AANAPISI students navigate campus more effectively, ensuring they are aware of the support available to them. Additionally, investing in office furniture fosters a comfortable space for counseling and workshops, which can enhance student engagement and promote a sense of belonging, ultimately contributing to improved academic outcomes and retention for underrepresented students.

Critical Question: How does this resource request support Latinx and AANAPISI students?

This resource request for permanent signage and office furniture supports Latinx and AANAPISI students by enhancing the accessibility and visibility of campus resources tailored to their needs. Clear, culturally relevant signage can guide these students to essential services and support programs, fostering a sense of belonging and ensuring they can easily navigate available opportunities.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Equity-Minded and Antiracist College Culture

Student Access and/or Success and/or Completion

Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Budget Augmentation for Adjunct Counselor Salary

Item Requested

Budget Augmentation

Item Description

Increase funds to be able to hire more adjunct counselors and meet the demands of the program.

Program Goals this Request Supports

Increasing funds to hire more adjunct counselors will enable the program to meet growing student demand, ensuring that all students receive timely, individualized support that promotes their academic success and retention.

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

150,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

This request to hire more adjunct counselors supports closing the equity gap by reducing caseloads, allowing for more personalized and proactive support to underrepresented students, ultimately enhancing their academic persistence and success

Critical Question: How does this resource request support Latinx and AANAPISI students?

This request to hire more adjunct counselors specifically supports Latinx and AANAPISI students by allowing for lower caseloads and more tailored, culturally responsive counseling.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion

Community Connections

Equity-Minded and Antiracist College Culture

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need

Support innovative teaching that creates more equitable and antiracist learning environments

Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

Help meet the basic needs of Cañada students and other community members

Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Budget Augmentation

Item Requested

Additional Funding for Student Ambassadors and Peer Mentors

Item Description

Additional funding to expand Student Ambassadors and Peer Mentors will enhance peer support and mentorship, providing students with accessible role models who can guide them through academic and personal challenges.

Program Goals this Request Supports

Student Success and Completion

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

10,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

This request for additional funding for Student Ambassadors and Peer Mentors supports closing the equity gap by providing underrepresented students with relatable peer mentors who can offer guidance, share resources, and build community.

Critical Question: How does this resource request support Latinx and AANAPISI students?

This resource request for additional funding for Student Ambassadors and Peer Mentors supports Latinx and AANAPISI students by providing culturally relevant peer support that helps these students navigate academic challenges, and connect them to resources.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion

Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need

Better share what Cañada offers

Be the best college choice for local high school students

Strengthen K-16 pathways and transfer

Help meet the basic needs of Cañada students and other community members

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Promise Scholars Program

Item Requested

Budget Augmentation to build an Additional Office in 6-112

Item Description

Need an additional private office for our adjunct counselor.

Program Goals this Request Supports

Student Completion

Status

New Request - Active

Type of Resource

Facilities Requests

Cost

10,000

One-Time or Recurring Cost?

One-time Cost

Critical Question: How does this resource request support closing the equity gap?

Having another private office for our adjunct counselors to be able to use can help Latinx and AANAPISI students navigate campus more effectively, ensuring they are aware of the support available to them. Additionally, investing in the expansion and having appropriate spaces for our counselors is important because it fosters a comfortable space for counseling to happen.

Critical Question: How does this resource request support Latinx and AANAPISI students?

This resource request for an additional permanent office supports Latinx and AANAPISI students by enhancing the accessibility and visibility of campus resources tailored to their needs.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Equity-Minded and Antiracist College Culture

Student Access and/or Success and/or Completion

Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

Personnel - Counseling Faculty (2024 - 2025)

Requested Year

2024 - 2025

Personnel Requested

Tenure Track Counselor

Requesting Unit

Promise Scholars Program

Position Description

Full-Time Tenure Promise Scholars Program Counselor

Status

New Request – Active

Duration of Position Requested

Permanent

Full-time Status

Full Time

Program Goals this Request Supports

Aligned with the objectives outlined in the Education Master Plan for the period of 2022-2027 (Goal 1) the Promise Scholars Program is committed to its mission of delivering comprehensive assistance to first-time, full-time and part-time students enrolled at Cañada College. Adding a full-time tenure track counselor to our team will significantly enhance our capacity to provide academic guidance and ensure that students successfully complete their educational pursuits, whether transferring to a four-year institution, earning a certificate, or attaining a degree.

Critical Question: How does this resource request support closing the equity gap?

The resource request for a full-time tenure track counselor directly supports the goal of closing the equity gap within the Promise Scholars Program. Adding an additional full-time counselor ensures that all students have equitable access to consistent and reliable academic counseling regardless of their background. The equity gap often arises due to disparities in access to timely academic advising and support. A full-time tenure track counselor can effectively guide students throughout their educational journey, helping them make informed decisions and overcome challenges that could hinder their progress. The PSP Tenure Counselor can also play a crucial role in ensuring that students have equitable access to financial support, such as scholarships, grants, or other resources that can alleviate educational barriers. Having a counselor committed to antiracist practices can help address systemic inequities within the educational system, working to create an inclusive and welcoming environment that supports the success of all students.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Our full-time PSP tenure track counselor can support our Latinx and AANAPISI students by being trained in cultural competency, including understanding the unique challenges and experiences that our Latinx and AANAPISI may face in life. About 65% of our FT Promise students identify as Latinx, and about 5% identify as AANAPISI; this high percentage shows the importance of having a counselor who can actively engage with these populations and build a sense of belonging in our program. Furthermore, the counselor can work with the rest of the PSP counselors to continue to make the program material culturally relevant to Latinx and AANAPISI students, addressing cultural sensitivities and preferences to make the program more inclusive.

A. How does the proposed position align with specific objectives within the college's and/or Board of Trustees/District's strategic plans/recommendations, goals, or initiatives?

Cañada College Goal #1 - Student Completion/Success

As supported in the Education Master Plan Under (2022-2027) Goal 1, Part 3: The Promise Scholars Program's mission is to provide comprehensive support to first-time, full-time students at Cañada College. We aim to help

Resource Requests

scholars reach their educational goals through dedicated counseling and financial support within two to three years. By hiring a full-time tenure track counselor, we can strengthen our efforts to academically advise students to complete their educational goals to transfer, receive a certificate, or earn a degree.

College Goal #2: Equity-Minded and Antiracist College Culture

The Promise Scholars Program (PSP) counselors contribute to anti-racism at Cañada College through programming, caseload management, and data-driven inquiry. Regarding programming, counselors facilitate content specific to marginalized communities and offer workshops that equip our minoritized students with the knowledge, a safe environment, and helpful tools to ensure student success. Through data inquiry and reporting, counselors can identify students who need intrusive counseling and retention efforts. Through disaggregating data, surveys, and enrollment reports, the program staff and counselors continue actively practicing anti-racist work to increase access, persistence, and completion for our marginalized students. By hiring an additional full-time counselor, we can have a dedicated faculty member to support our caseload management as we expand to over 600+ students.

By caseloading, PSP is better informed to create policies to serve our students best. As our cohorts expand, hiring a full-time counselor to identify students who need intrusive counseling and retention support is imperative. Through disaggregating this data, we are actively practicing anti-racist work.

Furthermore, the Promise Scholars Program will continue to improve the capacity of the college to better serve part-time and marginalized students by designing customized programs and supports based on evidence-based practices established by the CUNY ASAP model, ensuring faster time to completion, improved course and programmatic success and increased graduation and transfer rates.

College Goal #3 - Community Connections

Collaboration is one of the strongest keys to our success. Counselors have strong partnerships with administrative offices such as the Admissions & Records, Financial Aid, and the Transfer Center. To further strengthen these connections, we would greatly benefit our students if we have an additional full-time counselor who can connect them to resources and other learning communities such as EOPS, CWA, TRIO, Puente, Umoja, Athletics, and more. By supporting our shared students in other communities, we remove financial barriers while allowing students to build relationships with the counselors, staff, and faculty they best connect with.

Our off-campus partnerships include relationships with Sequoia Unified School District, Boys and Girls of the Peninsular, Redwood City Together, and other high schools in the Peninsula. Our counselors' outreach with off-campus partners allows 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 continue to teach dual enrollment classes with the Redwood City Boys and Girls Club to connect with prospective students and help prepare them to navigate college and campus resources.

College Goal #4 Accessible Infrastructure and Innovation

As we onboard students for the semester, we invite our incoming students to our Promise Welcome Day, facilitated by our staff and counselors. Our students learn program requirements, resources, and benefits during this orientation. They are also introduced to our program staff, counselors, and blocked course faculty. To continue to support our students intentionally, hiring a full-time counselor will strengthen the counselor-to-student relationship and provide more opportunities to expand CRER 401 to all incoming and continuing students.

B. How does the proposed position address the program's or department's goals?

The proposed full-time tenure track counselor position directly aligns with and addresses the program's or department's goals in several key ways. The program's primary goal is to provide comprehensive support to first-time, full-time students. Adding an additional full-time counselor significantly enhances the capacity to provide

Resource Requests

dedicated and timely support to these students. The counselor's presence ensures that students receive consistent and reliable academic advising and assistance. Furthermore, the program aims to help scholars reach their educational goals within two to three years. A dedicated full-time counselor can be pivotal in providing timely academic advising that keeps students on track, ensuring they meet this goal. This is particularly important for first-time students needing more guidance in their academic journey. Lastly, the program's goals include promoting equity and inclusion ensuring that all students have an equal opportunity to succeed. The counselor can work to address disparities in access, engagement, and success among different student groups, helping to create a more equitable and inclusive environment.

Program Need and Impact:

A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc. Certain disciplines may find it challenging to solve their staffing needs because faculty are unavailable and/or cannot be retained.

1. Number (headcount) of part-time and full-time counselors in the program or department.

7

2. Number (headcount) of full-time counselors assigned to perform non-counseling duties such as program coordinator and articulation officer.

0

a. What is the percentage of the non-counseling time assigned? a. What is the percentage of the counseling time?

100%

3. The number of students in the program or department in the last three years.

2,118

4. The number of Student Counseling Contacts in the last three years.

6,000

5. What is the current ratio of counselors (FTEs) to student headcount within the program or department?

1:180

6. Qualitatively and quantitatively describe student demand, especially for those programs/departments that will be assigned to the proposed counseling faculty member.

Following the CUNY ASAP Model, students are required to attend three counseling appointments per semester. The addition of a tenure counselor position simplifies the process for students, allowing them to meet this requirement. In addition to one-on-one counseling sessions, counselors have the flexibility to provide a range of engagement opportunities for students. These options include conducting workshops, instructing counseling classes, and offering additional support for students pursuing transfer and exploring career pathways.

7. Are there any counseling services that are not currently available due to an inadequate number of counselors?

The disadvantages of not having enough counselors in the Promise Program are numerous and can significantly impact students and the program itself. A shortage of counselors can result in limited access to student counseling services, leading to longer wait times for appointments, reduced availability of walk-in services, and difficulty in accessing timely academic and personal support. Additionally, with insufficient counseling resources, the program may struggle to engage and retain students effectively. Our persistence rate has been about 80% each year, and this percentage might drop if we don't get additional counselors in our program. Lastly, our existing counselors are experiencing heavy workloads and high caseloads, making it challenging to provide personalized support and address the diverse needs of students. In conclusion, the Promise Program's goals, such as timely degree completion, transfer rates, and equity objectives, may be harder to achieve without adequate counseling resources.

Resource Requests

8. Are there any counseling services that will not be available if the position does not move forward at this time?

The absence of an additional tenure counselor position could limit the program's ability to provide personalized guidance to students, particularly regarding academic planning, career exploration, and addressing personal challenges. It would be a challenge to meet the district and college expansion goals as well. Equity-focused services and initiatives, such as our Men-of-Color initiatives and Peer-Mentorship program, may not be fully implemented, which could affect efforts to address disparities among different student groups.

9. Please explain any special circumstances not reflected in the data reported above such as reduced counseling services due to low staffing, department/program size, location specific needs versus district-wide needs, routine full-time faculty overloads, high-need counseling services offered infrequently because of staffing issues, etc.

Our program continues to hire adjunct counselors versus adding permanent tenure counselor positions. Permanent counselors provide consistent and continuous support to students. They are available semester after semester, which fosters stable and ongoing relationships with students. This consistency is crucial for building trust and ensuring that students receive sustained support throughout their educational journeys.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion

Equity-Minded and Antiracist College Culture

Community Connections

Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

Improve the financial stability of students

Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

Strengthen K-16 pathways and transfer

Provide adequate access to technology

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Budget Augmentation

Item Requested

Allocated budget for Promise Scholars Community Events and Fieldtrips

Item Description

The allocated budget for Promise Scholars community events and fieldtrips is designed to increase engaging and immersive experiences for our Promise students. This includes community events for social and educational enrichment, as well as field trips that provide hands-on learning opportunities, fostering a vibrant and supportive student community.

Program Goals this Request Supports

Student Success and Completion, and Community Connections

Resource Requests

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

15,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

By providing funding for community events and field trips, the program ensures that all Promise Scholars, regardless of their socioeconomic background, have equal access to enriching and educational experiences that can enhance their personal and academic growth. Field trips and community events offer unique learning opportunities that go beyond the classroom. These experiences can foster creativity, critical thinking, and a deeper understanding of the world. Ensuring that all students have access to such experiences helps bridge the learning gap. By funding these activities, our college can take a step toward closing this gap and ensuring that all students have an equal chance to succeed academically and in life.

Critical Question: How does this resource request support Latinx and AANAPISI students?

The community events foster a sense of community among Latinx and AANAPISI students, providing opportunities for them to connect with peers who share similar cultural backgrounds and experiences. Furthermore, these events can positively impact Latinx and AANAPISI students' academic performance when they feel supported and connected to their cultural communities.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Equity-Minded and Antiracist College Culture

Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?

Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

Better share what Cañada offers

Help students explore and find employment in fields of their choice

Help meet the basic needs of Cañada students and other community members

Manage resources effectively

Personnel - Counseling Faculty (2023 - 2024)

Personnel - Counseling Faculty (2023-24)

Requested Year

2023 - 2024

Requesting Unit

Promise Scholars Program

Position Description

Full-Time Tenure Promise Scholars Program Counselor

Status

New Request – Active

Duration of Position Requested

Permanent

Resource Requests

Full-time Status

Full Time

Program Goals this Request Supports

Aligned with the objectives outlined in the Education Master Plan for the period of 2022-2027 (Goal 1) the Promise Scholars Program is committed to its mission of delivering comprehensive assistance to first-time, full-time and part-time students enrolled at Cañada College. Adding a full-time tenure track counselor to our team will significantly enhance our capacity to provide academic guidance and ensure that students successfully complete their educational pursuits, whether transferring to a four-year institution, earning a certificate, or attaining a degree.

Critical Question: How does this resource request support closing the equity gap?

The resource request for a full-time tenure track counselor directly supports the goal of closing the equity gap within the Promise Scholars Program. Adding an additional full-time counselor ensures that all students have equitable access to consistent and reliable academic counseling regardless of their background. The equity gap often arises due to disparities in access to timely academic advising and support. A full-time tenure track counselor can effectively guide students throughout their educational journey, helping them make informed decisions and overcome challenges that could hinder their progress. The PSP Tenure Counselor can also play a crucial role in ensuring that students have equitable access to financial support, such as scholarships, grants, or other resources that can alleviate educational barriers. Having a counselor committed to antiracist practices can help address systemic inequities within the educational system, working to create an inclusive and welcoming environment that supports the success of all students.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Our full-time PSP tenure track counselor can support our Latinx and AANAPISI students by being trained in cultural competency, including understanding the unique challenges and experiences that our Latinx and AANAPISI may face in life. About 65% of our FT Promise students identify as Latinx, and about 5% identify as AANAPISI; this high percentage shows the importance of having a counselor who can actively engage with these populations and build a sense of belonging in our program. Furthermore, the counselor can work with the rest of the PSP counselors to continue to make the program material culturally relevant to Latinx and AANAPISI students, addressing cultural sensitivities and preferences to make the program more inclusive.

A. How does the proposed position align with specific objectives within the college's and/or Board of Trustees/District's strategic plans/recommendations, goals, or initiatives?

Cañada College Goal #1 - Student Completion/Success

As supported in the Education Master Plan Under (2022-2027) Goal 1, Part 3: 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 goals through dedicated counseling and financial support within two to three years. By hiring a full-time tenure track counselor, we can strengthen our efforts to academically advise students to complete their educational goals to transfer, receive a certificate, or earn a degree.

College Goal #2: Equity-Minded and Antiracist College Culture

The Promise Scholars Program (PSP) counselors contribute to anti-racism at Cañada College through programming, caseload management, and data-driven inquiry. Regarding programming, counselors facilitate content specific to marginalized communities and offer workshops that equip our minoritized students with the knowledge, a safe environment, and helpful tools to ensure student success. Through data inquiry and reporting, counselors can identify students who need intrusive counseling and retention efforts. Through disaggregating data, surveys, and enrollment reports, the program staff and counselors continue actively practicing anti-racist work to increase access, persistence, and completion for our marginalized students. By hiring an additional full-time counselor, we can have a dedicated faculty member to support our caseload management as we expand to over 600+ students.

By caseloading, PSP is better informed to create policies to serve our students best. As our cohorts expand, hiring a full-time counselor to identify students who need intrusive counseling and retention support is imperative. Through disaggregating this data, we are actively practicing anti-racist work.

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Furthermore, the Promise Scholars Program will continue to improve the capacity of the college to better serve part-time and marginalized students by designing customized programs and supports based on evidence-based practices established by the CUNY ASAP model, ensuring faster time to completion, improved course and programmatic success and increased graduation and transfer rates.

College Goal #3 - Community Connections

Collaboration is one of the strongest keys to our success. Counselors have strong partnerships with administrative offices such as the Admissions & Records, Financial Aid, and the Transfer Center. To further strengthen these connections, we would greatly benefit our students if we have an additional full-time counselor who can connect them to resources and other learning communities such as EOPS, CWA, TRIO, Puente, Umoja, Athletics, and more. By supporting our shared students in other communities, we remove financial barriers while allowing students to build relationships with the counselors, staff, and faculty they best connect with.

Our off-campus partnerships include relationships with Sequoia Unified School District, Boys and Girls of the Peninsula, Redwood City Together, and other high schools in the Peninsula. Our counselors' outreach with off-campus partners allows 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 continue to teach dual enrollment classes with the Redwood City Boys and Girls Club to connect with prospective students and help prepare them to navigate college and campus resources.

College Goal #4 Accessible Infrastructure and Innovation

As we onboard students for the semester, we invite our incoming students to our Promise Welcome Day, facilitated by our staff and counselors. Our students learn program requirements, resources, and benefits during this orientation. They are also introduced to our program staff, counselors, and blocked course faculty. In the Summer of 2022, we piloted our second CRER 401 - College Success course taught by three Promise counselors. Over the summer, 40% (100 out of 249) of our incoming students took CRER 401, focusing on navigating technology, time management, and available resources while sharing information about PSP. Our counselors have seen increased program engagement, retention, and college readiness due to the pilot CRER 401 course. To continue to support our students intentionally, hiring a full-time counselor will strengthen the counselor-to-student relationship and provide more opportunities to expand CRER 401 to all incoming and continuing students.

B. How does the proposed position address the program's or department's goals?

The proposed full-time tenure track counselor position directly aligns with and addresses the program's or department's goals in several key ways. The program's primary goal is to provide comprehensive support to first-time, full-time students. Adding an additional full-time counselor significantly enhances the capacity to provide dedicated and timely support to these students. The counselor's presence ensures that students receive consistent and reliable academic advising and assistance. Furthermore, the program aims to help scholars reach their educational goals within two to three years. A dedicated full-time counselor can be pivotal in providing timely academic advising that keeps students on track, ensuring they meet this goal. This is particularly important for first-time students needing more guidance in their academic journey. Lastly, the program's goals include promoting equity and inclusion ensuring that all students have an equal opportunity to succeed. The counselor can work to address disparities in access, engagement, and success among different student groups, helping to create a more equitable and inclusive environment.

Program Need and Impact:

A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc. Certain disciplines

Resource Requests

may find it challenging to solve their staffing needs because faculty are unavailable and/or cannot be retained.

1. Number (headcount) of part-time and full-time counselors in the program or department.

7

2. Number (headcount) of full-time counselors assigned to perform non-counseling duties such as program coordinator and articulation officer.

0

a. What is the percentage of the non-counseling time assigned? a. What is the percentage of the counseling time?

100%

3. The number of students in the program or department in the last three years.

1,469

4. The number of Student Counseling Contacts in the last three years.

5,489

5. What is the current ratio of counselors (FTEs) to student headcount within the program or department?

1:150

6. Qualitatively and quantitatively describe student demand, especially for those programs/departments that will be assigned to the proposed counseling faculty member.

Following the CUNY ASAP Model, students are required to attend three counseling appointments per semester. The addition of a tenure counselor position simplifies the process for students, allowing them to meet this requirement. In addition to one-on-one counseling sessions, counselors have the flexibility to provide a range of engagement opportunities for students. These options include conducting workshops, instructing counseling classes, and offering additional support for students pursuing transfer and exploring career pathways.

7. Are there any counseling services that are not currently available due to an inadequate number of counselors?

The disadvantages of not having enough counselors in the Promise Program are numerous and can significantly impact students and the program itself. A shortage of counselors can result in limited access to student counseling services, leading to longer wait times for appointments, reduced availability of walk-in services, and difficulty in accessing timely academic and personal support. Additionally, with insufficient counseling resources, the program may struggle to engage and retain students effectively. Our persistence rate has been about 80% each year, and this percentage might drop if we don't get additional counselors in our program. Lastly, our existing counselors are experiencing heavy workloads and high caseloads, making it challenging to provide personalized support and address the diverse needs of students. In conclusion, the Promise Program's goals, such as timely degree completion, transfer rates, and equity objectives, may be harder to achieve without adequate counseling resources.

8. Are there any counseling services that will not be available if the position does not move forward at this time?

The absence of an additional tenure counselor position could limit the program's ability to provide personalized guidance to students, particularly regarding academic planning, career exploration, and addressing personal challenges. It would be a challenge to meet the district and college expansion goals as well. Equity-focused services and initiatives, such as our Men-of-Color initiative and Peer-Mentorship program, may not be fully implemented, which could affect efforts to address disparities among different student groups.

9. Please explain any special circumstances not reflected in the data reported above such as reduced counseling services due to low staffing, department/program size, location specific needs versus district-wide needs, routine full-time faculty overloads, high-need counseling services offered infrequently because of staffing issues, etc.

Our program continues to hire adjunct counselors versus adding permanent tenure counselor positions. Permanent counselors provide consistent and continuous support to students. They are available semester after semester, which fosters stable and ongoing relationships with students. This consistency is crucial for building trust and ensuring that students receive sustained support throughout their educational journeys.

Resource Requests

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion

Equity-Minded and Antiracist College Culture

Community Connections

Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

Improve the financial stability of students

Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

Strengthen K-16 pathways and transfer

Provide adequate access to technology

Personnel - Classified Staff (2023 - 2024)

Personnel - Classified Staff (2023-24)

Requested Year

2023 - 2024

Hiring Division/Department:

Promise Scholars Program

Position Title:

Program Services Coordinator

Is this position permanent?

Yes

Position Type

Full-time

Provide # of months.

12

Program Goals this Request Supports

Student Success and Completion

Position: General Funds

100

Allocation: General Funds

100

Justification

1. Describe the specific needs for the position requested and the duties of this position in a brief statement. The Program Services Coordinator (PSC) has been an existing, temporary position for the Promise Scholars Program (PSP) for the past 5 years. The PSC is tasked to exchange information with students, staff, other educational institutions, community and business representatives, and the general public regarding the Promise Scholars Program's services, eligibility requirements, program benefits, policies, timelines, required forms, and other information. The PSC is integral in collaborating with the bookstore on campus to distribute resource allocations for our promise students, including funds for textbook vouchers, monthly incentives, and tuition fees. Furthermore, the PSC is responsible for planning, conducting, and coordinating student programming, socials,

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orientations, campus tour field trips, community events, presentations, and campus events.

In addition to the planning/coordination of events, informational sessions, and presentations, the PSC researches and compiles statistical, narrative, financial, demographic, and other data for regular and special reports to track program participation, recruitment effectiveness, student follow-up, retention and transfer rates, program evaluation criteria, career resources and job availability, employer profiles, and other information.

In summary, the permanent PSC position is needed in the Promise Scholars Program because the PSC serves as a liaison between the program and the greater campus community. Promise has welcomed the largest incoming cohort of 250 students, with 617 students in our full-time and part-time pathways. Without having a dedicated PSC, the onboarding process, Promise orientation, intentional community outreach, information sessions, and community building events, the Promise team will lose the support of coordination and organization in all of these efforts.

2. Explain how this position aligns with and supports the mission and strategic goals of the college.

Cañada College Goal #1 - Student Access, Success, and Completion

As supported in the Education Master Plan Under (2022-2027) Goal 1, Part 3: The Promise Scholars Program's mission is to provide comprehensive support to full-time and part-time students at Cañada College. We aim to help scholars reach their educational goals within two to three years through dedicated counseling, financial support, and student engagement. The hiring of a permanent Program Services Coordinator will support our efforts in "Student Access, Success and Completion" because the PSC is tasked to build community by transitioning new cohorts into PSP through early engagement, onboarding, and programming for new and continuing students.

College Goal #2: Equity-Minded and Antiracist College Culture

The Program Services Coordinator position aligns with and supports the mission and strategic goal of creating an "Equity-Minded and Antiracist College Culture" through coordinating intentional programming, collaboration, and data collection.

For example, the PSC coordinates workshops around identity, first-gen experience, and Antiracist themes. By doing so, PSP can create safe spaces where students can join and have a space to share their lived experiences and narratives. Providing this safe environment connects students to our Promise community, fostering a sense of belonging. This work directly correlates with the PSC to have a point person organize these events.

As far as collaboration, the PSC works with different communities such as Puente, Umoja, EOPS, and CWA to name a few. Through collaborations through joint campus events for transfer panels or info sessions specific to CWA or UMOJA students, the PSC actively closes equity gaps by informing students about PSP, specifically marginalized groups that may not know about the application process and eligibility requirements.

Through data collection, the PSC compiles essential information such as demographics, race, gender, program participation, recruitment effectiveness, student follow-up, retention, and transfer rates. This work informs our approach to caseload management, allowing us to collaborate with our counselors and other student services programs to identify our students of color who need intrusive counseling and retention efforts. Through disaggregating this data, we are actively practicing anti-racist work.

College Goal #3 - Community Connections

The PSC is connected to various communities through a micro and macro level. In terms of micro, the PSC serves as a connecting point to PSP and the campus community at Cañada College. On a macro level, the PSC works with the larger Redwood City community and neighboring communities of the Peninsula to promote PSP.

To maintain community connection within the Promise Scholars Program, a permanent PSC will solidify the community built within the learning community. For example, the PSC works hand in hand with the director on executing daily programmatic functions, larger-scale initiatives, and goals. The PSC also liaises between program counselors and the retention specialist. For example, the PSC connects students with counselors, makes appointments, identifies students who would benefit from a one-on-one meeting with the retention specialist, etc. The PSC also connects with incoming cohorts, assisting students in navigating the college system and sharing resources.

The Program Services Coordinator collaborates with the Cañada Outreach and Financial Aid Department by participating in events and high schools within the Redwood City community. The Promise Scholars staff represent the program by creating marketing materials and presenting at College Fairs, "I Can Afford College," "Cash for College Nights," and bilingual FAFSA and CA Dream Act workshops. Furthermore, by having the PSC collaborate with the Outreach, we are actively recruiting students in the community and having them apply to PSP.

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By hiring a permanent Program Services Coordinator, not only are we cementing partnerships with Outreach and the Financial Aid Department, but we are also strengthening relationships with EOPS, CWA, Umoja, Puente, SparkPoint, Transfer Center, Cashiers Office, the Bookstore, and other groups as needed.
College Goal #4 Accessible Infrastructure and Innovation

The Promise Scholars Program aligns with goal #4 through wrap-around support through tuition coverage, textbook funds, and grocery/transportation incentives. The PSC position aligns with goal #4 because the PSC manages all resource benefits that Promise offers.

For example, the PSC compiles a list of students who qualify for incentives, submitting consistent monthly distributions. For textbooks, the PSC is the point of contact that collaborates with the bookstore to ensure that all enrolled students receive their textbook vouchers on time. In addition, the PSC also ensures that all full-time and part-time students are coded as Promise to receive tuition coverage. In the event of a discrepancy with a student's account, the PSC assists students in understanding their student fees and offers the appropriate steps to reconcile fees by working with the Cashier's office.

3. Explain how adding this position will strengthen the department or division.

The permanent PSC position addresses the Promise Scholars Program's long-term expansion goal in alignment with the San Mateo Community College District for the next three to five years. The expansion allows us to increase enrollment in the Cañada campus community while serving our underserved populations, i.e., first-generation, undocumented, low-income, former foster youth, and homeless students. Keeping the Program Services Coordinator position will help sustain the inclusive environment Promise has fostered and coordinate and organize existing practices and policies from onboarding to community building student engagement to program completion.

4. Explain how this work will be accomplished if the position is not filled.

If the PSC position is not filled, the organization, programming, onboarding, and community "inreach and outreach" of the Promise Scholars Program will not be successfully executed. The PSC plays a crucial role in the onboarding process of our PT and FT students. Without a PSC, PSP will not have a designated person to spearhead big events such as orientation, semester kick-offs, socials, priority registration events, and end-of-the-year celebrations.

To match the proposed district-wide expansion of 1,000 students in the next few years, the Promise Scholars Program needs the support of a permanent staff that will support prospective students to be informed and apply for the Promise Scholars Program. It will be a disservice to the Promise Scholars Program's mission to support students in completing their educational goals by not supporting this position, as it will directly impact the community aspect of our programming if we lack the role of a point person to create events, socials, and liaison to the program and the larger campus community.

If the role of a permanent PSC is not filled, we will not be replicating the CUNY ASAP model. The PSC serves as a role to cultivate engagement within the program. Furthermore, both Skyline and the College of San Mateo have a permanent PSC. To be in alignment with our sister colleges and to be able to support the onboarding and programming for our expansion, it is critical to propose the permanent PSC position.

5. Critical Question: How does this resource request support closing the equity gap?

The resource request for a permanent Program Services Coordinator (PSC) plays a pivotal role in supporting the closing of equity gaps within the Promise Scholars Program in the following ways:

Equity-Centered Communication: The PSC is a primary point of contact for students, staff, high school partners, and the broader community regarding program services. By providing accurate and accessible information, the PSC ensures that all students, including those from underrepresented communities, have equitable access to program resources, services, and eligibility requirements.

Resource Allocation and Distribution: The PSC plays a crucial role in coordinating the distribution of essential resources, including textbook vouchers, monthly incentives, and tuition fee support. This ensures that all Promise students, regardless of their background, can benefit from these resources, addressing financial equity concerns.

Programming and Events: The PSC's role in planning and conducting student programming, socials, orientations, and community events is vital for fostering a sense of belonging and community within the program. This is especially important for underrepresented and marginalized students, who may benefit from the additional support

Resource Requests

and engagement opportunities.

Support for a Growing Cohort: With the largest incoming cohort of students in the program's history, a dedicated PSC is essential to efficiently manage the onboarding process, orientation, outreach, and community-building events.

6. Critical Question: How does this resource request support Latinx and AANAPISI students?

The PSC is a vital information source about the Promise Scholars Program. For Latinx and AANAPISI students, who may face language or cultural barriers, the PSC can ensure that information is accessible, culturally sensitive, and available in multiple languages if needed. Additionally, Latinx and AANAPISI students, who often face financial challenges, can benefit from the PSC's role in coordinating the distribution of resources, such as textbook vouchers and tuition fee support. Lastly, the PSC is essential in ensuring information about career resources, job availability, and employer profiles is shared with our Latinx and AANAPISI students. It is essential for them to have equal access to career development opportunities, addressing employment equity concerns.

Map Request to College Goals and Strategic Initiatives.

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion

Equity-Minded and Antiracist College Culture

Community Connections

Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Better share what Cañada offers

Be the best college choice for local high school students

Strengthen K-16 pathways and transfer

Help meet the basic needs of Cañada students and other community members

Manage resources effectively

This position has been reviewed by the department or division and is recommended for hiring.

Dean/Director/Hiring Supervisor Name

Mayra Arellano

Date

10/13/2023

Personnel - Classified Staff (2023 - 2024)

Personnel - Classified Staff (2023-24)

Requested Year

2023 - 2024

Hiring Division/Department:

Student Services, Promise Scholars Program

Position Title:

Director of Promise Scholars Program

Is this position permanent?

Yes

11/12/2024

Resource Requests

Position Type

Full-time

Provide # of months.

12

Program Goals this Request Supports

Student Completion/Success

Position: General Funds

100

Justification

1. Describe the specific needs for the position requested and the duties of this position in a brief statement. Currently, the Director of Promise oversees the Dual Enrollment and Outreach programs. By hiring a Promise Director, we will be able to strengthen the management of the Promise Scholars team, which consists of two full-time tenure counselors, one Retention Specialist, one Program Services Coordinator, and 5 adjunct counselors. A dedicated Director is needed to serve our Part-Time and Full-Time students best. The Director will establish and coordinate seamless lines of communication between the Promise team and college constituencies to ensure efficient implementation of project activities, services, and deliverables. We have the largest cohort since our inception at 600+ students and will continue expanding and growing. The Director will help cultivate this growth and develop comprehensive protocols, policies, and procedures detailing staff responsibilities to ensure a successful implementation of the CUNY ASAP model.

2. Explain how this position aligns with and supports the mission and strategic goals of the college.
Cañada College Goal #1 - Student Completion/Success

As supported in the Education Master Plan Under (2022-2027) Goal 1, Part 3: The Promise Scholars Program's mission is to provide comprehensive support to first-time, full time and part-time students at Cañada College. We aim to help scholars reach their educational goals through dedicated counseling and financial support within two to three years.

College Goal #2: Equity-Minded and Antiracist College Culture

The Promise Scholars Program (PSP) contributes to anti-racism at Cañada College through programming, collaboration, data-driven inquiry, and staff professional development. 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 students of color who need intrusive counseling and retention efforts. Through disaggregating this data, we are actively practicing anti-racist work. The director of this program would also serve on committees and working groups across campus to integrate Promise and strengthen our equity efforts.

Furthermore, the Promise Scholars Program will continue to improve the capacity of the college to better serve part-time and marginalized students by designing customized programs and supports based on evidence-based practices established by the CUNY ASAP model, ensuring faster time to completion, improved course and programmatic success and increased graduation and transfer rates.

College Goal #3 - Community Connections

Collaboration is one of the strongest keys to our success. On campus, our counselor's partnerships with administrative offices such as the Outreach Department, Admissions & Records, Financial Aid, and the Bookstore support our students and the resources they need. Promise also consistently works with student services on campus, such as EOPS, Umoja, Dual Enrollment, CWA, TRIO, Puente, COLTS-U, Athletics, and more, to support our shared students.

Resource Requests

Our off-campus partnerships include relationships with Sequoia Unified School District, Boys and Girls Club of the Peninsular, Redwood City Together, and other high schools in the Peninsula. The Promise team has focused outreach with off-campus partners, allowing 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.

College Goal #4 Accessible Infrastructure and Innovation

As we onboard students for the semester, we invite our incoming students to our Promise Welcome Day, facilitated by our staff and counselors. Our students learn program requirements, resources, and benefits during this orientation. They are also introduced to our program staff, counselors, and blocked course faculty. In the Summer of 2022, we piloted our 2nd CRER 401 - College Success course taught by three Promise counselors. In this course, we served 120 of our incoming students, focusing on navigating technology, time management, and resources available to students while also sharing information about PSP. Our counselors have seen an increase in program engagement, retention, and college readiness due to the pilot CRER 401 course. To continue to support our students intentionally, hiring a Director will strengthen the counselor-to-student relationship and provide more opportunities to expand CRER 401 to all incoming and continuing students.

3. Explain how adding this position will strengthen the department or division.

The proposed position addresses the Promise Scholars Program's long-term expansion goal in alignment with the San Mateo Community College District for the next three to five years. The expansion allows us to increase enrollment in the Cañada campus community while serving our underserved populations in the community i.e., first-generation, undocumented students, low-income students, former foster youth, and homeless students. Adding a Director will provide equitable and accessible support for our students to match anticipated growth in the Full-Time and Part-Time programs.

4. Explain how this work will be accomplished if the position is not filled.

This work will be extremely difficult without hiring this position, mainly as we aim to increase our staff to match program expansion. To continue the goal of 1,000 students to specialists will be a disservice to the Promise Scholars Program's mission to support students to complete their educational goals by removing systematic and financial barriers.

5. Critical Question: How does this resource request support closing the equity gap?

Hiring a Director of the Promise Scholars Program plays a crucial role in supporting the closure of the equity gap by having a dedicated Director who can enhance the efficiency and effectiveness of program operations, allowing for more streamlined services that address the unique needs of Part-Time and Full-Time students. The Promise Scholars Program is experiencing growth, with the largest cohort since its inception in 2018. A Director is essential for managing this expansion effectively and ensuring that equity considerations are integrated into program development as it grows. Lastly, the Director will be pivotal in developing comprehensive protocols, policies, and procedures detailing staff responsibilities. These guidelines help ensure that all staff members are aligned in supporting equity and successfully implementing the program's objectives.

6. Critical Question: How does this resource request support Latinx and AANAPISI students?

The Director can provide equity-focused leadership to ensure that the program's initiatives address the unique needs and challenges Latinx and AANAPISI students face. This includes developing strategies and policies that promote equity and inclusion. The Director can also support and lead outreach efforts targeting Latinx and AANAPISI communities. This may involve community engagement and culturally relevant messaging to ensure these communities know the program's resources and support.

Resource Requests

Map Request to College Goals and Strategic Initiatives.

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion

Equity-Minded and Antiracist College Culture

Community Connections

Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need

Improve the financial stability of students

Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

Better share what Cañada offers

Strengthen K-16 pathways and transfer

Help meet the basic needs of Cañada students and other community members

Provide adequate access to technology

Manage resources effectively

This position has been reviewed by the department or division and is recommended for hiring.

Dean/Director/Hiring Supervisor Name

Mayra Arellano

Date

10/13/2023

