



Counseling

Program Review - Annual Update

2023 - 2024



Admissions & Records

Program Review - Annual Update

2023 - 2024

Program Description (250 word limit)

1- Who does your program serve?

Admissions & Records promotes a student first philosophy by guiding students through the application, registration, and degree/certificate process while adhering to Title V, the California Education Code, and SMCCCD Board policy standards.

The department serves prospective and current students in the District. It also serves former District students who request transcripts, enrollment verifications, or other services.

The department serves the following constituents:

- Students (including CSM and Skyline students)
- Staff, faculty, and administrators
- Student Services programs
- Instructional programs
- San Mateo Community College District
- CRM, SSL, TES, and Degree Works
- VA
- Community members

Admissions & Records honors the division, college, and District missions of transformational education and student equity and economic justice by serving our marginalized, underserved, underrepresented, and disproportionately impacted student population – thus empowering and transforming their lives as they, in turn, strengthen their communities.

a.How many students are served by your program?

10,000

b.Does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. BIPOC, LGBTQIA+, 1st Gen, Foster, Homeless, Undocumented, Veteran, Low-Income, or other disproportionately impacted student populations identified in our Student Equity data, etc.)? If yes, how so?

As a core Student Services department at a Hispanic-Serving Institution, Admissions & Records intentionally serves underrepresented, disproportionately impacted, racially minoritized students, and other disproportionately impacted student populations. In honoring the campus and district wide effort at eliminating equity gaps, we support programs in Student Services like the Promise Scholars, EOPS, CARE, CalWORKs & FFYSI, TRIO, the DRC, and VROC.

What metrics, if any, does your program use to measure its contribution to student access, retention, and completion? How have these outcome measures changed over the course of the last year?

The Admissions and records department serves all students. Our main goal is to provide efficient, accurate, and timely services that will contribute to the access, retention, and graduation of a highly diverse student body. Last year Admissions and Records played an important role to support the increase in student enrollment and student success. Cañada College experienced a 15% increase in student enrollment and an overall increase in success rate from 72.7 to 73%.

Admissions & Records - Annual Update

Major Accomplishments and Challenges (500 word limit)

2- Describe major accomplishments within the last year.

In concert with a college focus on increasing educational access for students, Admissions & Records achieved major accomplishments as follows:

- Expanded hours
 - Monday through Thursday (8 am to 7 pm)
 - Friday (8 am to 4 pm)
- Super Friday and Super Saturday participation
- College de Noche participation
 - Admissions & Records open Tuesday/Wednesday until 8 pm
 - Thursday open until 8 pm to support triage
- Processed 6 or Fewer Units and AB 1232 petitions
 - 235 approvals for 6 Units or Fewer
 - 9 AB 1232 approvals
- Staff cross-training
- Attended conferences (WAVES and CAACRAO)
- Increased in-person assistance by 1,467 students (September 2022 to September 2023)
- Increased Contact Us form assistance by 2,716 students (September 2022 to September 2023)

a. Did your major accomplishments help to close the opportunity gap for disproportionately impact, underserved or racially minoritized students? If yes, how so?

The accomplishments helped close the opportunity gap. For instance, expanded office hours increased access for students (such as working adults) who might otherwise never access services, while the 6 or Fewer Units and AB 1232 petitions assisted underserved students. In addition, our presence at Super Friday and Super Saturday events contributed to a college wide effort at fostering a sense of community and connection to campus for students, two factors that research identifies as integral to student success.

3- Describe major challenges since the last program review cycle.

As we navigated new initiatives and personnel disruptions to operations, Admissions & Records encountered major challenges:

- District initiatives (like SB 893) increased manual work.
- A staffing shortage significantly increased our workload resulted in increased overtime to finish the work.

Impact of Resource Allocations Process (250 word limit)

4- 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.

Not approving the requested Admissions & Records Assistant III caused a lag in petition processing and slower response times to inquiries, contributing to decreased student and public satisfaction with our office.

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

The impact had a ripple effect on our office, reducing flexibility due to inadequate staffing, limiting cross-training opportunities, minimizing our outreach presence, and increasing the risk for staff burnout. On a

Admissions & Records - Annual Update

student satisfaction survey, respondents reported dissatisfaction with Admissions & Records at a higher rate than we find acceptable.

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

Due to the request that was not approved, we experienced reduced flexibility due to inadequate staffing, reduced cross-training opportunities, a minimized outreach presence on campus and in the community, and increased risk of staff burnout due to overwork. Staff members also reported an inability to reply to voicemails and emails on time.

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

The lack of an additional Admissions & Records Assistant III disproportionately impacted students who relied on email or phone to communicate with our office. It also impacted students forced to wait on petitions because of long processing times due to understaffing.

The overall impact of understaffing is an ongoing concern, especially if students choose to study elsewhere or leave college altogether while waiting for an email or phone reply from a team that is resilient but stretched thin during peak registration.

Program Improvement Initiatives/Resource Requests (250 word limit)

5- 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

Admissions & Records is in total alignment with our college and District commitment to antiracism and equity. From this perspective, we recommend filling an additional Admissions & Records Assistant III position to improve our petition processing and communication response times for students – with the ultimate goal of reducing barriers for our underserved, disproportionately impacted, and racially minoritized students.

However, in the absence of additional staffing, a meaningful action plan includes cross-training all Admissions & Records staff on petitions and leading a staff meeting to discuss processing petitions.

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

We recommend increased cross-training for our team, especially on petitions like AB 1232 and 6 or Fewer Units to reduce educational and financial barriers for our students.

a. What additional antiracism training do you/your program need in the upcoming year?

We hope to continue antiracism training as directed by the college or District. However, the current high workload (especially during peak registration season) often prevents Admissions & Records staff from attending optional trainings, workshops, and committee meetings.

b. What research or training will you need to accomplish these plans?

We will cross-train staff on petitions and processes (such as Parchment transcripts).

c. What supplies, equipment, or facilities improvements do you need?

We need a new printer for the Registrar (due to unavoidable work like manually processing hundreds of petitions per academic year).

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

Personnel - Classified Staff (2023 - 2024)

Personnel - Classified Staff (2023-24)

Hiring Division/Department:

Enrollment Services/Admissions & Records

Position Title:

Admissions & Records III

Is this position permanent?

Yes

Position Type

Full-time

If Part-Time, what percentage of Full-Time is this position?

0

Provide # of months

12

Program Goals this Request Supports

Improve Student Completion.

Position: General Funds

1

Allocation: General Funds

71,724

Justification

1.Describe the specific needs for the position requested and the duties of this position in a brief statement.

In response to expanded District initiatives – such as SB 893 – and a surging workload demand as students return to college following the pandemic, the position fills an acute departmental need to improve response times, bolster our outreach presence in the community, provide direct support to special programs, and increase student access.

Briefly, the position includes duties like processing student requests and forms; modifying enrollment data in Banner; auditing student applications; completing reports; conferring with supervisory staff on long-term projects; and serving students and the community at the front desk, departmental email inbox, and via phone and Zoom meetings.

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

The position aligns with the mission of the college by providing responsive services to support students in attaining their educational and career goals. The position also supports college strategic goals (such as completion and success) by providing services that highlight inclusivity, diversity, and equity to minimize logistical and financial barriers to success.

This position is an extension of our departmental commitment to the college mission. Admissions & Records honors the division, college, and District missions of transformational education and student equity and

Admissions & Records - Resource Request

economic justice by serving our marginalized, underserved, underrepresented, and disproportionately impacted student population – thus empowering and transforming their lives as they, in turn, strengthen their communities.

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

There is a critical need to hire this position to meet an unprecedented workload increase for the office and anticipate significant projected enrollment growth for the future.

The position would also allow us to participate in major campus and community events through outreach and providing A&R services on the spot – another example of A&R honoring a deeper commitment to equity by reaching students early in the application process, guiding them through the application, and connecting them to programs and services.

Crucially, the position also supports Concurrent Enrollment and Dual Enrollment. Due to a staffing shortage, the Dual Enrollment team has found it challenging to track and enforce the completion of the required steps for students to fully enroll in the college. As the program is proposed to expand in the future, this position will also assist continuing students in applying while also assisting prospective students. This position therefore lends crucial support to students who complete their Dual and Concurrent applications, ultimately supporting the Dual Enrollment mission to remove systematic and financial barriers.

A&R is the only department that provides services vital to the success of all Student Services Programs, including Instruction. We provide services from the start of the student education goal through graduation/transfer. We even work with alumni and former students on the official transcript process. Therefore, this new position would significantly strengthen our departmental operational capacity, thus allowing us to continue serving the community from a Student First ethos. The position would also mitigate the prospect of staff burnout and boost departmental productivity and efficiency, allowing admissions staff to focus on cross-training and ongoing professional development.

A&R is instrumental in the success of the following Student Services programs:

Student Services:

- Financial Aid
- EOPS/CARES/CalWORKS
- DRC
- VA
- TRIO
- International Student Center
- Promise Scholarship Program
- Puente
- Athletics
- Dual Enrollment/Concurrent Enrollment
- First Year College Experience
- Middle College
- College for Working Adults
- Counseling
- Umoja
- Student Government
- Honors Program
- Transfer Center
- Career Center
- Student Success Program
- ESO Adelante
- DREAM Center

Admissions & Records - Resource Request

Instruction:

Support Faculty with:

- Late Add
- Grades
- Positive attendance submissions
- Census submissions
- Reinstatement
- Student enrollment information

The addition of the position would ultimately drastically reduce delays in processing time and allow the office to run more effectively. This position also aligns Cañada with CSM and Skyline.

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

Delays in processing time contribute to the frustration of students and employee burnout. If the position is not filled, the work will be accomplished with a collateral cost of lengthy processing delays, suboptimal student and community satisfaction with Cañada, staff overwork, and increased risk of noncompliance in critical programs.

Most importantly, not filling the position would increase processing times. In light of the pandemic impact on student engagement and enrollment across the state, it is vitally important to promptly reply to student questions and process petitions. We always want our students to feel connected to Cañada, especially since the literature conclusively links sense of student connection to school with success outcomes like persistence, retention, and completion.

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

Admissions & Records reflects the District's Student First philosophy by promoting educational access for our marginalized student populations. In practicing principles of communication, empathy, and respect, the A&R team works with students on understanding forms, processes, and guidelines from a place of respect. We strive to practice transformative education by making the admissions process accessible, inclusive, and supportive. The student is always first.

In aligning the department toward the campus and district wide effort at eliminating equity gaps, A&R also supports programs in Student Services like the Promise Scholars, EOPS, CARE, CalWORKs & FFYSI, TRIO, the DRC, and VROC, regularly collaborating with program staff and leadership. This position would also make timely and accurate student referrals to departments on campus, highlighted by a "warm referral" model of service where A&R either walks a student to another department or calls that department informing them that the student is on the way. Finally, this position will follow up with the department to make sure the student received assistance. Filling this position would ultimately represent a commitment to student equity by allowing the department to reduce educational barriers for students by increasing our student engagement and reducing long wait times for petitions and student inquiries.

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

A&R supports Cañada College as an HSI and AANAPISI designated institution by staffing team members bilingual in English/Spanish and English/Vietnamese. This specific position would help A&R maintain in-person services while also offering access via phone, email, mail, and fax. The department also maintains an online presence on its website where students have open access to staff contact information, including the contact information for the Registrar. This position would also assist with initiatives that highlight our commitment to eliminating equity gaps and supporting marginalized students, such as the non-resident tuition fee waiver for undocumented students. A&R led the implementation of this policy to support undocumented students enrolled in six of fewer units at one or more District colleges. This policy makes college more accessible and provides an opportunity for undocumented students to pay resident tuition. This position will ultimately improve student access and the matriculation process by eliminating unnecessary registration

Admissions & Records - Resource Request

steps. In addition, it will improve the way we communicate with students by providing translated message to support the ESL and immigrant communities.

Map Request to College Goals and Strategic Initiatives

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

Student Access, Success, and Completion, Equity-Minded and Antiracist College Culture, 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, Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete, Make registration easier, Improve the financial stability of students, Create and sustain an inclusive, antiracist, and 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, Help meet the basic needs of Cañada students and other community members, Be the best college choice for local high school students

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

Dean/Director/Hiring Supervisor Name

Maria Lara-Blanco

Date

10/19/2023



Career Services

Program Review - Annual Update

2023 - 2024



Dual and Concurrent Enrollment

Program Review - Annual Update

2023 - 2024

Program Description (250 word limit)

1- Who does your program serve?

Dual enrollment and Concurrent Enrollment focus on introducing 9th-12th grade students to college courses and progressing toward completing a college degree or certificate. Especially those students who might not think of themselves as college or are college-bound. Dual/Concurrent Enrollment bridges the gap between the community college and high school systems. Dual Enrollment, also known as College & Career Access Pathway Dual Enrollment, focuses on expanding access for students in populations under-represented in higher education. In 2015, the State of California passed Assembly Bill 288 (AB 288, amended, effective January 2020, by AB 30) to develop seamless pathways from high school to community college for career technical education or preparation for transfer, improve high school graduation rates, or helping high school pupils achieve college and career readiness. This legislation allows for developing College and Career Access Pathway (CCAP) agreements between community colleges and high school districts to increase access to college for under-represented student populations, increase enrollment, and improve student outcomes.

Cañada's College Connection Concurrent Enrollment Program (non-CCAP) allows students to enroll in Cañada College courses while still in high school. It is designed to provide current high school students who have completed the 8th grade or higher with the opportunity to get an "early start" on their college experience for enrichment or advancement.

a. How many students are served by your program?

1,771

b. Does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. BIPOC, LGBTQIA+, 1st Gen, Foster, Homeless, Undocumented, Veteran, Low-Income, or other disproportionately impacted student populations identified in our Student Equity data, etc.)? If yes, how so?

Dual enrollment offers accessible opportunities for underrepresented students to prepare for higher education. We actively reach out to underserved communities, like East Palo Alto, North Fair Oaks, and Menlo Park, and strive to involve parents in the process. Our dual enrollment courses, including the Ethnic Studies class, serve as an initial step in broadening early educational opportunities, focusing on topics like race, racism, and justice. Furthermore, by collaborating with high schools and community partners, our recruiting efforts focuses on first-generation, marginalized, and BIPOC students. We are increasing our recruiting efforts to include Adult School High School Equivalency Students, Continuation High School Students, At-Promise Youth, and Currently Incarcerated youth. Our current high school and community partners include Sequoia Unified High School District, La Honda/Pescadero, San Mateo Unified School District, Charter Schools, and nonprofits.

Looking ahead, Cañada College's main focus is expanding dual enrollment for students who may not already have college plans or are underrepresented in higher education. We aim to collaborate with secondary partners to establish Comprehensive Career and Academic Pathways (CCAPs) that create seamless transitions from high school to community college. These CCAPs cater to Career and Technical Education (CTE), university transfer preparation, and the improvement of high school graduation rates. The goal is to enhance college and career readiness while addressing the needs of socioeconomically disadvantaged students, English Learners, and other specific student populations within our service area, based on data from the California Department of Education. Notably, a significant portion of our college students hails from Redwood City, San Mateo, San Carlos, Belmont, and Foster City, as indicated by demographic data from 2019-2023

Dual and Concurrent Enrollment - Annual Update

What metrics, if any, does your program use to measure its contribution to student access, retention, and completion? How have these outcome measures changed over the course of the last year?

The Dual Enrollment and Concurrent Enrollment Program is a data driven informed program. Currently our Retention Specialist The retention specialist relies on Early Alerts to identify the concurrent enrollment student who needs extra support. Once an alert has been sent that prompts the retention specialist to contact the student by email, text, and phone call to provide resources, information or any additional support the student needs to be successful in the course. Also, the canvas shell for Dual Enrollment students, the Retention Specialist and faculty work closely throughout the semester to identify students who are struggling and provide support. From the TA's access, the Retention Specialist can see students' grades and progress in the course. For our Spring 2023 outcomes, out of 100 students, 83% of students passed with a C or better and about 5% (6 students) got a W.

Major Accomplishments and Challenges (500 word limit)

2- Describe major accomplishments within the last year.

Over the past year, we have achieved significant milestones in our dual enrollment program, demonstrating a commitment to enhancing the educational experience for our students. We successfully onboarded approximately 462 students from seven high schools, streamlining the process to ensure a seamless transition into our program. We created a well-structured timeline to facilitate this and integrated the Student Success Learning (SSL) platform into our onboarding process. Recognizing the importance of up-to-date resources, we made substantial improvements, updating our onboarding packets and step-by-step guides. We also introduced a Dual Enrollment Orientation at the beginning of each semester, fostering a solid foundation for our students. Monthly Faculty Check-Ins have become a valuable tool in maintaining a supportive environment, and we further enhanced student support by implementing Early Alerts, allowing our faculty and Retention Specialist to work closely together.

Concurrent Enrollment has seen increased support, with informational meetings and orientation workshops offered to ensure student success from the outset of each semester. Our commitment to clarity and guidance is reflected in completing the student-parent and instructional handbooks. We've made significant progress in expanding the program, doubling dual enrollment, and adding key team members, including a Retention Specialist and Faculty Coordinator.

We've developed a Dual Enrollment Operational Calendar to ensure operational efficiency and collaborated closely with the Office of Instruction to expedite the creation and scheduling of dual enrollment classes. Our efforts have been well-received, as evidenced by the high attendance at our monthly Concurrent Enrollment info sessions. In addition, we've embraced digital platforms, initiated an Instagram page with over 100 followers, and introduced virtual and in-person office hours throughout the week, further solidifying our commitment to student success.

a. Did your major accomplishments help to close the opportunity gap for disproportionately impact, underserved or racially minoritized students? If yes, how so?

Our major accomplishments have played a crucial role in closing the opportunity gap for disproportionately impacted, underserved, and racially minoritized students.

1. Successful Onboarding and Increased Enrollment: By successfully onboarding 462 students across seven high schools, we've expanded access to higher education for underrepresented students. This increase in enrollment directly addresses the opportunity gap, providing these students with early access to college courses, which is essential for their academic and career success.

2. Streamlined Onboarding Process: Creating a smooth onboarding process ensures that underserved

Dual and Concurrent Enrollment - Annual Update

students can navigate the transition to college with greater ease. A well-structured process removes barriers and empowers these students to take advantage of educational opportunities.

3. Early Alerts and Monthly Faculty Check-Ins: The implementation of Early Alerts and monthly Faculty Check-Ins demonstrates our commitment to providing comprehensive support. This proactive approach is particularly beneficial to underserved students who may face additional challenges. It allows for timely intervention and support to address issues and keep them on track.

4. Concurrent Enrollment Support: Offering informational meetings and orientation workshops for Concurrent Enrollment demonstrates our dedication to preparing students for college-level work. Underserved students may not have had access to this kind of support previously, and these initiatives level the playing field.

5. Doubled Dual Enrollment: The significant expansion of the Dual Enrollment program and hiring a Retention Specialist and Faculty Coordinator show our commitment to increasing opportunities for underserved students. These actions contribute to closing the opportunity gap by providing more resources, guidance, and support.

6. Social Media Engagement and Office Hours: Initiatives such as starting an Instagram page and offering virtual and in-person office hours make information and assistance more accessible to all students, particularly those with limited time and resources.

In summary, our accomplishments in dual enrollment have been instrumental in narrowing the opportunity gap for disproportionately impacted, underserved, and racially minoritized students by improving access, providing additional support, and enhancing resources to ensure their success in higher education.

3- Describe major challenges since the last program review cycle.

While celebrating our achievements, it is essential to acknowledge the significant challenges the dual enrollment program has encountered. These challenges have highlighted the need for ongoing collaboration and dialogue with stakeholders, including dual enrollment faculty, community-based partners, high school partners, students, and college staff. Among the hurdles faced, we've encountered limitations in high school site staff available to support onboarding. This prompted our initiative to expand the dual enrollment team by hiring student ambassadors to enhance the onboarding process. Additionally, improving communication and securing needed support from high schools for tasks like receiving rosters and onboarding throughout the semester has been a priority. Creating clear pathways leading to degrees or certificates remains an ongoing process, as does the expansion of Cañada's Early College Programming. Finding faculty willing to teach in Dual Enrollment programs and ensuring seamless communication with various departments to schedule classes and follow the operational calendar have posed challenges.

Furthermore, distinguishing between dual enrollment and concurrent enrollment is essential for clarity. Lastly, the program's limited budget has impacted our ability to support its expansion. In addressing these issues, we aim to strengthen our commitment to educational equity through dual enrollment.

Impact of Resource Allocations Process (250 word limit)

4- 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 addition of a Retention Specialist has been instrumental in enhancing the program's support structure. Their presence has led to improved student retention rates and overall success, creating a stronger safety net for underserved and underrepresented students. The Retention Specialist's contributions have ensured a proactive approach to addressing student needs, ultimately increasing retention rates and fostering a more inclusive and supportive educational environment. The unapproved resource requests, particularly for funding in professional development, books, transportation, event planning, and food, have posed certain challenges. Without funding for professional development, staff may face limitations in skill development and staying up-to-date with best practices. The absence of funding for books and transportation can hinder access to crucial

Dual and Concurrent Enrollment - Annual Update

learning materials and physical access to educational opportunities, potentially impacting the educational equity goals of the program. Furthermore, lacking resources for event planning and food can limit community engagement and support for students, which are essential components of a successful dual enrollment program.

In conclusion, while the approved addition of a Retention Specialist has had a positive and tangible impact on the program's student success and retention, the absence of funding for professional development, books, transportation, event planning, and food has created constraints that need to be addressed to further enhance the program's effectiveness and equity.

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

The resources that were approved and disapproved have had varying impacts on our program and department, influencing measures of student success and client satisfaction in different ways. The addition of a Retention Specialist has been transformative for our program. This resource has significantly improved our ability to support and retain students. Student success rates have increased due to the proactive interventions and individualized support provided by the Retention Specialist. The personal attention, guidance, and resources they offer have resulted in higher satisfaction levels among students and their families. This has contributed to a more positive perception of the dual enrollment program, leading to increased client satisfaction. The absence of funding for professional development, books, transportation, event planning, and food has limited our program's ability to provide comprehensive support and resources. Lack of access to books and transportation can be barriers for students, affecting their success. The inability to host events or provide food can hinder community engagement and negatively impact the overall satisfaction of both students and their families.

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

The unapproved resource requests have posed limitations on several critical aspects of our program, hindering our ability to achieve certain goals and outcomes. Without funding for professional development, our staff members may not have the opportunity to acquire new skills and knowledge. This has limited our capacity to adapt to evolving educational practices and best serve our students. The absence of increasing our funding for books and learning materials has restricted our ability to provide essential resources to students. For example, student who needed printed materials were told to requested it from the High School. Lack of funding for transportation has made it challenging to bring students to campus. Lastly the inability to secure funding for event planning and food has made it difficult to organize and host engagement events and activities that are essential for building a sense of community and fostering student success. These events can also be a crucial platform for student recruitment and support.

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

The absence of funding for books and learning materials has disproportionately affected students who may already face financial barriers. These students often struggle to access or purchase the required textbooks and learning resources, putting them at a disadvantage in their academic pursuits. The lack of transportation support and the inability to fund event planning and provide food has disproportionately impacted students from underrepresented backgrounds who benefit most from community engagement and support. These students may find it more challenging to build connections and find a sense of belonging within the program, which can affect their overall satisfaction and success.

Program Improvement Initiatives/Resource Requests (250 word limit)

5- 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

To enhance the dual enrollment program through an equity and antiracism lens, there are several meaningful action plans that can be implemented to improve student access and success:

Dual and Concurrent Enrollment - Annual Update

Equity-Minded Support Services: Develop a robust support system for students that includes counseling, mentorship, and early alerts. This will help identify and address issues students may face and provide the necessary assistance to ensure their success. Action Plan: Retention Specialist will work with our Director of the Cultural Center to provide workshop for our dual and concurrent enrolled students.

Community Engagement and Inclusivity: Foster a sense of community and belonging among students through inclusive events and activities. Provide spaces for open dialogues on equity and antiracism. Action Plan: In partnership with our high school partners, we would like to host 2 equity-focused events, workshops, and discussion groups per year.

Feedback and Student Input: Regularly solicit feedback from students, especially those from underrepresented backgrounds. Act on their suggestions and concerns to improve the program continually. Action Plan: Establish regular pre and post feedback survey, and a focus group, and implement a transparent process for addressing concerns.

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

We will create an integrated student support system lead by the work of the Retention Specialist in collaboration with the Director of Equity to trained in equity-minded practices. This collaboration will offer comprehensive support, including academic advising, counseling, and mentorship, to address students' unique needs. Regular equity-focused events, workshops, and discussion groups will be hosted to foster a sense of community and belonging. These events will provide a platform for open dialogues on equity and antiracism. We will establish regular feedback mechanisms, such as focus groups, surveys, and suggestion boxes, to obtain input from students, especially those from underrepresented backgrounds.

a. What additional antiracism training do you/your program need in the upcoming year?

For dual enrollment Faculty and high school teachers, training on culturally responsive teaching methods is essential. This training should focus on how to adapt teaching strategies, curriculum, and classroom environments to better serve diverse student populations. Dual Enrollment students should have access to training or workshops that empower them to engage in antiracist efforts within the program. These sessions should include strategies for advocacy, allyship, and self-advocacy.

b. What research or training will you need to accomplish these plans?

Provide staff and students with opportunities for professional development related to antiracism. This may include attending conferences, seminars, and workshops specifically focused on racial equity and antiracism.

c. What supplies, equipment, or facilities improvements do you need?

Access to digital learning resources, such as e-books, online study platforms, and interactive educational software, can be beneficial in making course materials more accessible and adaptable to diverse learning styles. Finding additional spaces for community building where academic advisors, counselors, and mentors can offer guidance and support, can promote a sense of belonging and facilitate student success.

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

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Program Requesting Resources

Funding for Professional Development

Item Requested

Budget for Professional Development

Item Description

Funding for professional development for dual enrollment staff to take the opportunity to acquire new skills and knowledge. This increases the capacity of the team to adapt to evolving educational practices and best serve our students.

Program Goals this Request Supports

Professional Development

Status

New Request - Active

Type of Resource

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

Cost

5,000

One-Time or Recurring Cost?

Recurring Cost

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

Requesting additional funding for professional development is instrumental in supporting the goal of closing the equity gap within our program. This training enables program personnel to develop a deep understanding of the unique challenges faced by underrepresented and underserved students, helping them adapt their approaches to better serve these populations.

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

Requesting additional funding for professional development is instrumental in supporting the goal of closing the equity gap within our program. This training enables program personnel to develop a deep understanding of the unique challenges faced by underrepresented and underserved students, helping them adapt their approaches to better serve these populations.

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

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, antiracist, and equity-minded campus culture, Be the best college choice for local high school students, Strengthen K-16 pathways and transfer



CalWORKS

Program Review - Annual Update

2023 - 2024



EOPS, CARE & FYSI

Program Review - Annual Update

2023 - 2024

Program Description (250 word limit)

1- Who does your program serve?

EOPS is a state-funded program that aims to assist low-income, first-generation, English language learners, and students who have been historically disenfranchised students succeed in college. Students must meet the following eligibility criteria:

- Full-time Student (12 units or more); exceptions are made for students enrolled in the Disability Resource Center Program (DRC)
- Be a California Resident (including Dreamers and AB540)
- Qualify for the California College Promise Grant (CCPG)
- Have not completed 70-degree applicable units (domestic or international)
- Meet ONE of the Educational disadvantaged criteria:
 - o Will take an English or math course with embedded support, or ESL or have previously enrolled in a basic skills course
 - o high school GPA below 2.50
 - o not a high school graduate and does not have a GED
 - o first-generation college student
 - o member of an underrepresented group as identified in the College's Educational Master Plan

CARE is a subprogram of EOPS that serves single parents whom either, the student and/or their child receives county assistance from CalWORKs/TANF to attend college. In addition to the EOPS services, CARE provides other supportive services that are more tailored to career readiness and parenting. They must meet the following eligibility criteria:

- Must be eligible for EOPS
- Be a single, head of household, and at least 18 years of age,
- Have at least one child under the age of 18, and
- Be receiving county CalWORKs/TANF

NextUp is a newly established subprogram within the EOPS family, designed to establish a comprehensive support network to address the academic, social, emotional, and financial requirements of individuals transitioning from the foster care system to higher education. Eligibility for NextUp entails a prior history of being in foster care or under the wardship of the court for a minimum duration of one day after reaching the age of 13, and applicants must be under 26 years of age at the time of their NextUp program application.

FYSI's purpose is to increase the number of former foster youth graduating from a community college with an associate's degree, vocational training, and/or transferring to a four-year university. It serves students who have been in foster care prior to the age of 18. Depending on the age they entered the system, will determine the level of financial support they may qualify for.

Eighty percent of EOPS/CARE and seventy-five percent of NextUp/FYSI students identify as a person of color. Students in EOPS/CARE, are required to meet with a counselor at least three times per semester, maintain full-time status, follow their Student Educational Plan (SEP), and submit midterm progress reports. Staff for all three programs provide high-touch retention services and make referrals as needed in order to support student success and persistence. We also provide financial support with book vouchers, food vouchers (used on campus), grocery assistance (gift card), transportation (bus pass or gas gift card) assistance, and grants.

For the past three years this is the number of students (unduplicated fall/spring) that were served:
EOPS/CARE:

EOPS, CARE & FYSI - Annual Update

2020-21 - 253

2021-22 - 219

2022-23 - 201

NextUp/FYSI:

2020-21 - 7

2021-22 - 13

2022-23 - 17

a. How many students are served by your program?

201

b. Does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. BIPOC, LGBTQIA+, 1st Gen, Foster, Homeless, Undocumented, Veteran, Low-Income, or other disproportionately impacted student populations identified in our Student Equity data, etc.)? If yes, how so?

EOPS is a pioneering program in the fields of social and educational justice. Its primary focus is addressing critical issues related to access, equity, and completion within the community college system of the state. This program was established to provide essential support to community college students, especially those whose socioeconomic, academic, and educational backgrounds might hinder their successful progress through college. Notably, a significant portion of EOPS/CARE and NextUp/FYSI participants, approximately 85% and 75% respectively, identify as individuals of color. Many of these participants are Latinx, English language learners, AB540-eligible, and first-generation college students. The primary objectives of these programs are two-fold: to bridge equity gaps and to create a nurturing environment that ensures students receive comprehensive support, including high-touch retention services aimed at fostering student success. This underscores the crucial need for faculty and staff within EOPS/CARE/NextUp/FYSI to possess knowledge and training that equips them to understand and address the unique challenges these students face.

EOPS/CARE/NextUp Title 5 guidelines mandate that counselors must meet specific qualifications. These include having completed a minimum of nine semester units of college coursework primarily related to ethnic minorities or individuals facing language, social, or economic disadvantages. Alternatively, they should have completed six semester units or equivalent college-level counseling practicum or counseling fieldwork courses within a community college EOPS program or a program that primarily serves ethnic minorities or individuals challenged by language, social, or economic disadvantages. Additionally, counselors are required to have at least two years of occupational experience in work related to ethnic minorities or individuals facing language, social, or economic disadvantages.

What metrics, if any, does your program use to measure its contribution to student access, retention, and completion? How have these outcome measures changed over the course of the last year?

Within EOPS, we conduct two critical feedback mechanisms: the End of Semester Survey and the Exit Interview/Survey. The End of Semester Survey is distributed to all students with the aim of assessing their program experience throughout the semester. Conversely, the Exit Interview/Survey is exclusively sent to students who will no longer be participating in EOPS, often due to reasons such as transferring or entering the workforce. This survey is designed to comprehensively evaluate the student's overall program experience. It is important to note that the outcome measures have remained consistent with the previous year. The surveys provided us with important insights as to what the students value about the EOPS Program and some suggestions for improvement. They both highlight the importance of counseling functions, which supports our proposal for a full-time shared EOPS/NextUp/PSP counselor position.

Every year PRIE also updates our Outcomes Comparison Report of EOPS and Potentially EOPS Eligible Students, looking at a four-year span. The report tracks course completion outcomes, persistence, certificates & degree awards, Dean's List recognition, and FTES contribution. It has consistently shown that EOPS students have higher Fall to Spring persistence, award attainment, Dean's List awards, and FTES contribution.

Major Accomplishments and Challenges (500 word limit)

2- Describe major accomplishments within the last year.

- We have successfully awarded grants to students and heightened the level of monthly food and transportation assistance.
- We secured an additional year of funding from PinPoint, amounting to \$7,500 for FYSI.
- We successfully expanded our initiatives by establishing a Men of Color coalition.
- We established a contract with the Career Launch Academy to deliver specialized career exploration training tailored to first-generation college students.
- We initiated the development of a districtwide application encompassing EOPS, PSP, and TRIO programs, with the intention of making this streamlined application process accessible to students through the SLL.

a. Did your major accomplishments help to close the opportunity gap for disproportionately impact, underserved or racially minoritized students? If yes, how so?

In fall 2022, we started a Men of Color (MOC) support group led by an EOPS Counselor and Retention Specialist. With the primary objective of expanding the initiative and partnering with other programs on campus, they created a coalition in spring 2023. Subsequently, they created an intake form and held a couple of events that were well attended. Furthermore, they are planning stages of extending their partnership with CSM and Skyline by organizing a districtwide activity. In addition, they started working with Marketing to create a website and have commenced research into best practices of MOC groups at other colleges.

Current year, we are introducing the Career Launch Academy curriculum with two cohorts, one commencing in the fall and the other in the spring. The Career Launch program is designed to educate first-generation college students on the nuances of the hidden job and internship market, the essential skills required to cultivate professional relationships, and the significance of building social capital.

3- Describe major challenges since the last program review cycle.

Before 2019-20, the EOPS enrollment trajectory was growing, 2018-19, 418 students. One of the eligibility requirements for EOPS is CCPG A/B or C, with an EFC of 0. The number of students has decreased in EOPS since due to the pandemic and the inception of PSP and SB893. Many students mistakenly believe they need not submit the FAFSA/CADAA as all their educational expenses are already covered. In accordance with Title 5, EOPS must provide support that is "over, above, and in addition to" what is available at the college.

Consequently, students may be eligible for supplementary financial assistance besides PSP and SB893. Moreover, two staff members took leaves during the 2020-21 and 2021-22 academic years and reduced workloads. While the College Recruiter position is assigned 25% of their time to EOPS, their responsibilities have expanded tremendously. Staff involvement in recruitment and outreach activities was minimal. To varying degrees, these factors have contributed to the decline in student numbers. Our objective is to bolster recruitment endeavors, which will involve hiring a full-time EOPS/NextUp/Rising Scholars PSC position, implementing the EOPS/PSP/TRIO Districtwide common application, and introducing additional outreach strategies. The presence of potentially eligible students with CCPG status and students who have yet to submit FAFSA/CADAA applications is likely to bolster our enrollment figures.

Since 2010 the EOPS/CARE/FYSI/CalWORKs student study area was used as swing space due to remodeling building 5 and the addition of CIETL. When the remodeling was completed, that space was not returned to the Programs. The area was used by students to study, EOPS Cub meetings, EOPS/CARE/FYSI/CalWORKs activities, food pantry, computer and printing usage, textbook library, etc. The lack of space limits the ability of EOPS to build community and expand on a safe place for students to gather.

Impact of Resource Allocations Process (250 word limit)

4- 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.

Last year these are the following resource requests that were approved:

EOPS, CARE & FYSI - Annual Update

- Laptops – EOPS/CARE has been granted laptops to lend out to students. This has been key in assisting students to stay connected to their online classes and resources, especially these last three years.
- Professional Development – NextUp/FYSI was granted on going funding to support professional development opportunities for faculty and staff to attend trainings/conferences on how to support foster youth students.
- Programming Funds – NextUp/FYSI was granted on going funds to support foster youth activities/workshops that will provide valuable information and skill-building techniques, that are unique to foster youth students, as well as to build community.

The main resource request that continues to be overlooked is the program space.

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

Regarding the approved resources, we successfully replaced outdated or non-functioning laptops, greatly benefiting our students who now have access to more up-to-date technology. Additionally, the allocation of professional development and programming funds enabled us to attend relevant trainings and organize flex day training sessions concentrating on the unique challenges faced by our foster youth students. The participants expressed gratitude for the valuable learning opportunities.

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

As for the continued lack of space, continues to impede EOPS/CARE/NextUp/FYSI in fostering a sense of community and creating a safe gathering space for our students.

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

As the College expands its services to support students, EOPS needs to continue to evolve in order to be compliant with Title 5's mandate of going "over and above and in addition to" what the College already provides.

Program Improvement Initiatives/Resource Requests (250 word limit)

5- 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

As previously mentioned, EOPS is the first social and education justice program to address the issues of access, equity, and completion in the state community college system. It was established to provide support to community college students whose socioeconomic, academic, and educational backgrounds might prevent them from successfully completing college. Eighty-five percent of EOPS/CARE and seventy-five percent of FYSI students identified as a person of color, with the majority being Latinx, English language learners, AB540, and/or first-generation. The goals of the programs are to eliminate equity gaps and provide a safe environment where students feel supported.

Some of the actions plans we will be working on are:

To increase our recruitment and outreach efforts.

To provide opportunities for students to build their social capital, like with the Career Launch Academy curriculum.

To expand on our Men of Color (MOC) imitative.

To continue to strength our collaboration efforts with Promise and other relevant programs.

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

(Need assistance with identifying)

EOPS, CARE & FYSI - Annual Update

a. What additional antiracism training do you/your program need in the upcoming year?

When available we will continue to participate in any trainings that will help us to better serve students and understand their needs.

b. What research or training will you need to accomplish these plans?

(Need assistance with identifying)

c. What supplies, equipment, or facilities improvements do you need?

An EOPS/CARE/NextUp/FYSI student space.

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

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Program Requesting Resources

EOPS/CARE/NextUp/FYSI

Item Requested

EOPS/CARE/NextUp/FYSI Program Space/Room

Item Description

Student study area

Program Goals this Request Supports

Student Completion and Success

Status

Continued Request - Active

Type of Resource

Facilities Requests

Cost

0

One-Time or Recurring Cost?

One-time Cost

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

EOPS's mission is to improve accessibility, retention, and persistence for economically disadvantaged, first-generation, and historically marginalized students, fostering their success in higher education.

Building community is also a key component of the EOPS Program. Since we lost our student space in 2010, this has been a challenge. Now that we are back on campus it is critical we have a permanent safe space for our students to connect. The lack of space limits the ability of EOPS to build community and expand on a safe place for students to gather.

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

EOPS provides support to Latinx students, who comprise over 60% of our EOPS student body, as well as AANAPISI students, constituting approximately 7%.

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

EOPS, CARE & FYSI - Resource Request

minded campus culture,Better share what Cañada offers,Help meet the basic needs of Cañada students and other community members,Ensure the physical campus is accessible,Provide adequate access to technology

Personnel - Counseling Faculty (2023 - 2024)

Personnel - Counseling Faculty (2023-24)

Requesting Unit

EOPS and PSP

Position Description

Full-Time Tenure Track Shared EOPS/NextUp/PSP Counselor

Status

Continued Request – Active

Duration of Position Requested

Permanent

Full-time Status

Full Time

Program Goals this Request Supports

Student Completion and Success

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

EOPS's mission is to improve accessibility, retention, and persistence for economically disadvantaged, first-generation, and historically marginalized students, fostering their success in higher education.

The Promise Scholars Program is committed to providing comprehensive assistance to first-time, full-time, and part-time students at Cañada College. Our primary goal is to facilitate these scholars in achieving their educational objectives within two to three years, primarily through dedicated counseling and financial support. 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 Latinx and AANAPISI students?

This resource request provides vital support to Latinx students, who comprise over 60% of our EOPS student body, as well as AANAPISI students, constituting approximately 7%. The proposed counseling position will play a pivotal role in enhancing recruitment, programming, and services tailored to these specific student populations. Additionally, 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 Access, Success and Completion

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

EOPS, CARE & FYSI - Resource Request

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

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

EOPS is the first social and education justice program to address the issues of access, equity, and completion. It was established to provide support to community college students whose socioeconomic, academic, and educational backgrounds might prevent them from successfully completing college. Our mission is to support students who have a multitude of educational needs and who are first-generation English language learners, underprepared, reentry, and/or at-risk college students with the goal of providing equitable access to achieving their educational and career goals. Eighty-five percent of the students in EOPS identified as a person of color. EOPS requires that counselors have the following:

completed a minimum of nine-semester units of college course work predominantly relating to ethnic minorities or persons handicapped by language, social or economic disadvantages; OR six-semester units or the equivalent of a college-level counseling practicum or counseling fieldwork courses in a community college EOPS program, or in a program dealing predominantly with ethnic minorities or persons handicapped by language, social or economic disadvantages; and,
have two years of occupational experience in work relating to ethnic minorities or persons handicapped by language, social or economic disadvantages.

NextUp aims to create a network of support that will meet the academic, social, emotional, and financial needs of college-bound students exiting the foster care system. Seventy-five percent of Foster Youth (FY) students are students of color. It is crucial that faculty and staff working with FY students are knowledgeable of the intrinsic issues they face and understand how to support them.

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 PRIIE 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.

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

College Goal #4 Accessible Infrastructure and Innovation

EOPS, CARE & FYSI - Resource Request

The Promise Scholars Program and EOPS Retention Specialists continuously streamline data sharing and best practices. Additionally, the programs remain in constant communication and collaboration to onboard incoming students and support continuing students through early alert interventions and shared event programming. Students are regularly referred to supportive services, such as tutoring assistance and library services. Since having access to hardware and software technology resources, EOPS lends students electronic items such as laptops, smart pens, and calculators. All three programs also refer students to the Library to borrow laptops and hotspots.

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

The proposed position addresses the Promise Scholars Program's long-term goal of expansion in alignment with the San Mateo County Community College District for the next three to five years. The expansion allows us to increase enrollment to the Cañada campus community while serving our underserved populations in the community i.e. first-generation, undocumented students, low-income students, former foster youth, and homeless students. A full-time EOPS/NextUp/PSP shared counselor will contribute to increased enrollment, allow for more consistent dedicated counseling, increase student appointment availability, and expand on supportive services to match the anticipated growth. Additionally, EOPS has identified over 600 students who could potentially qualify for the California College Promise Grant (CCPG). With combined efforts, Promise/EOPS/NextUp aims to tap into different student populations that could qualify for dual programs to increase our cohort numbers.

Most importantly, our student-to-counselor ratio is imperative for the success of our scholars in completing their educational goals within two to three years. Historically, from 2018 to 2022, our retention has steadily increased each year with the hiring of additional counselors. Our partnership with EOPS supported this retention as students who met with both EOPS and Promise programs increased their transfer and graduation knowledge and navigation of campus resources. This demonstrates that a smaller, intentional, dedicated caseload provided a space for our counselors to check in with our shared students academically and personally. The monthly appointments built a relationship between the student and the counselor. They provided opportunities to create trust and refer early interventions to the DRC, PCC, CARES, or other emergency services. We are committed to removing systematic and financial barriers to allow access and opportunity.

EOPS/NextUp's goal is to increase recruitment efforts with a combined NextUp and Rising Scholars Program Services Coordinator position and this combined EOPS/NextUp/PSP Counselor position to expand programming and provide critical retention services for this high-need student population. In addition, EOPS, PSP, and TRIO Districtwide are collaborating to create a combined student application that will confirm standard program eligibility.

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.

2

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

2

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

1 counselor: 50% EOPS counseling/50% EOPS/CARE/NextUp/FYSI coordination / 1 counselor: 25% EOPS counseling/75% CalWORKs counseling & coordination

EOPS, CARE & FYSI - Resource Request

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

253

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

2,160

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

1:125

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

EOPS/NextUp students must have three counseling appointments per semester, with Title 5 regulations stipulating that only EOPS counseling contacts can fulfill this mandate.The introduction of a combined counselor position streamlines the process for students, enabling them to satisfy this mandate with a single counselor, rather than multiple sessions.

In addition to individual counseling appointments, counselors can offer diverse engagement options for students, including facilitating group counseling sessions, teaching counseling classes, and providing supplementary support for transfer and career exploration.

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

EOPS/NextUp: The need for a full-time tenure track counseling position is paramount to having the bandwidth required to implement innovative counseling practices, particularly in light of the formidable challenges our students confront during this economic and post-pandemic era.

PSP: 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 appointment wait times, 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?

EOPS/NextUp: Offering only minimal support to our students underscores the urgent need for a permanent counseling position that provides consistency and broader availability which is vital when working with this vulnerable student population. Additionally it limits our ability to build and expand on programming efforts to combat equity gaps and disparities.

PSP: 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 also be a challenge to meet the district and college expansion goals. Equity-focused services and initiatives, such as our Men-of-Color initiative and Peer- Mentorship program, may not be fully implemented, affecting 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.

EOPS: Before 2019-20, the EOPS enrollment trajectory was growing, 2018-19, 418 students. One of the eligibility requirements for EOPS is CCPG A/B or C, with an EFC of 0. The number of students has decreased

EOPS, CARE & FYSI - Resource Request

in EOPS since due to the pandemic and the inception of PSP and SB893. Many students mistakenly believe they need not submit the FAFSA/CADAA as all their educational expenses are already covered. In accordance with Title 5, EOPS must provide support that is "over, above, and in addition to" what is available at the college.

Consequently, students may be eligible for supplementary financial assistance besides PSP and SB893. Moreover, two staff members took leaves during the 2020-21 and 2021-22 academic years and reduced workloads. While the College Recruiter position is assigned 25% of their time to EOPS, their responsibilities have expanded tremendously. Staff involvement in recruitment and outreach activities was minimal. To varying degrees, these factors have contributed to the decline in student numbers. Our objective is to bolster recruitment endeavors, which will involve hiring a full-time EOPS/NextUp/Rising Scholars PSC position, implementing the EOPS/PSP/TRIO Districtwide common application, and introducing additional outreach strategies. The presence of potentially eligible students with CCPG status and students who have yet to submit FAFSA/CADAA applications is likely to bolster our enrollment figures.

PSP: 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, fostering stable and ongoing student relationships. This consistency is crucial for building trust and ensuring 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, Success, and 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, antiracist, and 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, Be the best college choice for local high school students, Strengthen K-16 pathways and transfer, Help students explore and find employment in fields of their choice



International Students

Program Review - Annual Update

2023 - 2024

Program Description (250 word limit)

1- Who does your program serve?

The International Student Center recruits and enrolls students from all around the world, including from diverse racial, cultural, socioeconomic, religious, and gender identity backgrounds. Our current international student population comprises:

56% Asian; 19% Hispanic, 18% White; 7% Black

The International Student Center provides services for these groups of students:

- 1) Non-immigrant F-1 Visa students studying in the United States with a specific educational goal; typically an Associate's degree with or without plans to transfer to a four-year institution, or completion of a shorter term Certificate program. These students represent about 95% of our enrollment.
- 2) Global Online Learning (GOL): Students who are studying in online classes from outside the USA. These students represent about 5% of our current enrollment.

a. How many students are served by your program?

100

b. Does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. BIPOC, LGBTQIA+, 1st Gen, Foster, Homeless, Undocumented, Veteran, Low-Income, or other disproportionately impacted student populations identified in our Student Equity data, etc.)? If yes, how so?

International students are non-resident, non-immigrant F-1 students. International students at Cañada College come from a wide variety of socioeconomic backgrounds, racial backgrounds, religious traditions, and academic experience. Among our international students, we have 1st Generation, Lower Income, LGBTQIA+ and other marginalized populations.

What metrics, if any, does your program use to measure its contribution to student access, retention, and completion? How have these outcome measures changed over the course of the last year?

Our program measures these metrics by reviewing annual success rates, transfer admissions rate, average GPA, student headcounts and other data. For example, from AY 21/22 to 22/23, our annual success rate increased from 82% to 87%. Also, beginning in AY 22/23, we saw a 75% or higher acceptance rate of our transferring international students to UC Berkeley. This is significantly above the average international UCB transfer rate of 25%. This is in part due to the efforts of our permanent International Student Counselor in providing full-time academic counseling to our international population.

Major Accomplishments and Challenges (500 word limit)

2- Describe major accomplishments within the last year.

Beginning in 2022, we have seen a return of F-1 students to the United States, after the impact of COVID. As travel began to open up and more visas were approved – we saw a positive increase in new international student enrollment. For example, from Fall 2021 to Fall 2022, the number of new incoming students nearly doubled, from 17 to 30.

Also starting in Fall 2022, we saw a significant increase and return to campus involvement and leadership from our international students. We brought back the International Student Club (now CCIC) with four enthusiastic officers and we held multiple in person events, which were well attended. We tried new events and brought back our traditional International Thanksgiving Luncheon with the Cañada Administration. We have international students involved in ASCC and at least three student clubs led by an International Student. Finally, for the second Commencement in a row (2022 and 2023), the Presidential Student Leadership award

International Students - Annual Update

was given to an outstanding international student for their impact to the campus community.

a. Did your major accomplishments help to close the opportunity gap for disproportionately impacted, underserved or racially minoritized students? If yes, how so?

Yes, in increasing the international student population on campus, we are able to serve more of these disproportionately impacted, underserved and racially minoritized students. Our cultural, racial and socioeconomic diversity remains strong, with over 30 countries represented.

3- Describe major challenges since the last program review cycle.

The most significant challenge to our program since the last review cycle was the return of the SEVIS F-1 requirement of 9 units of in person or hybrid classes. For the past 3 years, international students have had the flexibility to take online classes when needed. With this requirement back in place, but more classes that were previously offered in person and now ONLY online - it has made student registration much more complicated. And unfortunately, we are seeing some programs that will not be available international students anymore, such as Fashion Design Certificates or Paralegal program.

Impact of Resource Allocations Process (250 word limit)

4- 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.

We have seen a significant impact on our program from two critical, previously requested resource requests:

1. International Student Academic Counselor; permanent, tenure track
2. Move to a larger Office Space (9-163) and adjacent Multicultural Center (9-162)

International Student Academic Counselor; permanent, tenure-track

After 3 years of a short-term, temporary position (2018-2021) and two rounds of the Resource Request procedure (2019 and 2020), we received approval and began to recruit and hire a permanent, tenure-track International Student Academic Counselor in Fall 2021.

In Spring 2022, the permanent counselor began in the position, with the full support and welcome of the Counseling Department, the SMCCCD International Team, and the Cañada College Administration. Going forward, we will now be able to ensure consistency, stability, as well as friendly, enthusiastic, and efficient academic counseling for international students. Outreach, SEP Completion, Retention, are critical areas now possible within our international counseling scope. Ultimately, this is a huge step in capacity building to increase the size of the international student population.

Office Space

The second previously requested resource request, which significantly impacts our program is the move to a larger office space. We had four full-time staff members, plus two student ambassadors sharing a very small space where it was usually loud, not private, and in very close contact. Students would need to wait in the hallway or outside for help, and student advising requiring privacy took place outside the building.

The impact of this resource request has been a transformation from a congested, but friendly office with benches in the hallway for students, to a professional center for advising, student fellowship, cultural adjustment, and learning. It has truly become a home on campus for our international students.

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

The addition of a permanent, full time international counselor has had a significant impact on our student completion and transfer rates, as well as student satisfaction. Now students can rely and access academic counseling as often as needed, with a consistent and qualified counselor available. Beginning in AY 22/23, we saw a 75% or higher acceptance rate of our transferring international students to UC Berkeley. This is

International Students - Annual Update

significantly above the average international UCB transfer rate of 25%. This is in part due to the efforts of our permanent International Student Counselor in providing full-time academic counseling to our international population

The impact of the new Office Space and International Center as been a transformation from a congested, but friendly office with benches in the hallway for students, to a professional center for advising, student fellowship, cultural adjustment, and learning. It has truly become a home on campus for our international students.

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

Our second most critical resource request from 2019-20 was for funds to produce marketing collateral for recruitment purposes. These was not approved, however COVID-19 altered our priorities for Spring 2020 and halted recruitment travel, so we did not necessarily need the marketing collateral at that time.

However, this resource remained a critical request in 2022-23, since we are seeing more students able to come to the USA and to our program, but strong recruitment efforts and new collateral (print materials, videos, social media posts) are critical.

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

Yes, with both of these resources, we are able to serve more disproportionately impacted, underserved and racially minoritized students. Our cultural, racial and socioeconomic diversity remains strong, with over 30 countries represented.

Program Improvement Initiatives/Resource Requests (250 word limit)

5- 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 of our Objectives in our most recent program review is: Objective B – Develop international student workshops and activities to support anti-racism education and awareness. This begins with training our staff in these areas as well (see below)

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

We are requesting additional Operational Expenses in order to provide increased student programming. We are requesting additional Conference funds to attend conferences, including antiracism training. Also, we have begun strategic recruitment efforts both domestically and internationally to bring back our pre-COVID enrollment, and continue to grow the program.

a.What additional antiracism training do you/your program need in the upcoming year?

As noted in resource request #2, we are seeking additional conference funds so that our staff can attend antiracism conferences and other training, such as NCORE. This conference was not in our budget before, but will be important for staff development in these areas.

b.What research or training will you need to accomplish these plans?

As noted in resource request #2, we are seeking additional conference funds so that our staff can attend antiracism conferences and other training, such as NCORE. This conference was not in our budget before, but will be important for staff development in these areas.

c.What supplies, equipment, or facilities improvements do you need?

None requested at this time.

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

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Program Requesting Resources

International Student Center

Item Requested

Operational Expenses

Item Description

Operational Expenses, in order to provide additional cultural programming, orientation services, and program support for international students. Also to cover the institutional authorization in the SEVIS government system, which now requires a biennial recertification fee of \$1,250

Program Goals this Request Supports

ISC promotes understanding and respect for diverse perspectives by providing opportunities for community engagement, cultural exchange, and study abroad.

Status

New Request - Active

Type of Resource

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

Cost

4,500

One-Time or Recurring Cost?

Recurring Cost

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

This resource request supports the acculturation and successful adjustment of international students into the Cañada College community. While most of the array of student support services at Cañada College, are available to international students, some are not (such as Financial Aid and some Sparkpoint features). International students face unique challenges upon arriving in a new college, new culture, and new academic environment - and the International Center is crucial to identifying and supporting these needs. Additional resources will allow for increased orientation services, cultural programming, as well as support for unique needs that arise.

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

This resource request supports the acculturation and successful adjustment of international students into the Cañada College community. Typically 75% or more of the international student population at Cañada College come from Latin American countries or countries in Asia. These students frequently take on leadership roles in Student Government, campus employment, and clubs, thus increasing the visibility and role of Cañada College as an HSI and AANAPISI designated institution. Support received from the International Center is critical towards students' overall adjustment and successful educational outcomes within the College.

Map Request to College Goals and Strategic Initiatives

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

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

International Students - Resource Request

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

Create and sustain an inclusive, antiracist, and equity-minded campus culture, Help meet the basic needs of Cañada students and other community members, Better share what Cañada offers



Outreach

Program Review - Annual Update

2023 - 2024

Program Description (250 word limit)

1- Who does your program serve?

Outreach serves the community at large. We provide information to prospect students, parents, high school staff and community partners that also serve students. Outreach also provides support in marketing our Cañada College programs, such as Promise, Umoja, Puente, EOPS, STEM, TAG, and more.

a.How many students are served by your program?

4,000

b.Does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. BIPOC, LGBTQIA+, 1st Gen, Foster, Homeless, Undocumented, Veteran, Low-Income, or other disproportionately impacted student populations identified in our Student Equity data, etc.)? If yes, how so?

Yes, this is specifically in our college EMP goals (1.1 Make Registration easier, 3.1/3.2 Transform how and where we share our story/reach new community members, especially BIPOC).

What metrics, if any, does your program use to measure its contribution to student access, retention, and completion? How have these outcome measures changed over the course of the last year?

Enrollment numbers, Salesforce Call Reports, manual data from events hosted/attended (such as PEP, tours, college nights, etc.). Due to pandemic, attendance and enrollment declined, as well as our ability to properly track.

Major Accomplishments and Challenges (500 word limit)

2- Describe major accomplishments within the last year.

1. We created a streamlined registration event for students to enroll/register & complete all matriculation steps in one day. The events were successful so we now program them into our calendar (prior to each semester session). 2. After the pandemic, we have been able to continue to provide multi-modal services (in person and virtual). 3. Hired, trained and increased the number of student ambassador team members. Ensured that the team is diverse and representative of our student population.

a.Did your major accomplishments help to close the opportunity gap for disproportionately impact, underserved or racially minoritized students? If yes, how so?

Yes, providing registration events on weekends allowed our adult/ESL students to come in when they are not working and register. Also, having a representative ambassador team allowed for K-12 students to connect with and see themselves in the student panels we provided at locations such as BGC, college night events, etc.

3- Describe major challenges since the last program review cycle.

1. Budget - having successful registration events requires more funding for food, entertainment, printing & marketing materials, swag, as well as to pay overtime for staff working. 2. Being able to reach and properly support new community partners was challenging for one college recruiter. (Since then, a 2nd temporary college recruiter has been hired).

Outreach - Annual Update

Impact of Resource Allocations Process (250 word limit)

4- 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.

1. A temporary college recruiter was requested/approved. This has allowed Outreach to expand our partnerships and be intentional about connecting to low-income, BIPOC communities such as NFO, EPA & Belle Haven.

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

Super Registration Events allow prospective students to complete the matriculation process in one day.
Increased enrollment

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

n/a

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

Additional personnel allows the recruiters to be in the community recruiting and assisting prospective students with the matriculation steps.

Program Improvement Initiatives/Resource Requests (250 word limit)

5- 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

The additional funding and personnel allows the outreach department to expand and provide greater access to BIPOC communities

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

N/A

a.What additional antiracism training do you/your program need in the upcoming year?

N/A

b.What research or training will you need to accomplish these plans?

N/A

c.What supplies, equipment, or facilities improvements do you need?

part-time office assistance, additional ambassadors, Wifi-hotspot service. Need recurring funding so that we don't need to request one time funds every year.

\$41,000 for ambassadors - approved as one time request for this year, will not roll out to next year
Last year \$22,000 from fund one, and fws 5K, iap funds almost 14K from state grant = \$40 thousand

for non-personnel request, for student ambassadors \$30k before October 13, budget was augmented as one time and has been a band aid for years but we are seeing it is needed every year, (goal \$50k per year for ambassadors).

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

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Program Requesting Resources

Budget Increase for Super Registration Events

Item Requested

\$60,000 (\$20k for each event)

Item Description

Budget increase

Program Goals this Request Supports

Triple the number of high school students on campus during the summer and on Saturdays during the academic year and Expanding in EPA, BH, and NFO with an emphasis on BIPOC communities

Status

New Request - Active

Type of Resource

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

Cost

60,000

One-Time or Recurring Cost?

Recurring Cost

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

Provides and ensures equitable access to our low-income and BIPOC communities, specifically in our North Fair Oaks, Belle Haven & East Palo Alto.

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

The afore-mentioned communities of North Fair Oaks, Belle Haven and East Palo Alto have the highest concentration of Latinx, Asian American, African American & Poly-Island community members. These low-income community members often need to work and are not able to attend multiple workshops and/or meetings for the steps in our matriculation process. These 'one-stop shop' events allow them to attend one day and complete all of their enrollment steps and with the instruction and assistance they need. These events are usually energetic and welcoming for incoming students and it makes them feel they belong and are supported by our wonderful staff.

Map Request to College Goals and Strategic Initiatives

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

Community Connections, Student Access, Success, and Completion, Equity-Minded and Antiracist College Culture, 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, Make registration easier, Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete, Strengthen the college culture of continuous assessment and improvement

Outreach - Resource Request

in order to ensure all programs effectively serve students and close equity gaps,Better share what Cañada offers,Strengthen K-16 pathways and transfer,Support innovative teaching that creates more equitable and antiracist learning environments,Create and sustain an inclusive, antiracist, and equity-minded campus culture,Be the best college choice for local high school students



Promise

Program Review - Annual Update

2023 - 2024

Program Description (250 word limit)

1- Who does your program serve?

The Promise Scholars Program serves first-time, full-time incoming students and first-time, returning adult students who are enrolled part-time. We serve roughly 72% of 1st generation students in our full-time cohort and roughly 80% first-generation part-time students. In addition, our Promise population comprises 65% FT Latinx students and 60% PT Latinx students.

a.How many students are served by your program?

617

b.Does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. BIPOC, LGBTQIA+, 1st Gen, Foster, Homeless, Undocumented, Veteran, Low-Income, or other disproportionately impacted student populations identified in our Student Equity data, etc.)? If yes, how so?

The Promise Scholars Program intentionally serves disproportionately impacted students in multiple ways. As a learning community, Promise prioritizes minoritized groups in application considerations, program structure, programming, and philosophy. The Promise Scholars Program works towards eliminating equity gaps by prioritizing former foster youth and homeless students when considering PSP applications. The program also considers first-generation students and families who have a low Estimated Family Contribution (EFC) as well as undocumented students. Structurally, we embed support need levels for all students, depending on their status. Whether a student is a first-time student, continuing student, probation student, or transfer student, we embed levels of support to ensure academic success. By bucketing students by need level, we are intentionally serving students with different need levels, which is an approach that allows us to be equitable in how we serve our cohorts.

Furthermore, the development of our Part-time Pathway program comes from the need of our working adult population. As a program, we recognized that our nontraditional students require a learning community that offers financial support. Through the pilot of our Part-Time program, we are intentionally working towards closing the equity gap for our working adults juggling multiple responsibilities. Promise Scholars Program intentionally creates and facilitates programming and events encompassing themes such as identity, imposter syndrome, and mental health. Doing so creates a safe space where students can share their narratives and build community. Our workshops are carefully curated to inspire conversations and spark critical thinking and reflection. Overall, the Promise Scholars Program serves minoritized students directly through program accessibility; it's our philosophy. The Promise Scholars Program is equitable in offering wrap-around services, dedicated counseling support, program structure, and intentional programming.

What metrics, if any, does your program use to measure its contribution to student access, retention, and completion? How have these outcome measures changed over the course of the last year?

The Promise Scholars Program is a data-driven, informed program. We measure various benchmarks to help identify our progress as a program as well as the completion rates of our students. Each month, we capture attendance counseling reports and program engagement through SSL. By capturing this data, we can target students who have low engagement to reach out to students we haven't seen recently intentionally. In addition, we run reports to track student persistence, ensuring that our students are enrolling each semester.

The Promise Scholars Program captures completion rates, tracking the number of students who graduate, complete a certificate, or transfer annually. For our Fall 2022 cohort, 79% of our students persisted from Fall to Spring, 76% persisted from Fall to Fall, and the average cumulative GPA was 2.76.

Promise - Annual Update

Major Accomplishments and Challenges (500 word limit)

2- Describe major accomplishments within the last year.

One major accomplishment this year was that the Promise welcomed our largest incoming cohort of 250 students, with 550 students in our full-time pathway. We have seen that this cohort of students prefers in-person and hybrid modalities for programmatic services. This resulted in our first in-person summer bridge CRER 401: College Success sections. The increase in face-to-face engagement is highly attributed to the addition of our counseling team. This past year, we hired two dedicated full-time, tenure-track counselors for our 2022 caseload. Due to the many new 2023 Promise students, we hired two additional adjunct counselors. All counselors have a blend of in-person and virtual appointment availability, with most students utilizing in-person services. As our team grows, we acquired a second office for our counselors, which allowed for increased privacy during appointments and a communal space for our students. Our counseling team has strengthened students' connection to our program and contributed to retention and persistence rates.

In addition to our full-time program, another major accomplishment has been growing our Part-time Pathway in the Promise Program. Since our pilot in Fall 2022, we have a cohort of 41 students in our part-time pathway. To increase awareness of this new pathway, we updated our website to reflect our full-time and part-time pathways. We have also streamlined our recruitment and onboarding process in the past year. The key to building, growing, and creating community in this pathway is our dedicated counselor who serves our Part-time population. Our counselor is available for remote appointments and provides evening and weekend services to meet our students' needs best. Establishing our processes and part-time Pathway Team is a significant accomplishment we look forward to working on each year.

a. Did your major accomplishments help to close the opportunity gap for disproportionately impact, underserved or racially minoritized students? If yes, how so?

Our accomplishments helped close the opportunity gap for disproportionately impacted and underserved students. The promise program continues to remove financial barriers for students as we provide coverage for tuition & fees monthly \$50 incentives, including gift cards for grocery assistance, transportation assistance, and other materials. We also have dedicated counselors and workshops to help our first-generation students navigate college and achieve their educational goals.

We have also collaborated with learning communities on campus that serve our racially marginalized populations. Working with Puente, EOPS, Umoja, College for Working Adults,

3- Describe major challenges since the last program review cycle.

Since our last program review in 2022, our Promise Scholars Program (PSP) some of the challenges have been:

Full-Time Program:

Tenure Track counselor's caseloads have already reached maximum capacity
To meet the need for an expansion initiative of 700 students by Fall 2024, we require additional full-time counseling staff to meet the counseling caseload capacity
Office Space to accommodate our growing team
Outreach Support to meet the district expansion initiatives
Filling up our blocked courses
Training and Professional Development required for pedagogy-focused programming
Students remaining full-time or returning from Leave of Absence due to personal related reasons
Need for transportation, especially as we expand outreach and recruitment for our disproportionately impacted communities, such as East Palo Alto and surrounding areas.

Part-Time program:

Additional counseling support, especially evening and weekend offerings

Promise - Annual Update

More Intentional evening programming for Part-Time students due to doubling programming efforts
Outreach Support to meet the district expansion initiatives
Need for transportation, especially as we expand outreach and recruitment for our disproportionately impacted communities, such as East Palo Alto and surrounding areas.

Impact of Resource Allocations Process (250 word limit)

4- 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 Promise Scholars Program is a dedicated team committed to the college's mission of facilitating student success by addressing academic, and financial challenges while promoting inclusivity and diversity. In the most recent program review (2022), we approved hiring two tenure track counselors. Adding these counselors has improved our ability to provide consistent and dependable counseling. This change has allowed our counselors to maintain smaller caseloads, enabling them to offer our students academic and personal support. Consequently, monthly counseling appointments have increased substantially, and our counselors have established stronger connections and trust, making referrals to various support services more accessible.

In Fall 2022, we secured additional office space to create three counseling offices in Building 6. However, we have outgrown our office space, and more counseling space is needed to accommodate our program staff, counseling, and students. To uphold our commitment to equity, we aim to eliminate systematic and financial barriers that hinder student success. Unfortunately, we were unable to secure approval for several positions last year, including:

Financial Aid PSC
Assistant Director
EOPS/PSC/FYSI Tenure Counselor
Tenure track Full Time Counselor for Promise
Career Development Specialist

This staffing gap has hindered our ability to meet our recruitment goals of enrolling 100 students in our Part-Time Program. This expansion will also enhance the program's sustainability during the district's proposed expansion over the next few years. Ideally, our staffing model should consist of three permanent full-time counselors, one shared EOPS/PSP/FYSI full-time tenure counselor, and three adjuncts to meet the needs of both our Full-Time and Part-Time programs.

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

Tenure Counselors: The increase in tenure counselors has led to more consistent and reliable counseling services for our students. This has resulted in higher student satisfaction as students now have better access to the support they need. Moreover, with reduced counselor caseloads, we've seen a positive effect on student success measures, including higher retention rates and improved academic performance.

Expansion Plans: Expanding our program in alignment with the district's goals has allowed us to serve a larger student population. This has resulted in greater student satisfaction as more students can access our services. Moreover, our commitment to serving underserved populations, including first-generation, undocumented, low-income, former foster youth, and homeless students, has contributed to a more inclusive and equitable program.

Promise - Annual Update

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

The inability to secure approval for the requested positions has resulted in several challenges and limitations within our program/department/office:

Insufficient Counseling Services: The lack of an EOPS/PSC/FYSI Tenure Counselor and a Promise Tenure Counselor has led to an inadequate number of staff to meet the needs of our students effectively. This has resulted in high counselor caseloads, impacting our ability to provide timely, personalized, and consistent support to our students. As a result, we may not be meeting benchmarks related to academic advising and support services.

Program Expansion Challenges: The absence of an Assistant Director to support recruitment and programming efforts has hindered our ability to meet enrollment goals, especially as we strive to expand our program. This limitation may delay our expansion plans, especially for the Part-Time program and our ability to reach underserved populations effectively.

In summary, the unapproved resource requests have limited our capacity to provide comprehensive career development support, ensure financial aid accessibility, maintain reasonable counselor caseloads, and efficiently expand our program to reach a broader student population. These limitations may negatively impact our ability to support student success and meet program goals.

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

Expanding our tenure counseling team will enhance the consistency and reliability of supporting our students. This, in turn, will increase the long-term sustainability of our program as the district undergoes planned expansion in the coming years. Our ideal staffing model for the Promise Scholars Program includes three permanent full-time counselors, one shared EOPS/PSP/FYSI full-time tenure counselor, and three adjuncts to cater to the needs of both our Full-Time and Part-Time programs. While we've made progress in approaching the 1:150 counselor-to-student ratio with the addition of two tenure full-time counselors and adjunct counselors over the years, the inconsistency in adjunct availability and hours has presented challenges. Caseloads for our counselors are currently at or above maximum capacity, affecting our ability to serve our students and meet CUNY ASAP benchmarks consistently.

Program Improvement Initiatives/Resource Requests (250 word limit)

5- 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

To enhance the Promise Scholars Program through an equity and anti-racism lens, we can implement the following changes and meaningful action plans:

Training & Professional Development

- *Continue including content that addresses the unique needs of diverse student populations, including discussions on culturally relevant support systems and resources for underrepresented communities during Welcome Day and our Promise orientations

- *Train staff, counselors, and faculty on cultural competence and how to create an inclusive and welcoming environment.

- *Train counselors to recognize and address diverse student populations' unique academic and socio-emotional needs, using a culturally competent and trauma-informed approach.

- *Adapt counseling models and support mechanisms to be more inclusive, addressing potential barriers marginalized students might be facing.

Promise - Annual Update

- *Provide access to counseling services in languages other than English as needed.
- *Continue offering the CRER 401 - College Success course while emphasizing culturally responsive teaching methods.
- *Invite guest speakers that address topics related to diversity, equity, and inclusion.
- *Implementation of updated training and PD by Fall 2025 to enhance our efforts to scale the CUNY-ASAP model for student support and completion

Equitable Financial and Technology Support:

- *Work with the Financial Aid Office to ensure that our marginalized and low-income students needs are being met.
- *Conduct regular assessments to identify additional financial barriers our students are experiencing that prevents them from keeping a full-time schedule.
- *Continue providing laptops, Wi-Fi hotspots, and other technology resources to students in need while considering additional digital literacy training to bridge the digital divide.

Faculty Collaboration for Student Success:

- *Establish formalized communication channels for faculty who have Promise Students in their courses to share concerns, feedback, and recommendations regarding student performance and support needs.

Data Collection and Analysis:

- *Continue to use data to identify and address disparities in program access, engagement, and success based on race, ethnicity, socioeconomic status, and other demographic factors.

By implementing these changes and action plans, the Promise Scholars Program can better align with an equity and anti-racism lens, ensuring that all students, regardless of their background, have equitable access to resources and support while fostering an inclusive and supportive educational environment.

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

Additional Counseling Support

Action Plan: Increase the counseling staff by hiring an EOPS/PSC/FYSI Tenure Counselor and an additional Tenure Promise Counselor. This will alleviate the high counselor caseloads, enabling more personalized and consistent student support.

Program Expansion Challenges: Lacking a permanent PSC and dedicated Promise Director

Action Plan: To meet expansion goals while maintaining high-quality support, hire a Director of the Promise Scholars program and a permanent Program Services Coordinator to focus on recruitment and programming. This will allow for more efficient enrollment growth and improved services for a more extensive and diverse student population.

a. What additional antiracism training do you/your program need in the upcoming year?

Our program can benefit from various antiracism training initiatives to foster a more inclusive and equitable environment in the upcoming year. Here are some additional antiracism training opportunities to consider:

Cultural Competence Training: Provide training that helps staff, counselors, and faculty better understand and respect different cultural perspectives and backgrounds. For example attending the following conferences: Colegas, APAHE, A2MEND, CSSO Conference.

Inclusive Pedagogy Training: Equip counseling faculty teaching our CRER 401, 137, and CRER 110 courses with strategies for creating inclusive and anti-racist classrooms.

Promise - Annual Update

Culturally Responsive Counseling Training: Provide specialized training for counselors to address the unique academic and emotional needs of students from diverse backgrounds. This training would focus on trauma-informed counseling practices.

b. What research or training will you need to accomplish these plans?

Appropriate research and training will be essential to accomplish the plans for additional antiracism training and initiatives in the Promise Scholars Program. Here are the research and training needs: Antiracism Frameworks and

Models: Research various antiracism frameworks, models, and best practices to understand the most effective strategies for implementing an antiracist approach in the program.

Inclusive Pedagogy Training: Find research on inclusive pedagogy and enroll program faculty in training programs that align with these principles.

Culturally Responsive Counseling Training: Identify research on trauma-informed counseling and counseling practices that are culturally responsive.

c. What supplies, equipment, or facilities improvements do you need?

The supplies, equipment, and facility improvements needed for the Promise Scholars Program may include: Classrooms and Community Meeting Spaces: Due to the program expanding, additional classrooms and community meeting spaces are needed to accommodate a larger cohort of students and staff. Getting a classroom would be beneficial because we can hold our workshops and community events. Many of our students also request spaces where they can do their homework, so adding additional space in Promise will benefit our growing numbers.

Counseling and Meeting Spaces: To support the growth of students and counseling staff, additional counseling spaces or private meeting rooms are needed to ensure confidentiality and a conducive environment for student support.

Furniture and Accessibility Improvements: Ensuring that program spaces are accessible and comfortable for all students, including being visual on campus and having furniture to accommodate our student's needs.

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

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (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

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?

Community Connections, Equity-Minded and Antiracist College Culture

Promise - Resource Request

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

Better share what Cañada offers, Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps, 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)

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.

Promise - Resource Request

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.

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.

Promise - Resource Request

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 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,

Promise - Resource Request

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.

Map Request to College Goals and Strategic Initiatives

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

Student Access, Success, and Completion,Community Connections,Equity-Minded and Antiracist College Culture,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, antiracist, and equity-minded campus culture,Strengthen K-16 pathways and transfer,Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps,Provide adequate access to technology ,Improve the financial stability of students

Personnel - Classified Staff (2023 - 2024)

Personnel - Classified Staff (2023-24)

Hiring Division/Department:

Student Services, Promise Scholars Program

Promise - Resource Request

Position Title:

Director of Promise Scholars Program

Is this position permanent?

Yes

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 PRIIE 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.

Promise - Resource Request

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.

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.

Promise - Resource Request

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.

Map Request to College Goals and Strategic Initiatives

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

Student Access, Success, and 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, antiracist, and 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,Help meet the basic needs of Cañada students and other community members,Provide adequate access to technology ,Manage resources effectively,Strengthen K-16 pathways and transfer

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



Puente

Program Review - Annual Update

2023 - 2024

Program Description (250 word limit)

1- Who does your program serve?

Puente is a nationally recognized, transfer support program. Its mission is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders to help future generations. The program is interdisciplinary in approach, with writing, counseling, and mentoring components. Puente was founded in 1981 to address the low rate of academic achievement among Latino community college students. The program currently serves 7 middle schools, 36 high schools, and over 65 community colleges in the state of California, it also serves 3 community colleges in Texas, and 2 in Washington. Puente is sponsored by the University of California and the California Community Colleges and is open to all students.

a. How many students are served by your program?

100

b. Does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. BIPOC, LGBTQIA+, 1st Gen, Foster, Homeless, Undocumented, Veteran, Low-Income, or other disproportionately impacted student populations identified in our Student Equity data, etc.)? If yes, how so?

The Puente program at Cañada College is aligned with and supports our college mission and value statements, as well as the solidarity statement because we focus on fostering success, creating equitable opportunities for students, celebrating the intersectionality of our students' identities, enhancing students' leadership skills, and providing a space where they can critically reflect/analyze the problematic institutionalized policies and practices that exist towards BIPOC, as well as so much more. We are also aligned with every aspect of our EMP priorities. In addition, during the past three years, most of the curriculum taught in English 105 focuses on the theme of antiracism. Students read and write about the history of racism and how to be an antiracist.

What metrics, if any, does your program use to measure its contribution to student access, retention, and completion? How have these outcome measures changed over the course of the last year?

According to the college-wide statistics presented for 2020-2021, Cañada serves around 38% of Latinx students, the majority of them being first-generation college students. There continues to be a pressing need for programs and services that address the needs of Latinx students. While the Puente Project serves ALL under-represented students, we have a specific focus on Latinx culture, identity, literature, and experiences. However, we cannot possibly serve all Latinx students who might need our specific guidance and support. In addition, data about our Puente cohorts, which was provided by the Puente State Office and Cañada College's Planning, Research and Institutional Effectiveness (Office of PRIE) demonstrates that the Puente Project at Cañada College is achieving significant success in assisting mainly Latinx (Hispanic) students, an underrepresented group in higher education, with their academic goals by providing strong and culturally relevant instruction, academic counseling, and equitable access to other appropriate and comprehensive student services.

Major Accomplishments and Challenges (500 word limit)

2- Describe major accomplishments within the last year.

Restarting In-Person Events: In spring 2023, we hosted our first in-person End-of-Year Celebration since the pandemic began. We had over 30+ Puente students, mentors, and administrative leaders attend. This fall 2023, we have already had an active event calendar that included the following events: Puente Bienvenida, Puente Mentor Training, Red Door Escape Room Field Trip. We also hosted our largest in-person Noche de Familia (Family Night) to date with over 90+ guests in attendance. Later this fall 2023 semester, we will be hosting a Mentor/Mentee Mixer and taking the current cohort to UC Davis for the Transfer Motivational Conference.

Summer 2023 Counseling Hours: Coordinating, recruiting and registering 26+ students per year is a very critical aspect of the success of Puente's mission, and it is very time consuming for the counselor of the program. Recruitment occurs every spring semester when the counselor is also helping Phase II students register for fall classes, Phase III students submit their paperwork for transfer, all active Puente students obtain scholarship recommendations and complete scholarship applications, and the Puente English Instructor coordinates spring events. Fortunately, we were able to fund 40 summer counseling hours for the Puente Program during summer 2023, which helped our program recruit 30 new Puente students for Fall 2023.

Priority Registration: At Cañada College, we have strived to reach this goal since we launched in 2015, yet we had not been successful. Encouraged by the fact that our Umoja Program was approved for priority registration on January 7, 2022, the Puente Counselor submitted the necessary paperwork to ESC and met with the CSM and Skyline Puente teams to get this process started. As a result, our Puente Programs district wide (CSM and Skyline) were successful in getting Priority Registration for our students effective Fall 2022.

In late Spring 2023 and early Summer 2023, the organizational reporting line transitioned from Puente reporting through the Counseling Division to reporting directly to the Office of the Vice President of Student Services. This transition included permanent Office Assistant support for the program from the Executive Assistant to the Office of the VP of Student Services.

a. Did your major accomplishments help to close the opportunity gap for disproportionately impact, underserved or racially minoritized students? If yes, how so?

Although English 105 has a maximum of 26 students, the Puente English Instructor enrolled 30 Puente students in fall 2023 in an effort to have as many Puente students as possible benefit from the extra support that the Puente Program offers. These 30 students have had the opportunity to build a strong community amongst themselves by attending a required field trip to the Red Door Escape Room. They have learned how to be successful college students from the previous Puente students (Phase III students) who were part of a panel during the required event titled "Puente Bienvenida." The Puente students have also been paired with their professional Puente Mentors who are now sharing their wisdom and support to this new cohort. Noche de Familia as a required event also gave the Puente students' families an opportunity to learn about the Puente Program and other support services on campus so that parents and other relatives could also advise these students about the support that these students could use to complete their higher education.

3- Describe major challenges since the last program review cycle.

This fall 2023, we have received the administrative assistance that we have needed and requested by having a temporary Puente Office Assistant. This administrative assistance has been a huge support, making it possible to bring back all of the in-person events and field trips that we used to offer before the COVID pandemic. By the end of the fall 2023 semester, we hope to have a more permanent Puente Office Assistant who will help us end this school year. We hope to train this person by the end of this fall 2023 semester or by the beginning of the spring 2024 semester because we are planning a very active spring 2024 semester for this program.

Impact of Resource Allocations Process (250 word limit)

4- 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.

We requested 40 summer counseling hours in fall 2022 and they were funded for summer 2023. These hours helped the Puente Program recruit and enroll 30 new Puente students this fall 2023. Our main request in this current fall annual program review is that these 40 summer counseling hours be funded once again for the Puente Program in summer 2024. In addition, our temporary Puente Office Assistant under the Vice President of Student Services Office has provided important administrative support during fall 2023, making it possible to bring back all of the Puente Program's in-person field trips and on-campus events. Further more, we have also been given funds to carry out a Southern California University Tour. At the moment, we are trying to find a program on campus or a Puente Program in the same district, who can partner with us to coordinate this

Puente - Annual Update

Southern California University Tour for spring 2024. The two Puente Co-Coordinators at Cañada College have never coordinated this type of overnight tour, so we will need a couple of more experienced coordinators to plan and attend this tour.

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

Students have enjoyed and appreciated the Puente field trips and on-campus events. During Noche de Familia, many parents expressed gratitude for the extra support that their children were receiving and were impressed with all of support program on campus.

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

We were not given our own Pro-Card, but, luckily, our temporary Puente Office Assistant already had a Pro-Card, which she has had to use for certain purchases. We hope that our future Puente Office Assistant will also have their own Pro-Card to assist us with some purchases.

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

As mentioned in the previous answer, our temporary Puente Office Assistant already had a Pro-Card, which she has had to use for certain purchases.

Program Improvement Initiatives/Resource Requests (250 word limit)

5- 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

The Puente Program at Cañada College is an antiracist program because its main goal continues to be to combat the racial inequity in higher education. Part of this racial inequity is that Latinx students are not transferring and graduating in higher education at the same rate that White students are. Although the Puente Program is open to everyone, it mainly targets the Latinx students in an effort to give this community more support so that they can improve their retention, success, and transfer rates. By supporting the Puente Program as an antiracist program with sufficient staffing year round (i.e., a summer Puente Counselor who works 40-80 hours per summer and a Puente Office assistant who works 10 hours each week all year round) and sufficient resources, Cañada College's leadership would be strengthening this program and its antiracism work. The staffing support in particular would also protect the existing Puente Co-Coordinators from burn out and inspire a new team of Puente Co-Coordinators to rotate with the existing Puente Co-Coordinators. Having other programs and counselors on campus send student referrals (potentially new Puente students) to the Puente Counselor in significant numbers would also demonstrate that these other programs support our program's antiracist work for the Latinx community. In addition, by offering more support to English 105 faculty and students, the Puente cohort of students could also experience more academic support in English 105, which is a course that they enroll in during their first semester in the Puente Program. This fall 2023, the full-time English faculty are working with administrative leaders on campus to decide how to best use funding from AB 1705 to provide strong and consistent support to English 105 faculty and students (e.g., embedded tutors, trainer for embedded tutors, retention specialist focused on only 105/100 sections).

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

There is room for improvement in the Puente students' success rates for English 105. As a program, we will continue to work with the English Department faculty, retention specialists, Writing Center tutors, the Disability Resource Center, Personal Counseling, SparkPoint, the Financial Aid Office, and other student services to address our students' academic and all-round human needs in an effort to help them learn more effectively and succeed in English 105.

The summer Puente Counselor also recommended that the Puente Co-Coordinators meet with the leaders of certain programs and services (e.g., EOPS, Promise, Admissions and Records, Financial Aid) to help these leaders understand the Puente Program's culturally-relevant curriculum and transfer goals, to encourage them to help recruit students for the Puente Program, to explain to them the steps needed to register new Puente students, and to explain to them how to receive new Puente students who seek their assistance. During the summer of 2022, the Puente Counselor did not receive any referrals from any other program, which surprised

Puente - Annual Update

her given that we are an HSI where many students have a Latinx background. The summer Puente Counselor also recommended that we design cards indicating the steps for applying to the Puente Program for high school students to attend the PEP sessions.

The Puente Co-Coordinators also plan to continue meeting with the Dean of Humanities and Social Sciences, the Dean of Counseling, and the Vice President of Student Services to revisit the possibilities of sharing a new position (Program Service Coordinator) with Umoja and obtaining a ProCard. If a new position is not possible, we still need an Puente Office Assistant who can dedicate 10 hours of administrative support each week.

a. What additional antiracism training do you/your program need in the upcoming year?

As Puente Co-Coordinators, we are fortunate to have ongoing antiracism training through the Puente State Office in-person and on Zoom. In addition to the two-day Puente Regional Trainings every semester, throughout the year the Puente State Office holds multiple workshops and retreats related to antiracism work and holistic teaching that help instructors and students learn and stay healthy during these difficult times.

Other possible professional development opportunities that the Puente English Instructor and Puente Counselor can benefit from include attending additional conferences that focus on antiracism and equity, such as Colegas Conferences, The Chief Student Services Officers Association (CSSO) conferences, and the National Conference on Race & Ethnicity (NCORE). Our new MIS data collection will also offer new opportunities to receive training on how to interpret MIS data to better assess student success, student retention, and student equity for Phase I, Phase II, and Phase III Puente students in our district. We hope to get further training in MIS data interpretation from our Puente State Office (UCOP) and our California Community Colleges Chancellor's Office (CCCCO).

b. What research or training will you need to accomplish these plans?

The Puente Co-Coordinators will continue reaching out to the PRIE office for research needs.

c. What supplies, equipment, or facilities improvements do you need?

We are not requesting equipment or facility improvements.

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

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Program Requesting Resources

Puente Project

Item Requested

Funding for Puente summer counseling 2024

Item Description

50 hours of Puente summer counselor to help recruit for 2024-25 and support of 100+ continuing students.

Program Goals this Request Supports

The Puente Program's goals include offering more support to students especially Latinx students so they can have more academic success and transfer to a four-year university. A summer Puente counselor supports the recruitment of new Puente student who can benefit from the program support systems and supports continuing Puente students who are getting ready to transfer.

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?

The mission of the Puente Project is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations.

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

Over 90% of Puente students identify as Latinx.

Map Request to College Goals and Strategic Initiatives

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

Accessible Infrastructure and Innovation, Student Access, Success, and Completion, Equity-Minded and Antiracist College Culture, Community Connections

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

Make registration easier, 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, Support innovative teaching that creates more equitable and antiracist learning environments, Create and sustain an inclusive, antiracist, and equity-minded campus culture, Better share what Cañada offers, Strengthen K-16 pathways and transfer, Help meet the basic needs of Cañada students and other community members, Help students explore and find employment in fields of their choice



Resilience Education Program

Program Review - Annual Update

2023 - 2024



SparkPoint

Program Review - Annual Update

2023 - 2024

Program Description (250 word limit)

1- Who does your program serve?

SparkPoint at Cañada College (SPCC) serves students, their families and community members seeking to improve their financial stability and / or access basic needs.

SPCC serves high touch (one-on-one individualized coaching) and low touch (food pantry & distribution, SAM Card, and housing supports) clients. Clients choose their level of engagement.

50-75 students will receive high-touch services this year through one-on-one financial coaching benefiting from incentive programs (Cañada Cash) and access to public benefits.

200 + clients access the Food Market weekly.

230 + clients access the Food Distribution weekly

581 students received the SAM Card

Over 250 students per week enjoy a Grab and Go Sandwich (B9 / B13) and Study Snack.

a. How many students are served by your program?

500

b. Does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. BIPOC, LGBTQIA+, 1st Gen, Foster, Homeless, Undocumented, Veteran, Low-Income, or other disproportionately impacted student populations identified in our Student Equity data, etc.)? If yes, how so?

SPCC serves under-represented, under-served, under-resourced, marginalized and disproportionately impacted students, staff, their families and the community. SPCC also partners with EOPS, CARE, CalWORKs, TRIO, Puente, International Students, ASCC, DRC, ESO Adelante, undocumented students, veterans and Umoja. We also serve students who have an EFC of "0" and students who may find themselves experiencing food insecurities, homelessness or who may find themselves experiencing a one-off financial challenge..

What metrics, if any, does your program use to measure its contribution to student access, retention, and completion? How have these outcome measures changed over the course of the last year?

The 2023 "SparkPoint Supports Student Success: An Evaluation of Student Success for SparkPoint Students at SMCCCD 2018 - 2022" report cited that students who participate in SparkPoint have higher rates of persistence (fall to spring) than students who do not participate in SparkPoint, even after considering other factors that are known to contribute to student success. SparkPoint students at Cañada College in the 2021-2022 school year had an 11% higher persistence rate than students not participating in SparkPoint.

Major Accomplishments and Challenges (500 word limit)

2- Describe major accomplishments within the last year.

Accomplishments

Spring 2023

Melissa Maldonado was hired as a SparkPoint Coordinator

46 clients received high touch one-on-one financial coaching and education

581 students received a monthly \$100 SAM Card.

Over 200 clients visited the Pantry each week

Almost 150 clients visited the Weekly Food Distribution

SparkPoint - Annual Update

14 students were provided a total of 74 nights of Emergency Hotel stays

Fall 2023

32 students have already received high touch one-on-one financial coaching and education

417 students will receive the monthly \$100 SAM Card. Additional cards will be distributed throughout the semester

Over 220 clients visit the Market each week.

Nearly 250 clients visit the Weekly Food Distribution

4 students have received 14 nights of Emergency Hotel Stays each

Grab and Go are filled with sandwiches daily

A Food Locker has been ordered to support evening students

SPCC has moved to an expanded Food Market that will include 4 new refrigeration units, new shelving and over 10,000 ft² for shopping.

SPCC has hired 9 new Food Access Ambassadors to support SparkPoint efforts

SPCC has hired 3 additional refrigerators and one freezer to expand our world class Food Market

FY 2024

SPCC's Food Market distributed 216,180lbs of food with saving our community over \$343,000.

SPCC's Food Distribution (launched Oct 2022) distributed 224,778lbs of food, saving our community almost \$370,500.

a. Did your major accomplishments help to close the opportunity gap for disproportionately impact, underserved or racially minoritized students? If yes, how so?

SPCC is addressing the needs of our traditionally disproportionately impacted and underserved communities by addressing food and housing insecurity and by providing financial education to our at risk and vulnerable community. The Food Market and Distribution, SAM Card Grab and Go refrigerators and Study Snacks address food insecurity while our Hotel Stay Program and connection to community partners addressed housing insecurities. The Financial Coaching and incentives lead clients toward financial stability.

3- Describe major challenges since the last program review cycle.

Major challenges.

Julie Hong has transferred to Skyline College in her same role to be closer to home. She takes with her 6 years of financial coaching and data management experience. SPCC will be without one SparkPoint Coordinator for up to 4 months while we go thru the hiring process.

SPCC is experiencing an increase in the number of students facing housing insecurities. Supporting these students is a lengthy process and there are limited resources available.

Community resources are either ending or becoming more difficult for our community to access. During the pandemic, there was an increase of resources available, but as we enter the endemic, resources are ending and/or becoming more difficult to qualify for. Some communities, like our undocumented community, are more heavily impacted since they are not eligible for the majority of state and federal funding.

Additional staff is needed to meet the growing need to support our students and campus community with basic needs and financial literacy. (Currently, additional staff is provided short-term support.)

SAM Card roll out

Rapid Response Hotel Stays

CalFresh enrollments

Expanded Market hours

Evening Food Lockers

Grab and Go Refrigerators

Study Snacks

SparkPoint - Annual Update

Impact of Resource Allocations Process (250 word limit)

4- 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.

SPCC was approved to hire a SparkPoint Coordinator during the 2020-21 cycle.

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

Hiring a 2nd SparkPoint Coordinator has allowed SPCC to expand its financial education and basic needs supports. This includes:

Opening a weekly outdoor community food distribution for students and their families in Lot #6 that over 250 households visit during a 2 hour window

Expanding our Food resources to include a brand new team of Food Access Ambassadors (student assistants) to support with food insecurity

Most importantly, this new position allows the SPCC team to provide financial coaching while supporting out students with food and housing resources

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

N/A

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

According to SMCCD's recent Basic Needs Survey (11/2022):

(during the past 12 months)

54% cited that the food they had was not enough and that they didn't have enough money to buy more

41% cut back on the size of their meals

1 of 8 experienced homelessness

52% experienced difficulty paying rent

36% felt "less than safe" in their current living situation

Overall, 8 of 10 reported experiencing some form of food or housing insecurity

The Food Pantry, Food Distribution, SAM Card, Grab and Go Refrigerators, Study Snacks and (expected) Food Lockers in conjunction with Financial Coaching (budgeting, savings, credit building) directly increase our students' financial stability.

This position directly supports our disproportionately impacted students who are food and housing insecure by supporting them so they can afford to stay in school and complete their educational goals.

Program Improvement Initiatives/Resource Requests (250 word limit)

5- 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

With a focus on equity, SPCC will:

Partner with EOPS and the SMC CalFresh Office to expand CalFresh Outreach and Enrollments. This will provide eligible individuals with up to \$205 per month in food supports.

Expand Cañada Cash to incentive students to apply for FAFSA and Apply for scholarships

Expand our Food Market hours and capacity at the Food Distribution to increase access to food for both day and evening students

Strengthen partnerships with local County and CORE agencies to streamline how we support food and housing insecure students

SparkPoint - Annual Update

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

All new staff (classified & student) will attend a required segment on "Diversity and Inclusion", and the District's "Unconscious Bias Training". SPCC will also look to attend Anti-racism training offered by the District, Campus and Equity Center.

a. What additional antiracism training do you/your program need in the upcoming year?

All new staff (classified & student) will attend a required segment on "Diversity and Inclusion", and the District's "Unconscious Bias Training". SPCC will also look to attend Anti-racism training offered by the District, Campus and Equity Center.

b. What research or training will you need to accomplish these plans?

The SparkPoint team will learn how to process new hire paperwork for student assistants, deepen their understanding around financial aid resources, strengthen their skill around data collection and familiarize themselves with Cañada College's community resources.

c. What supplies, equipment, or facilities improvements do you need?

Our team will utilize existing campus facilities to host professional learning and community building events as well as general supplies for the events.

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

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Program Requesting Resources

SparkPoint

Item Requested

Support for Food Distribution

Item Description

SparkPoint is requesting \$50,000 to support Facilities OT charges for Setup of the Outdoor Food Distribution

Program Goals this Request Supports

Student Access, Success and Completion, Equity-Minded and Antiracist College Culture, Community Connections

Status

New Request - Active

Type of Resource

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

Cost

50,000

One-Time or Recurring Cost?

Recurring Cost

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

This funding will support closing the equity gap by allowing SparkPoint at Cañada College to use its unrestricted Chancellor's Office funding to directly support our under-resourced and at-risk students with basic needs like food and housing. These programs include our SAM Card (\$100 monthly Food Card) program, our Grab and Go Refrigerators (Sandwiches that support our food insecure students), our Food Market expansion and our Rapid Response Hotel Stay Program (2 weeks of hotel stay for our homeless students).

Those who benefit from these resources include Cañada's under-represented, under-served, under-resourced, marginalized and disproportionately impacted students, staff, their families and the community (EOPS, CARE, CalWORKs, TRIO, Puente, International Students, ASCC, DRC, ESO Adelante, undocumented students, veterans and Umoja) We also serve students who have an EFC of "0" and students who may find themselves experiencing food insecurities, homelessness (AB801) or who may find themselves experiencing a one-off financial challenge

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

Based off of 2022 data, 82% of students served are either Latinx or AANAPISI (76% Latinx and 6% Asian American). These students include our undocumented students who are often ineligible for state and federal funding due to their status. They also include students who are disproportionately impacted by cyclical poverty and students who have normalized their poverty in San Mateo County, the most expensive county to live in in California.

SparkPoint - Resource Request

Map Request to College Goals and Strategic Initiatives

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

Student Access, Success, and Completion,Equity-Minded and Antiracist College Culture,Community Connections

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,Improve the financial stability of students ,Create and sustain an inclusive, antiracist, and 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,Connect students to the academic program(s) and classes they need

Personnel - Classified Staff (2023 - 2024)

Personnel - Classified Staff (2023-24)

Hiring Division/Department:

ESSP / SparkPoint

Position Title:

Staff Assistant

Is this position permanent?

Yes

Position Type

Full-time

Provide # of months

12

Program Goals this Request Supports

Expanding basic need supports for high-risk, marginalized and under-resourced students, Increasing student success, persistence and completion and shortening time to completion for students

Position: General Funds

108,796

Allocation: General Funds

108,796

Justification

1.Describe the specific needs for the position requested and the duties of this position in a brief statement.

This request is for a 1.0FTE Staff Assistant to support Basic Needs expansion at Cañada College

San Mateo County is the most expensive county to live in in California. According to the "Self-Sufficiency Standard for California" in 2021 the income needed by a family of 4 (2 adults, 1 schoolager and 1 teenager) was \$124,428. The 2023 CCCCO Real California Basic Needs study by the RP group cited

Food, housing, fuel and living expenses continue to steadily increase at an alarming rate making it increasingly difficult for many of our under-resourced and disproportionately impacted communities The 2023 CCCCO Real

SparkPoint - Resource Request

California Basic Needs Study by the RP group cited that 2 out of 3 students report experiencing at least one basic needs insecurity. Our own SMCCCD conducted its own Food and Housing Insecurity Student Survey last year and found:

Percent	Basic Needs Statements / Experiences
53%	"The Food I bought was just not enough"
41%	"I cut the size of meals" because, "there wasn't enough money"
62%	"I worried whether my food would run out before I got money for more food"
1 of 8	"I experienced some form of homelessness in the last 12 months"
52%	experienced difficulty paying rent during the last 12 months

This position would support the following duties to address these inequities:

- Expand the Food Market hours and allow SparkPoint Coordinators
- Support the weekly outdoor Food Distribution every Tuesday
- Ensure that the Food Lockers are stocked and maintained (expected by early Spring 2024)
- Plan out a CalFresh Enrollment process so students can be screened for and enrolled in CalFresh
- Support the Grab and Go Refrigerators and Study Snacks initiatives
- Perform basic budget maintenance

This position would align Cañada with Skyline's SparkPoint support team and would allow the SparkPoint Coordinators to focus on delivering one-on-one financial coaching and basic need support to disproportionately impacted communities.

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

The position supports the college mission by providing access to SparkPoint services, and equitable opportunities for them to achieve their transfer, career education, and lifelong learning educational goals.

The position aligns with Cañada College's:

- Strategic Goal #1 - it minimizes financial barriers to success and leads them towards increased retention.
- EMP College Goal #1 – Student Access, and Completion – supporting students with basic needs allows them to focus academics thereby increasing success, retention and persistence while decreasing time to completion
- EMP College Goal #2 – Equity Minded and Antiracist College Culture – leveling out the playing field so as to provide equitable access to higher education
- EMP College Goal #3 – Community Connections – increasing the college's connections to community partners like San Mateo County's CalFresh and the Housing Authority, Second Harvest Food Bank of Silicon Valley, Samaritan House and our local county CORE agencies.

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

This position will provide SparkPoint with support to be able to:

- Expand the Food Market Hours to serve both day and evening students
- Free SparkPoint Coordinators to dedicate their time to providing financial education and support with basic needs
- Oversee the weekly outdoor food distribution
- Stock and maintain the Food lockers when they arrive in early Spring 2024
- Create a process for enrolling students in CalFresh as a means of supplementing their income
- Assist with the expansion of Grab and Go Refrigerators on campus
- Support with stocking the Study Snacks
- Provide basic budget maintenance to assist with expense tracking and budgeting

SparkPoint - Resource Request

This position directly impacts student success, persistence and retention while reducing time to completion by educating students on positive money behaviors and strategies and connecting them to basic need supports so they can afford to stay in school. By working with students to increase their income, build their credit, reduce their debt and grow their savings, a multitude of financial barriers are addressed, including food insecurity and homelessness which in turn helps students focus on academic success and shorten their time to completion.

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

SparkPoint will work to meet the growing financial education and basic needs of our students but at a limited capacity. Current staffing levels are no longer sufficient to support the increased support services sought by students at Cañada College

Impacts would include:

- Delays in responding to high-risk, under-resourced students during a time of high need
- Delays in rolling out additional Grab and Go Refrigerators and resources on campus
 - o SAM Cards
 - o Emergency Hotel Stays
 - o Support with CalFresh
 - o Accessing Housing Resources
 - o Building community connections to support our students
- SparkPoint Coordinators will be limited in providing timely support to students due to the increased time required to properly assess students
- Students will be under-assessed due to limited SparkPoint Coordinator availability

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

This position will close the equity gap by providing students with access to resources they may not have known about, did not know they could access, did not know they were eligible for. Since SparkPoint also serves students' family members by increasing financial stability within the family unit, it creates a pathway for students' family members to also access college and increase their ability to break the cycle of poverty that has historically held back our under-resourced students. Additionally, SparkPoint works closely with EOPS, CalWORKs, TRIO, CWD, Puente, Food Grant Program students and Veterans to ensure that equity gaps are closed and that the work that is done is with social justice lens. Finally, over the past few years, according to studies performed by United Way Bay Area, Cañada College students enrolled in SparkPoint, have demonstrated up to a 21% increase in persistence compared to their non-SparkPoint counterparts.

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

More than 7 of out 10 students that SparkPoint serves with both financial coaching and basic needs (food and housing insecurities) are Latinx or AANAPISI. These individuals include our undocumented community who is often not eligible for state and federal campus and community supports. Since our Food Market and Food Distribution is also open to the community, it is difficult to see about how many members of the Latinx and AANAPISI community actually benefit from SparkPoint services.

Map Request to College Goals and Strategic Initiatives

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

Student Access, Success, and Completion,Equity-Minded and Antiracist College Culture,Community Connections

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,Improve the financial stability of students ,Create and sustain an inclusive, antiracist, and 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,Be the best college choice for local high school students,Strengthen K-

SparkPoint - Resource Request

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

Dr. Wissem Bennani

Date

11/03/2023



Student Life & Leadership Development

Program Review - Annual Update

2023 - 2024



U Transfer Center

Program Review - Annual Update

2023 - 2024

Program Description (250 word limit)**1- Who does your program serve?**

The Colts-U Transfer Center serves all students who have an interest in transferring to a 4-year university. However the Colts-U Transfer Center works in alignment with EMP 3.8 to reduce the transfer equity gap for low-income, first-generation, and Black, Indigenous and People of Color (BIPOC) students and College Transfer Plan's equity-minded and antiracist strategies.

a. How many students are served by your program?

926

b. Does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. BIPOC, LGBTQIA+, 1st Gen, Foster, Homeless, Undocumented, Veteran, Low-Income, or other disproportionately impacted student populations identified in our Student Equity data, etc.)? If yes, how so?

The Colts-U Transfer Center will align with the College Transfer Plan 2022-2024 on the antiracist and equity-minded strategic actions. These strategic actions have a clear focus on underrepresented, disproportionately impacted and racially minoritized students in the services, support and programs. The AANAPISI ARC transfer pathway program to SF State serves Asian American, Native American Pacific Islander, first-generation and low-income students. The Notre Dame de Namur Bachelor's Degree Completion programs serve evening students all of the students either identify as Latinx, low-income and/or first-generation college students.

What metrics, if any, does your program use to measure its contribution to student access, retention, and completion? How have these outcome measures changed over the course of the last year?

Last academic year was a transition period for the Colts-U Transfer Center as an operational centralized space for transfer services and university programs. However this fall 2023, the Colts-U Transfer Center as a centralized space is in full operation. In the Program Review 2024, we should be able to demonstrate outcomes aligned to our SAOs.

SAO #1: At least 70% of students know where to go to find transfer and university related resources and support aligns with student access metric.

SAO #2 At least 70% of students will receive either transfer counseling and/or peer mentoring from the Colts-U Transfer Center aligns with retention and completion metrics.

SAO #3: At least 70% of students will participate in a transfer workshop and/or transfer-related activities aligns with access, retention and completion metrics.

SAO #4: At least 50% of students will know about the formal university partnership programs available to them aligns with access metrics.

AANAPISI ARC transfer pathway program metric aligns with access, retention and completion. Since the program was just launched in fall 2023, we should be able to report outcomes in the comprehensive program review 2024 cycle.

NDNU Bachelor's Degree Completion programs in Business Administration and Psychology aligns with the access, retention and completion metrics. A total of 13 students originally enrolled in the Business Administration & 3 in Psychology, however 2 students dropped from the Business Administration Degree Completion Program from spring 2023 term to summer 2023 term. Not yet able to measure completion data until spring 2025.

Major Accomplishments and Challenges (500 word limit)**2- Describe major accomplishments within the last year.**

The major accomplishments:

June 2023: Hired the AANAPISI ARC and Colts-U Transfer Center Program Services Coordinator

Fall 2023: Fully operational Colts-U Transfer Center

Fall 2023: Launched our AANAPISI ARC Transfer Pathway Program to San Francisco State (aligns with

U Transfer Center - Annual Update

College Transfer Plan)

Fall 2023: Hired ARC Peer mentors

Fall 2023: Colts-U Transfer Center is part of the College-wide University visits planning committee

Fall 2023: newly formed Transfer Club (aligns with College Transfer Plan)

a. Did your major accomplishments help to close the opportunity gap for disproportionately impact, underserved or racially minoritized students? If yes, how so?

As demonstrated in the major accomplishments within the last year, most of the accomplishments are recent. The AANAPISI ARC program officially launched in Fall 2023, so it is fairly new program. However, in March 2023, we hosted an AANAPISI Day, which is a campus visit to San Francisco State University. In Fall 2023, as part of our program launch we hosted ARC Informational Session and Map Your Pathway to SF State. In total we had 20 unique students who participated in those 3 opportunities. Additionally, we currently have 12 students formally enrolled in our ARC program. 100% of our students are either disproportionately impacted, underserved or racially minoritized. NDNU enrolled 14 students in both their Business Administration degree completion program and Psychology degree completion program. 100% of the students identified as either underserved (Pell-eligible) or racially minoritized.

Last academic year was a transition period for the Colts-U Transfer Center as an operational centralized space for transfer services and university programs. However this fall 2023, the Colts-U Transfer Center as a centralized space is in full operation. Since Spring 2023, we had 137 students sign-in to utilize Colts-U Transfer Center services and programs. We also had 159 students attend one of our in-person or virtual workshops offered. Additionally, an estimated 777 students received counseling in our space (include transfer counseling appointments). With the 4 newly developed Student Learning Outcomes in Spring 2023, we will be able to measure impact for our 2024 program review cycle.

3- Describe major challenges since the last program review cycle.

Colts-U Transfer Center will have the first-comprehensive program review in fall 2024.

Impact of Resource Allocations Process (250 word limit)

4- 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.

In the last resource request (2022), funds for student staff, supplies, printing, transportation, professional development and personnel were requested. The Colts-U Transfer Center was approved student staff, supplies and personnel. Student staff and personnel were not approved for the full amount, however we did receive partial funding.

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

Approved resource: AANAPISI ARC/Colts-U Transfer Center Program Services Coordinator has generated more student traffic and support in the Colts-U Transfer Center.

Approved resource: funds for supplies will go toward branding and marketing the Colts-U Transfer Center. Since we did not receive funding for transportation. A portion will be used for transportation for a university visit this year.

Approved resource: student staff (transfer ambassadors) will be hired in Spring 2024. In Fall 2023, we hired ARC Peer mentors from the AANAPISI ARC grant.

Approved resource: we have not been able to use our professional development funds just yet.

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

In the last resource request (2022), \$5,000 was requested for transportation for university visits. We did not receive any funds for transportation directed for university visits. This has impacted the planning for university

U Transfer Center - Annual Update

visits. The University visit planning committee had to rely on athletic vans and approved drivers but that has not always worked due to external factors.

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

The students who RSVPed for university visits are traditionally our BIPOC, underserved and first-generation college students. Unfortunately we had to cancel one trip due to transportation issues and additionally, planned university visits with capacity restrictions.

Program Improvement Initiatives/Resource Requests (250 word limit)

5- 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

As demonstrated in the College Transfer Plan, there are 11 identified equity and antiracism strategies in which the Colts-U Transfer Center is aligned to. Additionally, in the 2022-2025 SEAP Plan, Filipinx students are identified as a disproportionately impacted student population in persistence. The AANAPISI ARC transfer pathway program is designed to support Filipinx students in their persistence through creating culturally responsive support and events. The 2022-2025 SEAP Plan identified Latinx students as a disproportionately impacted student population for the 3 year transfer metric. Colts-U Transfer Center will work in alignment with the College Transfer Plan and SEAP to strengthen a transfer culture and support from an equity and antiracism lens.

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

N/A

a. What additional antiracism training do you/your program need in the upcoming year?

The staff in Colts-U Transfer Center actively participates in antiracism and equity training provided by the college and District. We hope to continue this practice and also attend external antiracism and equity trainings and conferences.

b. What research or training will you need to accomplish these plans?

Continual trainings and updates on new transfer student legislation and bills (i.e. AB 928, AB 1111, AB 1749 etc.)

c. What supplies, equipment, or facilities improvements do you need?

N/A

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

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Program Requesting Resources

Colts-U Transfer Center

Item Requested

Contracts

Item Description

Contracts for transportation for campus visits

Program Goals this Request Supports

4-year University visits

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?

The resource request supports closing the equity gap because university visits designed from a culturally lens will engage with our BIPOC and Disproportionately Impacted students and BIPOC students. Latinx transfer students are a disproportionately impacted student population at Cañada College. In the 3-year cohort trend - only 14% of Latinx students transferred in 3 years compared to 22% of our overall population. Additionally, our first-generation college students have a lower rate of transfer in 3 years at 25% compared to our non-first-generation college students at 40% and our low-income students have a lower rate of transfer in 3 years at 19% compared to 27% for non-low-income students (PRIE SEAP data dashboard).

The resource request will support the Educational Master Plan (2022-2027) to reduce the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students by organizing culturally responsive events, activities and practices.

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

The resource request supports Latinx and AANAPI students because events, activities and practices will center our Hispanic Serving Institution and our AANAPISI and align with our College Transfer Plan (2021-2024), The College Transfer plan places an antiracist and equity-minded lens with each of the identified strategies.

Map Request to College Goals and Strategic Initiatives

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

Student Access, Success, and Completion,Equity-Minded and Antiracist College Culture,Community Connections

U Transfer Center - Resource Request

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

Create and sustain an inclusive, antiracist, and equity-minded campus culture, Strengthen K-16 pathways and transfer



Cultural Center

Program Review - Annual Update

2023 - 2024

Program Description (250 word limit)

1- Who does your program serve?

Our mission within the Cultural Center is to create spaces of healing, joy, and critical engagement through learning, awareness, and advocacy that empower the campus community to become culturally responsive advocates for justice and liberation.

This space and engagement stated within our mission, in addition to our Office of Equity's work with the Equity and Antiracism Council, is open to serve students, faculty, staff, administrators, and community members.

a. How many students are served by your program?

5,000

b. Does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. BIPOC, LGBTQIA+, 1st Gen, Foster, Homeless, Undocumented, Veteran, Low-Income, or other disproportionately impacted student populations identified in our Student Equity data, etc.)? If yes, how so?

Our aim is to serve all students. Within the very first quarter of the Office of Equity and Cultural Center's Launch (Fall 2023), our active in-person programming is averaging about 15-20 students participating in each event. With our multiple messaging that contains resources and education after incidents of bias occur on campus, we are reaching 100% of students virtually.

How are we measuring program/event reach (# of students impacted)? Our goal is to have sign ins at every event/training/offers in addition to having a quick sign in via QR code for anytime students are visiting the Cultural Center to hang out, study, get a snack, or connect with others. This collection of sign ins for programs and events can lend to critical data collection on reaching out to students for feedback or focus groups, as well as looking at long-term retention and success data linked to participation with our center.

With the start of our new Cultural Center newsletter, we will also be able to track who and how many people the newsletter is sent to, how many people actually open and view the newsletter, and how many people interact with the newsletter on social media via analytics tools in MailChimp and Instagram. This more "passive program" style of education will be important to track and analyze its impact.

Yes, we specifically and intentionally program so that BIPOC and LGBTQIA+ students are celebrated as well as have a place for joy and healing. We also uplift the BIPOC and LGBTQIA+ community through campus wide critical engagement activities and dialogue--these programmatic opportunities will touch on multiple intersections of identity within the BIPOC and LGBTQIA+ community that include 1st Gen, Foster, Homeless, Undocumented, Veteran, Low-Income, or other disproportionately impacted student populations

What metrics, if any, does your program use to measure its contribution to student access, retention, and completion? How have these outcome measures changed over the course of the last year?

As a brand new Office of Equity and Cultural Center in our first quarter of existence, we are measuring our success by the awareness of and attendance of our offered programmatic events. How are we measuring program/event reach (# of students impacted)? Our goal is to have sign ins at every event/training/offers in addition to having a quick sign in via QR code for anytime students are visiting the Cultural Center to hang out, study, get a snack, or connect with others. This collection of sign ins for programs and events can lend to critical data collection on reaching out to students for feedback or focus groups, as well as looking at long-term retention and success data linked to participation with our center.

Measuring our SAOs: For us to measure learning and impact of our program, we plan to build in pre and post assessment measures at key programs, events, workshops, etc that center the identity of those communities.

Cultural Center - Annual Update

For understanding the impact of our cultural immersion excursions, students have agreed that a post-excursion focus group would be critical. In addition to pre-and post surveys as well as focus groups, our Cultural Center staff will rely on observations within the center as well—noting interactions and quotes of visitors that speak about what the space means to them. An additional assessment method as we build our program and future SAOs is to request at year-end a PRIE data packed utilizing the G#s of everyone who came to Cultural Center offerings and see where patterns of retention and success may lie. With these multiple measures, we can build a container to collect both quantitative and qualitative data.

As we get qualitative feedback from participants in our events or who choose to visit our center, we are collecting this feedback for data analysis to guide future programs that address access, retention, and completion.

We will deepen a measurement of access, retention, and completion by working with PRIE to develop a survey and pull our data from all participants of events to understand better how our programs have affected attendees' awareness to resources, as well as their retention and completion.

Major Accomplishments and Challenges (500 word limit)

2- Describe major accomplishments within the last year.

Starting the summer of 2023, with the hiring of our new Director of Equity, within the first quarter we have been able to:

Host our first Equity and Antiracism Planning Council summer retreat with the council members and multiple student representatives

Connect with Chief Equity Office of the County of San Mateo and attend quarterly convening to get information about county-wide equity training and how to do this at Cañada

Connected the Chief Equity Office of the County of San Mateo to Outreach so that we have Cañada enrollment information going out in their newsletter to the full county

Partner with Puente to host a painting flex session and create a Puente mural

Connected with San Mateo County Office of Education's Executive Director of Curriculum and Instruction and Executive Director for Equity, Social Justice, and Inclusion on an equity internship for our students

Open the Cultural Center space, creating full banners, stickers, website, and decorations that the community can see their identities represented

Interview, hire, and on-board a new Program Services Coordinator and 8 new student ambassadors

Work with the college leadership team to send out two campus-wide responses to bias, and host an unpacking anti-Blackness workshop that was attending by 40+ people

Host multiple events in our first quarter, including our first equity excursion and LatinX Heritage Month Events that collaborated with multiple departments across campus. In detail, we have helped put on the following equity programming: FilipinX Heritage Month Celebration, Frame Drum Afro-Latine workshop, Selena Sing-A-Long, Bay Area American Indian Two Spirits Keynote, AANHPI STAR Launch and Mid-Autumn Moon Festival, Indigenous People's Day Sunrise Gathering on Alcatraz, Juevas Gigantes, National Coming Out Day, Maneki-Neko Workshop, and an Open House.

With the first flex day in August, the Office of Equity hosted four workshops/panels including a district conversation on equity, a discussion on the district Anti-racism Council, a Puente collaboration, and an Equity and Antiracism Planning Council workshop.

In the October Flex Day, the Office of Equity helped to co-plan four workshops/opportunities: the opening Reflecting OUT Testimonio play, TRANScend, Faculty Learning Pods with an equity lens, and a Tea and Takeaways unpacking session—with at least 10 employees coming up to our team and saying it was the best flex session they have ever attended.

Work with multiple English faculty on an English and AB1705 inquiry assessment plan.

Disaggregate BIPOC and LGBTQIA+ data from the ASE raw data and present this in conjunction with the rollout presentation of the Bias Education Support Team.

Go to every division and do equity check-ins as well as seek what employees would like to see for equity professional development experiences.

Prepare and facilitate a K-14 Equity Leadership Academy with the District Chief Diversity Officer and Sequoia Union High School District.

Cultural Center - Annual Update

Apply for and be granted two Learning Aligned Employment Program (LAEP) students.

Add the Cultural Center on Google Maps, Facebook Maps, and Instagram Maps garnering 1,000 views in the first month.

Work with administration to extend the hours of the all-gender restroom in Building 8.

a. Did your major accomplishments help to close the opportunity gap for disproportionately impact, underserved or racially minoritized students? If yes, how so?

Yes. In the qualitative feedback we've received from students in the mere months we have been open, we've had multiple BIPOC and LGBTQIA+ students tell our staff that this space makes them feel at home, that they want to stay at Cañada because of the community they feel, that this space is everything they'd hoped for, and that the opportunities we have provided through events or work have given them a reason to continue. As the year(s) continue with this program, we will solidify this qualitative feedback with PRIE and through the growth of our SAOs.

Additionally, with the Office of Equity now overseeing the college's SEAP plan and supporting the DHSI grant, we have numerous goals and benchmarks working with various programs and departments to intentionally support the work to close opportunity gaps for disproportionately impacted, underserved, and racially minoritized students. Through these SEAP goals, the Center in collaboration with Umoja, Puente, the DHSI grant, AANHPI STAR, and the Men of Color Coalition, will address the disproportionately lower number of Black students accessing the College, and the disproportionately lower number of Latinx male students completing/transferring.

3- Describe major challenges since the last program review cycle.

One of the major challenges is full awareness of the program's scope and team. As a brand new program, anyone would face this. With our heavy marketing and community building campaigns, we have had significant improvement in the campus understanding our role of solidarity and action with this community. The Office of Equity is still learning what it means to have a new Director of Equity, a new Equity and Antiracism Planning Council, a new Cultural Center, and how these entities work together—in addition to what partnerships look like with programs like Umoja, Puente, Brave Spaces, and the Undocumented Community Center.

Impact of Resource Allocations Process (250 word limit)

4- 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.

Countless employees have expressed their joy and relief at the hiring of a new Director of Equity and Program Services Coordinator for the Cultural Center. The hiring of these new positions is something the college has requested since 2016, and the college President herself after the October 2023 flex day stated "we don't know what we've done without these positions, they are so integral to our college".

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

Without these positions and this opportunity to open a Cultural Center, many of the opportunities listed above simply did not exist in the same capacity.

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

What would our offerings look like if we were able to hire student ambassadors to program plan with us for more hours? What would our trainings look like if we were able to bring in trained facilitators who could support us in knowing where to start and frame our trainings to be successful? What could our equity excursions or even an equity retreat look like if we were able to bring our learning communities all together for foundational trust, bonding, and training? What would our campus look and feel like if our students literally saw themselves and their identities in art all across campus?

Cultural Center - Annual Update

As this is our very first resource request as a center and office, we haven't put in a request that was not approved, however in thinking about what we could/could not accomplish the above questions arise.

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

There were numerous Black and Indigenous students who wanted to attend the Indigenous program that could not attend due to the limited budget (we met our capacity and went beyond it for this educational event). There is so much critical reflection in doing cultural and equity work when it comes to how we do this work with what we have. For example, in our first equity excursion, there was so much appetite for students to come learn about Indigenous peoples and activism in the community at Alcatraz. 20 students were willing to wake up at 2am and travel across the Bay with us. There were so many more students we could have brought to the Indigenous People's Sunrise gathering, had we more sound funding. This annual update and resource request truly shows how each and every event is affected by the funding we are allotted. With more funds, we are able to purchase more materials that allow for additional students to deepen their cultural learning opportunities. For those students who we couldn't bring, in what ways can we still connect students who identify as Indigenous with additional events, programs, and workshops that also expand upon similar content, values, and learning as the ones provided at Indigenous People's Sunrise Gathering? Of course, it would not be the same as attendance at the trip. Still, in which ways can we recreate similar events or programs that draw upon a clear interest to connect from our Indigenous students if we were not to garner more funding in the future?

Program Improvement Initiatives/Resource Requests (250 word limit)

5- 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

There is much to still be done with the new Bias Education Support Team, specifically with including BIPOC voices in the process mapping and implementation.

In our start and infancy, we are learning how to navigate how we approach equity and anti-racism work with the Cultural Center, Office of Equity, and EAPC while maintaining sustainability and health. Every issue on campus can be seen as an equity issue--how do we do this in solidarity and health as an Office of Equity?

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

Continuing to collect feedback and work in solidarity with our leadership and colleagues is critical in these starting years.

a. What additional antiracism training do you/your program need in the upcoming year?

It would be good if our Director of Equity could get Intercultural Development Inventory certification as well as be an active part in the Colegas, A2MEND, APAHE, and NCORE opportunities.

Additional research, connections, and learning will also occur from attendance at CaCCCHE (the state-wide Cultural Center organization) and the CSSO Leadership Conference (the state-wide Chief Student Services Officer Association).

b. What research or training will you need to accomplish these plans?

Training: Being able to find an equity and anti-racism in depth training and community building program is critical. Not just for myself as a new Director of Equity for the college, or my new Program Services Coordinator, but also for the Equity and Anti-racism Planning Council Tri-Chairs--as both teams in the Cultural Center and EAPC is expected to frontload and lead so much equity and anti-racism work. This opportunity for community building, trust building, and knowledge gathering is deeply needed as we are all new in these positions (just a few months for each of us).

Research: A goal for this upcoming year.

c. What supplies, equipment, or facilities improvements do you need?

With the immense popularity and usage of our new space, we have already outgrown the space--with not having enough chairs or be in ADA compliance in our current space when we host events or trainings. We ask

Cultural Center - Annual Update

for the classroom beside us as a designated training and meeting space so that our current classroom space can remain a lounge--this way we do not have to unintentionally kick students out of a lounge and study space when there is a meeting that needs more privacy due to delicate equity or bias matters.

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

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Program Requesting Resources

Office of Equity

Item Requested

Office of Equity Budget Proposal

End of the Year Celebrations	4510	
LatinX Celebration		\$4,500.00
Lavender Grad		\$4,500.00
AAPI Celebration		\$4,500.00
Undocu Celebration		\$4,500.00
Umoja Grad		\$4,500.00

Summer Equity Retreat	4510	\$8,000.00
-----------------------	------	------------

Overnight summer equity series: food, facilitator costs, overnight costs, travel costs for 40 people for 3 days

Campus-Wide Equity Excursions: 4000 / 4510 Estimate 20 people, travel, registration, breakfast, lunch

Equity Excursions: Angel Island	\$900.00	
Equity Excursions: Castro + GLBT Museum	\$900.00	
Equity Excursions: Black Panther Mini Museum + Wahpepah's		\$900.00
Equity Excursions: Alcatraz Indigenous People's Sunrise		\$900.00
Equity Excursions: Second Harvest Food Bank	\$500.00	
Equity Excursions: North Fair Oaks Tour	\$500.00	

Heritage Month Celebrations 4000 / 4510

LatinX, African American, AAPI, LGBTQ+, Native American Heritage, Women's \$2000 per month (Federal designations) \$12,000.00

Cultural Center Programming 4000 / 4510 \$10,000.00

Dia de los Muertos, FilipinX arrival day, Lunar New Year, National Coming Out Day, Autumn Moon Festival, Diwali, Transgender Remembrance Day, International Persons with Disabilities, Drag Show, Holi, etc.

Equity Speaker Series	\$20,000.00
-----------------------	-------------

Hosting speakers on campus to provide insight and training on diversity, equity, and inclusion

Student Assistants Salary and Benefits	2392	\$30,000.00
--	------	-------------

8 student assistants at 7 hours a week at \$19.20 plus benefits (2%) at 26 weeks left (starting October) is 27,955 with meetings and trainings and events

Equity Art Series	TBD	\$40,000.00
-------------------	-----	-------------

Students have asked for more mural/public art after the success of our first mural. Our Office of Equity could engage in bi-annual sustainable equity art projects where BIPOC and Queer students can see their identities celebrated on campus

Office Supplies	4510	\$3,500.00
-----------------	------	------------

Printing, markers, paper, staples, stapler, scissors, etc.

Total Budget	\$150,600.00
--------------	--------------

Cultural Center - Resource Request

Item Description

Descriptions included above.

Program Goals this Request Supports

Open a Cultural Center Location

On Boarding Cultural Center Staff

Providing training for Classified, Faculty, and Staff

Programming Heritage Month and End of the Year Cultural Celebrations

Start a signature Summer Equity Retreat

Create relationships and Inroads for cross collaborative training and community building with Jobtrain, Boys and Girls Club, RWC Library, Sequia Union High School District (feeder high schools about 12 and principals and vps and directors), ALAS/Pescadero, San Mateo County of Education (bias or Brave and inform it and participate as a leadership team in the training)

Status

New Request - Active

Type of Resource

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

Cost

150,600

One-Time or Recurring Cost?

Recurring Cost

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

By creating spaces of healing, joy, and critical engagement, research shows that our students will be more successful as well as become culturally responsive advocates in the community.

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

Our programmatic efforts are largely geared to support latinX and AANAPISI students.

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

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, antiracist, and equity-minded campus culture