



Promise

Program Review - Annual Update

2022 - 2023

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2022 - 2023

Student Services

1. Describe major accomplishments and challenges since the last program review cycle.

Since our last program review in 2021-2022, our Promise Scholars Program (PSP) has celebrated many accomplishments:

Full Time Program:

- Expansion of our PSP Team: Hiring of Two New Tenure-Track Counselors dedicated to incoming cohort (approximately 120 students per counselor)
- Onboarded 234 new students in Fall 2022 cohort
- 85% of incoming cohort enrolled Full Time (12+ units)
- 100+ students in attendance for In Person Welcome Day
- Filled 3 sections of The Orientation class CRER 401: College Success
- Summer Programming- Collaboration with Boys and Girls Club of the Peninsula and provided a - CRER 137 Class taught by our Promise Scholars Program Counselor.
- Maintained continuing and incoming student engagement through weekly workshops
- AY2122 Programming: In-Person Workshops and High attendance of Virtual Workshops-
- Increased evening support including staff, counseling, and workshops
- Transitioning from fully online to a hybrid program (including both virtual and in person services/programming for every aspect of the Promise Program including onboarding, counseling, workshops, outreach/information sessions, retention, coordination)
- Promise End of Year Celebration for continuing/graduating students
 - Approximately 80 graduating/transferring students
- Career Benchmarking Accomplishments:
 - CRER 137 and CRER 110 cohorted classes taught by Promise counselor
 - Guided Pathways/Interest Area focused workshops
 - Interview/Resume Building/LinkedIn Profile workshops/drop in hours
 - Beginning Fall 2022 Internship collaboration with Redwood City School District
- Men of Color Programming in collaboration with EOPS, STEM, Umoja, Personal Counseling and VPSS, A&R for registration events

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- Group Counseling for Women of Color Peer Mentor Program, to support Middle College young ladies feel supported.
- Our Promise team attended professional development: NCORE, Equity & Antiracism Leadership Committee, ACES, Latinx Heritage Month Committee, CARES

Part-Time Program:

Overview: Over the past year, the team has created and implemented our Fall 2022 Pilot Part-Time Promise Program. Our Part-time PSP is an accelerated student support program designed to help part-time students achieve their educational goals on time. Our Part-time PSP program provides financial and academic support until the completion of a certificate or associates degree for transfer (up to 3 years).

- Summer onboarding for 13 students
- Collaborated with CWA and Outreach
- Adjunct Promise counselor dedicated to Part Time population

In addition to our strengths, we are also met with challenges:

Full Time Program:

- Tenure Track counselor's caseloads have already reached maximum capacity
- To meet the need for expansion initiative of 600 students by Fall 2023, we require additional full-time counseling staff to meet 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/covid 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:

- Staffing Support for program implementation
- 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.

2. What changes could be implemented to improve your program?

Some of the changes our Promise team would like to implement this year to improve our program are:

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- Request more budget via the Program Review process to facilitate events such as socials and field trips for our students.
- Hire additional staff to support the district's goal of expansion. The following staff is needed for this:
 - Financial Aid PSC
 - Assistant Director
 - Tenure Counselor
 - Career Development Specialist
- Work with administration, faculty, and staff to raise awareness of our Part Time- and Full-Time PSP programs to meet the goal of 600 students by 2023
- Continue to work on our cohort classes with the goal for students to enroll in at least three blocked courses in their first year.

3. 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. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been unable to accomplish due to resource requests that were not approved?

The Promise Scholars Program is comprised of a talented team that supports the college mission to provide educational and student services programs that help students meet their unique academic goals; minimize logistical and financial barriers to success; and highlight inclusivity, diversity, and equity. Last Program Review (2021-2022), we were approved to hire two tenure track counselors. The impact of adding two additional FT promise counselors to our team has been extremely beneficial in providing consistent, reliable, and dedicated counseling to our students, especially since two adjunct counselors will not be returning in spring. Smaller, intentional, and dedicated caseloads have provided a space for our counselors to check in with our students not only academically but personally as well. The monthly counseling appointments have increased dramatically, and our counselors have started to build connections and trust where referrals for early interventions to the DRC, PCC, CARES, or other emergency services. Another resource approval has been spacing for the counseling team. In Fall 2022, we obtain additional office space to create three counseling offices in building 6. However, we anticipate, that will need additional space to accommodate our Part-Time staffing request.

The Promise Scholars Program is committed to equitable practices by removing systematic and financial barriers to increase student completion and success. To continue our equitable, accessible, student-centered work through an anti-racist lens, we the following positions that were not approved last year:

- Financial Aid PSC
- Assistant Director
- EOPS/PSC/FYSI Tenure Counselor
- Tenure Counselor for Promise
- Career Development Specialist

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By not hiring the above personnel, we haven't been able to meet our recruitment goal of 500 students for our Full-Time Program and 100 students for our Part-Time Program. To increase our enrollment, we would benefit from getting an Assistant Director to support recruitment and programming. Increasing our tenure counseling team will provide more consistent and reliable counseling to our students. By hiring additional tenure counselors, we can support the longevity and sustainability of our program during the district's proposed expansion over the next few years. Ideally, the Promise staffing model would consist of 3 permanent full-time counselors, 1 shared EOPS/PSP/FYSI full-time tenure counselor, 3 adjuncts to meet the needs of our Full time and Part time programs.

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

Increasing our tenure counseling team will provide more consistent and reliable counseling to our students. By hiring additional tenure counselors, we can support the longevity and sustainability of our program during the district's proposed expansion over the next few years. Ideally, the Promise staffing model would consist of 3 permanent full-time counselors, 1 shared EOPS/PSP/FYSI full-time tenure counselor, and 3 adjuncts to meet the needs of our Full time and Part time programs. While having 2 full-time counselors and adjunct counselors over the years have helped us get closer to matching our 1:120 counselor-to-student ratio, the inconsistency of adjunct hours and availability has proved challenging. Our counselor's caseloads are at or above max capacity, which impacts the ability to serve their designated students consistently in efforts to meet our CUNY ASAP benchmarks. By not having a Financial Aid Program Services Coordinator in our program, our percentage of financial aid completion is not 100%. Additionally, completing the FAFSA or CA Dream Act is a yearly requirement to remain in the Promise Scholars Program. Due to a shortage of staffing, the Promise Team has found it challenging to track and enforce the completion of the financial aid application for our continuing students. As the program is proposed to expand over the next few years, the FA PSC will also assist continuing students in completing this requirement as well as prospective students. In hiring a FA PSC, we will have the additional support to have a dedicated person to help students complete their financial aid applications, this will ultimately help increase the number of eligible students. This position will support the Promise Scholars Program's mission to remove systematic and financial barriers. List of Resources that have impacted disproportionately impacted communities: especially our first generation and BIPOC students

- Book Waivers
- Food Waivers
- Meal and Gas Cards
- Men of Color Programming
- Wrap Around Services
- Dedicated Counselors

The addition of a career development specialist will provide equitable and accessible support for our students to learn transferable skills, receive early professional development training, and build leadership qualities. The proposed position addresses the Promise Scholars Program's long term goal of expansion in alignment with the San Mateo Community College District for the next three to five years. The expansion allows us to increase enrollment to the Cañada campus community while serving our underserved

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populations in the community i.e. first gen, undocumented students, low-income students, former foster youth, homeless students.

5. State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs). Describe how your program assessed your SAOs and/or SLOs.

SAO #1: Improvements that address anti-racism - Professional Development Attend conferences such as AERA, NASPA, NCORE, COLEGAS Cañada Professional Development Academy

SAO# 2: Collaboration with Umoja Outreach efforts and recruitment for Umoja blocked courses to increase enrollment of our Black and Black identified students

SAO#3: Anti-Racist programming Offer and facilitate additional culturally relevant workshop and events on a monthly basis Collaborate with off campus partners and local guest speakers to foster a sense of community among our students Integrating career competencies in our monthly career benchmarks, focusing on representation from our communities of color

SAO #4: Improvements that address equity and access

- Practice data inquiry to inform programmatic effectiveness

-Collect, track and analyze survey data and completion metrics from cohort classes -Update PRIE enrollment reports to track Promise benchmark requirements

-Utilizing CRM Early Alerts to support our high need students retention intervention and strategies

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-Continue to streamline case management reporting through CRM

- Tutoring -Hire embedded tutors for our cohort blocked courses

-Enforce tutoring services as a program requirement for probation/dismissal students

6. Summarize the findings of your program's SAO/SLO Assessments. What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment?

-SAO #1: Improvements that address anti-racism - Professional Development Attend conferences such as AERA, NASPA, NCORE, COLEGAS Cañada Professional Development Academy

- Four PSP team members attended NCORE 2022 in Portland, Oregon. The team has benefited from the conference to learn about best practices, specifically working with minoritized students of color.
- PSP will commit to attending more conferences, webinars, events that highlights anti-racist practices and anti-racist pedagogy in the upcoming year

- SAO# 2: Collaboration with Umoja Outreach efforts and recruitment for Umoja blocked courses to increase enrollment of our Black and Black identified students

- 30% of Umoja students are part of PSP
- PSP will continue to collaborate with Umoja to boost black identified students in PSP and increase retention
- PSP team will be attending EMP meetings, to participate in outreach, recruitment efforts aimed at BIPOC communities

- SAO#3: Anti-Racist programming

- In collaboration with the STEM center and ESO Adelante, PSP facilitated an alumni panel discussion. Former PSP graduates of color shared their experience in their new 4-year institutions, answering q's from current PSP students to destigmatize the transfer process

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- Promise was in collaboration with PCC, destigmatizing mental health in the Latinx community. Programming for Fall 2022 is ongoing as Latinx staff will be sharing their narrative with the greater Redwood City community and resource sharing
- Last year, Promise hosted a Career Panels aimed at different interest areas. The speakers were first gen, professionals of color
- For Fall '22, PSP is working on contracting LinkedIn guest speaker- integrating career benchmark with LinkedIn professional's experience, emphasizing the importance of networking
- Men of Color Initiative in collaboration with learning communities across campus
- Registration events
- Men of color luncheon
- Women of Color group counseling facilitated by Promise counselor
- Directly working with Middle College students, staff, and professors

- SAO #4: Improvements that address equity and access

- Latest Practice data inquiry inform programmatic effectiveness
- Continue to collect, track and analyze survey data and completion metrics from cohort classes
- Updated PRIE enrollment reports to track Promise benchmark requirements
- Continuing to utilize CRM Early Alerts to support our high need students retention intervention and strategies
- Continue to streamline case management reporting through CRM
- Text messaging, social media (tik-tok, Instagram)
- Improve tutoring efforts and hire embedded tutors for our cohort blocked courses
- Continue enforcing tutoring services as a program requirement for probation/dismissal students

Supporting Information

General Supporting Documents

Goals

Goal Status

2 - Continuing (PR)

Goal Title

Improve Student Completion

Goal Description

As supported in the Educational Master Plan Under (2022-2027) Goal 1, Student Access, Success and Completion. The programs seek to double (or more) graduation rates for participating students in comparison with other FTFS students at the college. Within two years, 15% of students completed their educational goal of earning an Associate degree Certificate or Transfer. Of these students, 8%, specifically, earned an Associate degree which is higher than the historical two-year degree-completion rate of 6.2%

Program Review Cycle When the Goal Begins

2022 - 2023

Who's Responsible for this Goal?

Mayra Arellano

Mapping

- CAN College Goals: (X - Selected)

CAN College Goals

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

- CAN Strategic Initiative Topics: (X - Selected)

CAN Strategic Initiatives

- Be the best college choice for local high school students: X
- Better share what Cañada offers: X
- Connect students to the academic program(s) and classes they need: X
- Create and sustain an inclusive, antiracist, and equity-minded campus culture: X
- Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete: X
- Help meet the basic needs of Cañada students and other community members: X
- Help students explore and find employment in fields of their choice: X
- Improve the financial stability of students: X
- Manage resources effectively: X
- Provide adequate access to technology: X
- Strengthen K-16 pathways and transfer: X
- Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps: X
- Support innovative teaching that creates more equitable and antiracist learning environments: X

Resource Requests

Item Requested

Assistant Director

Item Description

Hire an Assistant Director to support the expansion of the Promise Scholars Full Time and Part-Time Program.

Status

Continued Request - Active

Type of Resource

Non - Instructional Personnel

Cost

66,912.00

One-Time or Recurring Cost?

Recurring Cost

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

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

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

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

Currently, we have a director that manages the Promise Scholars Program and High School Transition & Dual Enrollment. As both programs have a projected expansion growth model in the next three years, the need for additional program leadership is imperative for the success and longevity of the Promise Scholars Program. This position ties directly to supporting our Latinx and AANAPISI student communities as we aim to increase our cohort numbers and provide dedicated counseling and financial supports. In our Fall 2022 cohort, 84% of our students identify as Latinx. To best serve and further support our Latinx and AANAPISI students, the assistant director will provide and coordinate support services, assists program participants with obtaining and maintaining program enrollment, goals, and progress. Additionally, this role will serve to inform students, parents, and the community about the Promise Scholars Program. Hiring an assistant director will also enhance our collaborative efforts with the Community Outreach office to help high school students transition into Promise and other first year learning communities such as EOPS, STEM Center, CWA, TRIO, Puente, ¡ESO! Adelante, Athletics.

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Hiring Division/Department:

Student Services/Promise Scholars Program

Promise - Goals and Resource Requests

Position Title:

Assistant Director

Is this position permanent?

Yes

Position Type

Full - Time

Provide # of months

12

Allocation: External Funds

Free College PSP Funds

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 is also overseeing the Dual Enrollment and Outreach programs. By hiring an assistant director, the assistant director 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. To best serve our Part-Time and Full-Time students, an assistant director is needed. The Assistant 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. The Assistant Director will 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 goal within two to three years through dedicated counseling and financial support.

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

The Promise Scholars Program (PSP) contributes to anti-racism at Cañada College through programming, collaboration, data-driven inquiry, and staff professional development. In addition to program collaboration, Promise engages in data inquiry and reporting. With the support of the PRIE department, PSP receives daily enrollment reports for our incoming and continuing students. This helps our caseload management and allows us to collaborate with our counselors and other student services programs to identify our 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. 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, STEM Center, CWA, TRIO, Puente, ¡ESO! Adelante, Athletics, and more to support our shared students.

Our off campus partnerships include relationships with Sequoia Unified School District, Fair Oaks Community Center, Redwood City 2020, and other high schools in the Redwood City area. The

Promise - Goals and Resource Requests

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. During this orientation, our students learn program requirements, resources, and benefits. They are also introduced to our program staff, counselors, and blocked courses 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 navigation of technology, time management, and resources available to students while also sharing information about PSP. Till date, our counselors have seen an increase in program engagement, retention, and college readiness as a result of the pilot CRER 401 course. To continue to support our students intentionally, hiring an Assistant 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 goal of expansion in alignment with the San Mateo Community College District for the next three to five years. The expansion allows us to increase enrollment to the Cañada campus community while serving our underserved populations in the community i.e. first gen, undocumented students, low-income students, former foster youth, and homeless students. Adding an Assistant Director will provide equitable and accessible support for our students to match anticipated growth in both 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 to accomplish without hiring this position, especially as we aim to increase our staff to match program expansion. To continue the goal of 1000 students to specialists will be a disservice for the Promise Scholars Program's mission to support students to complete their educational goals by removing systematic and financial barriers.

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

Dean / Director / Hiring Supervisor Name

Mayra Arellano

Date

10/13/2022

NEW FACULTY POSITION PROPOSAL

A. How does the proposed position align with specific objectives within the college's strategic plans and initiatives? <http://www.canadacollege.edu/plans/index.php>

B. How does the proposed position address the program's strategic action plans and long-term goals? Please refer to specific elements of the most recent program review.

The proposed position addresses the Promise Scholars Program's long term goal of expansion in alignment with the San Mateo Community College District for the next three to five years. The expansion allows us to increase enrollment to the Cañada campus community while serving our underserved populations in the community i.e. first gen, undocumented students, low-income students, former foster youth, homeless students. The addition of permanent counseling faculty will provide dedicated counseling in efforts to match anticipated growth. In addition, the Promise Scholars Program piloted the Part-Time model (Fall 2022) to accommodate a larger population of high need students. A part time model will also support our full time working students, adult ed

Promise - Goals and Resource Requests

population, DRC students, and students with mental health challenges. This model will also allow opportunities for further collaboration with on campus partnerships, such as programs like College for Working Adults (CWA) Most importantly, our student to counselor ratio is imperative for the success of our scholars in completing their educational goal within two to three years. Historically from 2018 to 2021, with the hiring of additional counselors our retention has steadily increased each year (as seen in Table 1 below). This showed us that a smaller, intentional, dedicated caseload provided a space for our counselors to check in with our students not only academically, but personally as well. The monthly appointments built a relationship between the student and the counselor and provided opportunities to create trust and refer early interventions to the DRC, PCC, CARES, or other emergency services. We are committed to removing systematic and financial barriers to allow access and opportunity.

C. Program Vitality and Viability

If the proposal is not funded, will there remain a minimum of one existing full-time faculty in the discipline?

Yes

D. What is the evidence of student demand to justify the proposed position?

2. Total FTE of Course Offerings

Not Applicable

2a. Total FTE Course Offerings in the Current Semester

Not Applicable

2b. Total FTE Course Offerings in the Previous Semester

Not Applicable

3. Percent of Total FTE of Course Offerings comprised by FT faculty

Not Applicable

3a. Percent of Total FTE Course Offerings comprised by Full-Time Faculty in the Current Semester

Not Applicable

3b. Percent of Total FTE Course Offerings Comprised by Full-Time Faculty in the Previous Semester

Not Applicable

4. Average Departmental Fill Rate

Not Applicable

4a. Average Departmental Fill Rate for the Current Semester

Not Applicable

4b. Average Departmental Fill Rate for the Previous Semester

Not Applicable

5. Qualitatively and quantitatively describe student demand/course enrollments within this discipline, especially for those courses that will be assigned to the proposed faculty member.

Resource Requests

Item Requested

Student Ambassadors and Embedded Tutors

Item Description

Support retention work and social media presence and support the success of our students completing our cohort classes

Status

Continued Request - Active

Type of Resource

Budget Augmentation

Promise - Goals and Resource Requests

Cost

18,000

One-Time or Recurring Cost?

Recurring Cost

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

As supported in the Education Master Plan Under (2017-2022) Goal 1, Part 3: The Promise Scholars Program is a student centered program whose mission is to provide comprehensive support to first time, full time students at Cañada College. Student ambassadors build peer to peer relationships with their fellow Promise Scholars, fostering a sense of belonging and community. Student Ambassadors close equity gaps with our prospective students, incoming students, and continuing students through program engagement on and off campus. Ambassadors spread awareness of student resources, campus life, study tools, and other relevant information through social media platforms and classroom visits. Historically our Student Ambassadors knowledge has been vital in revamping the program's website, creating a digital student handbook, and programming transfer celebrations for our Promise Scholars. Hiring Student Ambassadors will support the district wide plans for expansion as we recruit and retain 1000 students by 2023.

Currently, the Promise retention specialist and full time counselor connect with cohort professors to provide early alert interventions and referrals to services such as campus wide tutoring, DRC, and PCC. An embedded tutor per class will provide intentional, in house tutoring services. Students will have easy access to embedded tutors during class and outside class sessions to increase availability to match students' work, class, and home schedule. Hiring an embedded tutor will also serve as a liaison and streamline communication between cohort professors, Promise counselors, and the Promise Retention Specialist. The addition of embedded tutors to the Promise Scholars Program team will reduce equity gaps and increase persistence, retention, and completion rates among our students.

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

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

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

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Justification

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

NEW FACULTY POSITION PROPOSAL

C. Program Vitality and Viability

D. What is the evidence of student demand to justify the proposed position?

Resource Requests

Item Requested

Retention Specialist

Promise - Goals and Resource Requests

Item Description

Support the persistent rate of our Fulltime and Part-time students.

Status

Continued Request - Active

Type of Resource

Non - Instructional Personnel

Cost

63840

One-Time or Recurring Cost?

Recurring Cost

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

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

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

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

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

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Hiring Division/Department:

Student Services/Promise

Position Title:

Retention Specialist

Promise - Goals and Resource Requests

Is this position permanent?

Yes

Position Type

Full - Time

Provide # of months

12

Position: General Funds

Free College PSP Funds

Justification

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

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

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

Cañada College Goal #1 - Student Completion/Success

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

As supported in the Education Master Plan Under (2022-2027) Goal 1, Part 3: The Promise Scholars Program mission is to provide comprehensive support to first time, full time students at Cañada College. We aim to help scholars reach their educational goal within two to three years through dedicated counseling and financial support. The hiring of an additional Retention Specialist will support our students to navigate college as a first time student, minimizing structural barriers that may impact student's success and completion.

College Goal #3 - Community Connections

To build and strengthen collaborative relationships and partnerships that support the needs of, reflect and enrich our diverse and vibrant local community.

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

Our off campus partnerships include relationships with Sequoia Unified School District, Fair Oaks Community Center, Redwood City 2020 and other high schools in the Redwood City area. An additional Retention Specialist will supplement outreach efforts with off campus partners, allow us to connect with the community, and recruit new high school graduates to start their journey at Cañada College with the Promise Scholars Program.

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

Promise - Goals and Resource Requests

PRIE department, PSP receives daily enrollment reports for our incoming and continuing students. This helps our caseload management and allows us to collaborate with our counselors and other student services programs to identify our students of color who 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 #4 Accessible Infrastructure and Innovation

Focus institutional resources on the structures, processes, and practices that invest in a diverse student population, prioritize, and promote equitable, inclusive, and transformative learning. As we onboard students for the semester, we invite our incoming students to our Promise Welcome Day Orientation facilitated by our staff and counselors. The Retention Specialist is crucial during the onboarding process, ensuring that all incoming students complete Cañada matriculation steps, attend Welcome Day, are assigned a dedicated Promise counselor, and are enrolled full time in courses for that semester. In addition, the Retention Specialist refers students to the appropriate student services and assists in navigating campus technology.

Additionally, the Retention Specialist closely works with students regularly on topics such as, building effective study skills, transfer application assistance, and academic coaching for probation and low engagement students.

The Retention Specialist also consistently communicates with our cohort professors and campus faculty to provide interventions for our early alert and probation students. Hiring a Retention Specialist allocated to our first year cohort will increase successful course completion and semester-to-semester persistence.

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

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

Additionally, the COVID-19 global pandemic brought an additional set of challenges for most of our students including adjusting to online modality, working full time jobs, and mental health. As the campus begins the switch to hybrid learning, the hiring of a second retention specialist will help students through this transition.

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

This work will be extremely difficult to accomplish without the hiring of this position, especially as we aim to increase our staff to match program expansion. The relationship built between the student and the retention specialist creates trust and allows the opportunity to refer early interventions to the DRC, PCC, CARES, or other emergency services. To continue with a 1000 student to 1 retention specialist will be a disservice for the Promise Scholars Program's mission to support students complete their educational goals by removing systematic and financial barriers.

Promise - Goals and Resource Requests

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

Dean / Director / Hiring Supervisor Name

Mayra Arellano

Date

10/13/2022

NEW FACULTY POSITION PROPOSAL

C. Program Vitality and Viability

D. What is the evidence of student demand to justify the proposed position?

Goals

Goal Status

2 - Continuing (PR)

Goal Title

Expand Promise Counseling Team

Goal Description

Counseling is a required program component for all ASAP students and currently, our advisor has a caseload not meeting the CUNY

ASAP recommendations. We would like to expand our team and include additional Program Counselor and have caseloads of no more than 150 students per full-time counselor.

Program Review Cycle When the Goal Begins

2022 - 2023

Who's Responsible for this Goal?

Mayra Arellano

Mapping

- CAN Strategic Initiative Topics: (X - Selected)

CAN Strategic Initiatives

- Be the best college choice for local high school students: X
- Better share what Cañada offers: X
- Connect students to the academic program(s) and classes they need: X
- Create and sustain an inclusive, antiracist, and equity-minded campus culture: X
- Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete: X
- Help meet the basic needs of Cañada students and other community members: X
- Help students explore and find employment in fields of their choice: X
- Improve the financial stability of students: X
- Make registration easier: X
- Manage resources effectively: X
- Provide adequate access to technology: X
- Strengthen K-16 pathways and transfer: X
- Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps: X
- Support innovative teaching that creates more equitable and antiracist learning environments: X

- CAN College Goals: (X - Selected)

Promise - Goals and Resource Requests

CAN College Goals

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

Resource Requests

Item Requested

Full Time Tenure Counselor for EOPS/PSP/FYSI

Item Description

Shared Full Time Tenure Counselor for EOPS/PSP/FYSI to support student completion in EOPS, Promise and FYSI

Status

Continued Request - Active

Type of Resource

Instructional Personnel

Cost

124528

One-Time or Recurring Cost?

Recurring Cost

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

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

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

A full-time Promise/EOPS shared counselor will contribute to increased enrollment, allow for more consistent dedicated counseling, increase student appointment availability, and expand on supportive services to match the anticipated growth for our Latinx and AANAPISI student community.

Additionally, EOPS has identified roughly 1,349 students who could potentially qualify for the California College Promise Grant

(CCPG). With combined efforts, Promise/EOPS aim to tap into different student populations that could qualify in dual programs to increase our cohort numbers.

Collaboration is one of the strongest keys to our success. Every year, our cohort consists of shared EOPS/Promise students among

student services across campus such as Puente, STEM, TRIO, and Athletics. However, the largest shared student population is with

PSP and EOPS. Currently, one of our adjunct counselors is a shared EOPS/Promise counselor. To strengthen this partnership, the

hiring of a full time EOPS/Promise shared counselor will be able to serve our marginalized students including former foster youth,

low-income, and first generation students. We have found that students participating in both programs have higher engagement and

persistence rates during their time in college due to the increase of wrap-around services.

Most importantly, our student to counselor ratio is imperative for the success of our scholars completing their

Promise - Goals and Resource Requests

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

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Hiring Division/Department:

Promise Scholars Program

Position Title:

EOPS/PSP/FYSI Counselor

Is this position permanent?

Yes

Position Type

Full - Time

Position: General Funds

General Funds and Promise

Justification

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

Dean / Director / Hiring Supervisor Name

Mayra Arellano

Date

10/13/2022

NEW FACULTY POSITION PROPOSAL

A. How does the proposed position align with specific objectives within the college's strategic plans and initiatives? <http://www.canadacollege.edu/plans/index.php>

As supported in the Education Master Plan Under (2022-2027) Goal 1, Part 3: The Promise Scholars Program, 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 goal within two to three years through dedicated counseling and financial support.

Promise and EOPS counselors have experience serving first-time, full-time college students with an educational goal to graduate with a degree or certificate, or transfer to a 4-year university. The demographic of our cohort reflects our high need students within Cañada College's service area. To increase the opportunity gap among the underserved population in our community, PSP and EOPS 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

Canada College transforms its culture to be equity-minded and antiracist. Our teaching, learning, and services create a sense of belonging among all community members so they are able to recognize that their unique selves are valued, express themselves fully, and thrive. Our educational practices reflect the fundamental

Promise - Goals and Resource Requests

importance of individualized learning experiences, the shared building of knowledge, and promoting social justice at Cañada College.

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 who are first-generation, English language learner, 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:

1. 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 equivalent of a college-level counseling practicum or counseling field work 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,
1. have two years of occupational experience in work relating to ethnic minorities or persons handicapped by language, social or economic disadvantages.

The purpose of FYSI is 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 FYSI students are students of color. It is crucial that faculty and staff working with FYSI 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 PRIE department, PSP receives daily enrollment reports for our incoming and continuing students. This helps our caseload management and allows us to collaborate with our counselors and other student services programs to identify our students of color who 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

Cañada College establishes equity-minded partnerships with other educational institutions, employers, governments, and community-based organizations that result in seamless pathways for high school students transitioning to college, college students transitioning to university, and all community members pursuing career, and lifelong educational opportunities.

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, one of our adjunct counselors is a shared EOPS/Promise counselor. To strengthen this partnership, the hiring of a full-time EOPS/Promise/FYSI 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 their time in college due to the increase in wrap-around services.

College Goal #4 Accessible Infrastructure and Innovation

College financial resources are well managed in support of the College's values and to provide accessible physical and virtual spaces that promote continuous innovation and excellence in teaching and learning. Cañada's investments in physical, technological and transportation infrastructure create sustainable, equitable access to the College and support equitable educational outcomes across the diverse members of the community we serve.

The Promise Scholars Program and EOPS/FYSI 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

Promise - Goals and Resource Requests

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 strategic action plans and long-term goals? Please refer to specific elements of the most recent program review.

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 gen, undocumented students, low-income students, former foster youth, and homeless students. A full-time Promise/EOPS/FYSI 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 roughly 979 students who could potentially qualify for the California College Promise Grant (CCPG). With combined efforts, Promise/EOPS/FYSI aim to tap into different student populations that could qualify in dual programs to increase our cohort numbers.

Most importantly, our student to counselor ratio is imperative for the success of our scholars completing their educational goal within two to three years. Historically from 2018 to 2022, with the hiring of additional counselors our retention has steadily increased each year. Our partnership with EOPS supported this retention as students who met with both EOPS and Promise programs increased their transfer and graduation knowledge and navigation of campus resources. This demonstrates that a smaller, intentional, dedicated caseload provided a space for our counselors to check in with our shared students not only academically, but personally as well. The monthly appointments built a relationship between the student and the counselor and provided opportunities to create trust and refer early interventions to the DRC, PCC, CARES, or other emergency services. We are committed to removing systematic and financial barriers to allow access and opportunity.

FYSI does not currently have an assigned counselor. The EOPS/CARE Coordinator has covered the student appointments as a temporary solution. FYSI's goal is to expand staffing by requesting a Program Services Coordinator position and this combined EOPS/PSP/FYSI Counselor position in order to expand programing and provide critical retention services for this high-need student population.

C. Program Vitality and Viability

With the legislative goal of having 75% of instructional hours taught by full-time faculty in mind, what percentage of CRNs are being taught by Full-Time faculty in the current semester?

NA

What percentage of CRNs were taught by Full-Time faculty in the previous semester?

NA

If the proposal is not funded, will there remain a minimum of one existing full-time faculty in the discipline?

Yes

D. What is the evidence of student demand to justify the proposed position?

1. Number (headcount) of full-time faculty in the discipline in the current semester

NA

2. Total FTE of Course Offerings

NA

2a. Total FTE Course Offerings in the Current Semester

NA

2b. Total FTE Course Offerings in the Previous Semester

NA

3. Percent of Total FTE of Course Offerings comprised by FT faculty

NA

3a. Percent of Total FTE Course Offerings comprised by Full-Time Faculty in the Current Semester

NA

3b. Percent of Total FTE Course Offerings Comprised by Full-Time Faculty in the Previous Semester

NA

Promise - Goals and Resource Requests

4. Average Departmental Fill Rate

NA

4a. Average Departmental Fill Rate for the Current Semester

NA

4b. Average Departmental Fill Rate for the Previous Semester

NA

5. Qualitatively and quantitatively describe student demand/course enrollments within this discipline, especially for those courses that will be assigned to the proposed faculty member.

Since the inception of the Promise Scholars Program in 2018-2019, the program has fostered a strong relationship with EOPS. Due to the COVID-19 pandemic, both EOPS and the Promise Scholars Programs have been impacted, and enrollment has been down. For Fall 2022, we have 42 shared students, however we expect this number to double for next Fall 2023 with the support of the outreach department. As of Fall 2022, our partnership has continued to strengthen by sharing an adjunct shared EOPS/Promise counselor. Hiring a shared Promise/EOPS/FYSI counselor will be a seamless integration, as both PSP and EOPS share similar program requirements and student benchmarks. Currently, all Promise scholars are identified as "high need" because of our online learning modality. A high need student group is expected to attend a minimum of 3 counseling appointments and 3 workshops. Similarly, EOPS requires students to attend three counseling appointments each semester. Both EOPS and Promise counselors focus on career goal identification and exploration, academic planning, university transfer, vocational, job strategies, and intervention counseling. Although adjunct counselors have helped to match our student ratio, the inconsistency of adjunct hours and availability has proved challenging. Our counselor's caseloads are at or above maximum capacity, which impacts the ability to serve their designated students consistently in efforts to meet our CUNY ASAP 1:120 student ratio and engagement benchmarks. Hiring a full-time tenure-track shared EOPS/Promise/FYSI counselor will benefit our dual program students and help meet the student ratio. This will support all three programs in providing consistent, reliable, and dedicated counseling to our students. Additionally, a shared EOPS/Promise/FYSI counselor will contribute to the longevity and sustainability of our programs. All three programs have plans to increase enrollment in the next 3-5 years. Districtwide Promise has a proposed expansion plan over the next few years. Ideally, the 2023-2024 Promise staffing model would consist of 3 permanent full-time counselors (1 shared full-time tenure track EOPS/PSP/FYSI counselor and 2 Promise dedicated full-time tenure track counselors). For EOPS and FYSI, ideally, the 2023-2024 staffing model would be 1 full-time tenure counselor and 1 shared full-time tenure track EOPS/PSP/FYSI counselor. The Promise Scholars Program, EOPS, and FYSI are committed to equitable practices by removing systematic and financial barriers to increase student completion and success. To continue our equitable, accessible, student-centered work through an anti-racist lens, we require full-time dedicated counselors to maintain the integrity and permanency of our programs.

Resource Requests

Item Requested

1 Full Time Tenure Counselor For Promise

Item Description

Tenure Counselor to support the expansion of the Promise Scholars Program

Status

Continued Request - Active

Type of Resource

Instructional Personnel

Cost

142,830

One-Time or Recurring Cost?

Recurring Cost

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

Currently, our counselor's caseloads are at or above maximum capacity, which impacts the ability to serve their designated students on a consistent basis in efforts to meet our CUNY ASAP 1:120 student ratio and engagement benchmarks. Our student to counselor ratio is imperative for the success of our

Promise - Goals and Resource Requests

scholars completing their educational goal within two to three years. Historically from 2018 to 2021, our retention has steadily increased each year with the hiring of additional adjunct counselors. Although adjunct counselors have been helpful to match our student ratio, the inconsistency of adjunct hours and availability has proved challenging. Hiring one full time, permanent Promise counseling faculty will be extremely beneficial in providing consistent, reliable and dedicated counseling to our students. Smaller, intentional, and dedicated caseloads provide a space for our counselors to check in with our students not only academically, but personally as well. The monthly counseling appointments built a relationship between the student and the counselor and provided opportunities to create trust and refer early interventions to the DRC, PCC, CARES, or other emergency services. The Promise Scholars Program is committed to equitable practices by removing systematic and financial barriers to increase student completion, success. To continue our equitable, accessible, student-centered work through an antiracist lens, we are in need of full time dedicated counselors to maintain the integrity and permanency of our program.

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

In our Fall 2022 cohort, 84% of our students identify as Latinx. Our counselors support our marginalized student populations through dedicated counseling and campus wide programming. Workshops around destigmatizing mental health in Latinx communities or challenging gender roles in Latinx households is a prime example. Challenging the model minority stereotypes in our identity workshops also demonstrates a connection to our AANAPISI community. In addition, the Promise counselors and staff participated in a Stop AAPI Hate Town Hall where we were able to actively listen and engage in critical conversations and be in solidarity with our fellow Promise team members and Cañada College colleagues. We aim to celebrate and continue creating culturally relevant programming and policies for our communities of color. Collaboration is one of the strongest keys to our success in serving our Latinx and AANAPISI students. Promise counselors consistently work with student services on campus such as EOPS, STEM Center, CWA, TRIO, Puente, ¡ESO! Adelante, Athletics and more to support our shared students. In hiring one full time tenure track counselors, we will be able to further support our Latinx and AANAPISI students through culturally relevant programming, collaboration with groups on campus who serve our minoritized students, and engage in data informed practices.

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Justification

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

NEW FACULTY POSITION PROPOSAL

Discipline:

1 FULL-TIME TENURE TRACK PROMISE COUNSELOR

A. How does the proposed position align with specific objectives within the college's strategic plans and initiatives? <http://www.canadacollege.edu/plans/index.php>

Cañada College Goal #1 - Student Completion/Success

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

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 within two to three years through dedicated counseling and financial support.

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

Promise - Goals and Resource Requests

The Promise Scholars Program (PSP) contributes to anti-racism at Cañada College through programming, collaboration, data-driven inquiry, and staff professional development. In addition to program collaboration, Promise engages in data inquiry and reporting. With the support of the PRIE department, PSP receives daily enrollment reports for our incoming and continuing students. This helps our caseload management and allows us to collaborate with our counselors and other student services programs to identify students of color who need intrusive counseling and retention efforts. Through disaggregating this data, we are actively practicing anti-racist work. 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

Promise counselors to have experience serving first-time, full-time college students with an educational goal of graduating with a degree or certificate, or transferring to a 4-year university. The demographic of our cohort reflects our high-need students within the Redwood City area. To increase the opportunity gap among the underserved population in our community, PSP prioritizes low-income, first-generation, housing insecure, former foster youth, and AB540 students.

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, STEM Center, CWA, TRIO, Puente, ¡ESO! Adelante, Athletics, and more to support our shared students. Our off-campus partnerships include relationships with Sequoia Unified School District, Fair Oaks Community Center, Redwood City 2020, and other high schools in the Redwood City area. Our counselors' outreach with off-campus partners 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 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. During this orientation, our students learn program requirements, resources, and benefits. They are also introduced to our program staff, counselors, and blocked courses 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 navigation of technology, time management, and resources available to students while also sharing information about PSP. Till date, our counselors have seen an increase in program engagement, retention, and college readiness as a result of the pilot CRER 401 course. To continue to support our students intentionally, hiring an Assistant Director 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 strategic action plans and long-term goals? Please refer to specific elements of the most recent program review.

The proposed position addresses the Promise Scholars Program's long term goal of expansion in alignment with the San Mateo Community College District for the next three to five years. The expansion allows us to increase enrollment to the Cañada campus community while serving our underserved populations in the community i.e. first gen, undocumented students, low-income students, former foster youth, homeless students. The addition of permanent counseling faculty will provide dedicated counseling in efforts to match anticipated growth.

In addition, the Promise Scholars Program piloted the Part-Time model (Fall 2022) to accommodate a larger population of high need students. A part time model will also support our full time working students, adult ed population, DRC students, and students with mental health challenges. This model will also allow opportunities for further collaboration with on campus partnerships, such as programs like College for Working Adults (CWA) Most importantly, our student to counselor ratio is imperative for the success of our scholars in completing their educational goal within two to three years. Historically from 2018 to 2021, with the hiring of additional counselors our retention has steadily increased each year (as seen in Table 1 below). This showed us that a smaller, intentional, dedicated caseload provided a space for our counselors to check in with our students not only academically, but personally as well. The monthly appointments built a relationship between the student and the counselor and provided opportunities to create trust and refer early interventions to the DRC, PCC, CARES, or other emergency services. We are committed to removing systematic and financial barriers to allow access and opportunity.

Table 1: Cohort First Year Review

Fall 1 to Spring 1 Retention

Fall 2018-88%

Fall 2019-85%

Promise - Goals and Resource Requests

Fall 2020-95%
Fall 2021 -88%
Fall 1 to Fall 2 Retention
Fall 2018-72%
Fall 2019-70%
Fall 2020-80%
Fall 2021 -71%
Average Cumulative GPA*

Fall 2018-2.53
Fall 2019-2.68
Fall 2020-2.89
Fall 2021 -3.01
Percentage on Academic Dismissal
Fall 2018-7.2% (21)
Fall 2019-4% (20)
Fall 2020-6%(28)
Fall 2021-4% (6)
Percentage on Academic Probation (1 & 2)
Fall 2018-27% (80)
Fall 2019- 8.5% (42)
Fall 2020- 6.6%(31)
Fall 2021- 8% (12)

C. Program Vitality and Viability

With the legislative goal of having 75% of instructional hours taught by full-time faculty in mind, what percentage of CRNs are being taught by Full-Time faculty in the current semester?

NA

What percentage of CRNs were taught by Full-Time faculty in the previous semester?

NA

If the proposal is not funded, will there remain a minimum of one existing full-time faculty in the discipline?

Yes

D. What is the evidence of student demand to justify the proposed position?

1. Number (headcount) of full-time faculty in the discipline in the current semester

2

2. Total FTE of Course Offerings

NA

2a. Total FTE Course Offerings in the Current Semester

NA

2b. Total FTE Course Offerings in the Previous Semester

NA

3. Percent of Total FTE of Course Offerings comprised by FT faculty

NA

3a. Percent of Total FTE Course Offerings comprised by Full-Time Faculty in the Current Semester

NA

3b. Percent of Total FTE Course Offerings Comprised by Full-Time Faculty in the Previous Semester

NA

4. Average Departmental Fill Rate

NA

4a. Average Departmental Fill Rate for the Current Semester

NA

4b. Average Departmental Fill Rate for the Previous Semester

NA

Promise - Goals and Resource Requests

5. Qualitatively and quantitatively describe student demand/course enrollments within this discipline, especially for those courses that will be assigned to the proposed faculty member.

Since the inception of the program in 2018-2019 the Promise Scholars Program only had 1 temporary full time counselor to serve our 330 student cohort at the time. In addition to our full time counselor, the program hired 2 adjunct counselors in 2019 to serve our 270 newly recruited students, with a total of 500 promise scholars. To reach the projected growth of our program, our staffing model still remains at 1 full time counselor with 1 to 2 additional adjunct counselors hired each semester to meet the needs of our growing caseload. This model will closely align with our sister colleges within the SMCCCD District. Although adjunct counselors have been helpful to match our student ratio, the inconsistency of adjunct hours and availability has proved challenging. Our counselor's caseloads are at or above maximum capacity, which impacts the ability to serve their designated students on a consistent basis in efforts to meet our CUNY ASAP 1:120 student ratio and engagement benchmarks. Hiring 2 full time, permanent Promise counseling faculty will be extremely beneficial in providing consistent, reliable and dedicated counseling to our students. This will be especially helpful to support the longevity and sustainability of our program during the districtwide proposed expansion plan over the next few years. Ideally, the 2022-2023 Promise staffing model would consist of 3 permanent full time counselors (1 shared full time tenure track EOPS/PSP counselor and 2 Promise dedicated full time tenure track counselors).

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