



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.

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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

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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.

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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.

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- *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.

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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.

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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,

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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

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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.

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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