Program Name: CSM Brothers Empowering Brothers
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Academic Year: 2023-2024
Status: Second Program Review
Updated on: 09/29/2023

1. Description of Program (200-400 words)

- Provide a brief description of the program and how it supports the following:
  - CSM Mission and Values Statements
  - CSM Statement of Solidarity
  - CSM's Strategic Priorities
  - SMCCCD's Strategic Goals
  - CSM Forward 2028 - Education Master Plan
- Identify any factors, including federal, state, or local initiatives, that have impacted the program and the students served:

The values, impact, and mission of the Brothers Empowering Brothers Program (BEB) directly reflect the mission, vision, and goals of the College of San Mateo. As a learning community, BEB supports students as they navigate through their college experience from start to finish. BEB prioritizes serving men of color, low-income, first-generation, former foster youth, and homeless students. BEB is committed to dispelling the notion that men of color do not feel like they belong in higher education.

In accordance with CSM's Statement of Solidarity, our program is dedicated to contributing to an "institutional paradigm shift" by reevaluating our policies and practices and developing new ways to better support our male students of color. Our desired outcome is for male students of color to feel welcomed in higher education, build a sense of community, and establish themselves in a new space and community. The students we aim to serve come from marginalized and underrepresented communities where the concept of being a college student is rarely discussed, explored, or questioned. BEB is here to empower students to cultivate self-belief, ensuring that they view themselves as scholars and believe that education is for them and that they belong

Listed below is more information regarding our program:

- Weekly group meetings (Slide Thru)
- COUN 114 - Transfer Essentials Cohorted Class (offered in spring)
- BEB Student Club
- Community Engagement Activities
- Dedicated Monthly Counseling Appointments
- Incentivize engagement (through Promise integration)
- Mentorship (with CSM staff, faculty, alumni and the greater community)

BEB supports students through our weekly meetings (Slide Thrus), where we continue to build a community, but we place heavy emphasis on creating a safe place on campus for our male-identified students of color. We discuss topics related to positive male identity development, honor our students' backgrounds, and acknowledge their lived experiences, all while providing support to students who are navigating college for the first time.

In the Spring semester, BEB offers a cohorted Coun 114 - Transfer Essentials class. This course provides essential information about the university transfer process. Students learn how to transfer within the California State University (CSU) and University of California (UC) systems, as well as to private-independent and out-of-state colleges and universities. The course covers academic requirements for transfer admission eligibility and selectivity, transfer admission decisions, transfer planning, general education, lower-division major preparation requirements, guaranteed transfer programs, and application timelines. Students will complete the CSU Application, UC Planner, TAG, Common Application, and other applications for transfer admission. Other topics covered include support services for transfer and issues related to achieving transfer as an educational goal.

Through the development of a student club, our goal is to enhance leadership, organizational, and communication skills for our students. BEB also places great value on community interaction and engagement through volunteerism. We provide students with opportunities to connect with their communities and give back. Through volunteering, field trips, and attendance at events, students develop essential skills that support their success in both life and college.

2. **Results of Previous Program Review (200-500 words)**

a) Describe the results of your previous Program Review's action plan and identified equity gaps.

- Our Previous Goals were:

  1: Expand outreach efforts to non-promise scholars students & increase program visibility.

  2: Build a bridge, partnership and connection with San Francisco State University men of color program (MoC)

- Results Achieved:

  1: Yes, we expanded outreach efforts to non-promise scholars student and we increased program visibility

  2: Yes, we connected with Faculty and Staff at College of San Mateo and they informed us that the men of color program (MoC) at SFSU is not active anymore. Instead of building partnership with the men of color program we were able to connect with other faculty and staff and establish a SFSU college tour.

- Changes implemented:

The changes that we implemented to expand outreach efforts to non-Promise students and increase program visibility were as follows:

1. We used BEB program interest forms to track how students learned about our program.

2. We also had flyers posted throughout the CSM campus and signs in the quad with QR codes that students could scan to access our interest form.

3. We enhanced proactive working relationships with the marketing team at CSM.

4. We presented to dual-enrollment classes at our local high school.

5. We engaged more in social media marketing.

6. We received direct student referrals from our high school and community partners, as well as CSM faculty. We also conducted targeted outreach to local high schools and community groups/organizations, including the juvenile detention center, shelters, non-profits, YMCA, and churches.

7. We continued to collaborate with campus partners, including PSP, EOPS, MCCDC, LC's, SparkPoint, and faculty.

Other changes that we implemented included BEB coordinators contacting and meeting with faculty and staff at SFSU, and we established an SFSU college tour.

- Plans still in progress:

   BEB is actively exploring various strategies and initiatives to create a direct pathway for our students at CSM. We have taken the initial step of establishing a connection with SFSU and providing our students with a comprehensive tour of their campus. However, we recognize the importance of further engagement and collaboration, particularly in establishing connections with potential programs, such as the Men of Color program at SFSU. We are committed to building strong relationships and partnerships that will benefit our students and enhance their educational opportunities.

   In our ongoing commitment to expanding outreach efforts, BEB is dedicated to reaching a wider audience and ensuring that our program is accessible to all eligible students. We are actively working on implementing various outreach strategies, including but not limited to social media campaigns, community partnerships, and targeted presentations to high school students. Our goal is to continually refine and expand our outreach efforts to connect with prospective students and provide them with valuable information about the opportunities available through our program.

- Any notable or surprising results and outcomes:

  As a result of our dedicated outreach efforts, we have witnessed several notable and even surprising outcomes within our program. One of the most significant achievements has been the substantial increase in the number of students we now serve. Our expanded outreach initiatives, which included targeted presentations, social media marketing, and collaboration with various community organizations, have allowed us to reach a broader audience of students who may not have been aware of our program's existence previously. This increase in student participation has not only affirmed the effectiveness of our outreach strategies but has also demonstrated the growing demand for the services and opportunities we offer.

  Furthermore, one surprising revelation during our outreach endeavors was the discovery that San Francisco State University (SFSU) no longer has a Men of Color program. This unexpected information opened up new avenues for potential collaboration and support for underrepresented students in our region. It has prompted us to explore innovative ways to fill this gap and provide additional resources and mentorship opportunities to address the needs of men of color pursuing higher education in our community.

  In summary, the notable and surprising outcomes resulting from our outreach efforts include a significant increase in program participation and the exciting prospect of addressing an unmet need in the community by potentially establishing a support system for men of color pursuing their academic goals. Top of Form

b) Explain any curriculum or programmatic changes since last program review

      BEB initially began with IDST 110 - College 1. This course is designed to assist new, first-time college students in making a successful transition to college by providing opportunities to explore a college student mindset, identity, habits, and expectations. Through a shared reading experience and a series of common assignments, students develop critical reading strategies, information literacy awareness and skills, and establish a community of first-year support. We taught this class in Fall 2021. However, in Fall 2022, we transitioned to Coun 240 - College & Academic Success. This course assists students in understanding and engaging in college success skills and strategies. Designed to improve academic and personal success, this course takes students through a journey that includes developing study skills, clarifying values, setting personal and educational goals, understanding financial literacy, managing time and life, enhancing critical and creative thinking, and gaining awareness of learning styles. The course also provides assistance in developing communication skills related to self-advocacy. We made this shift to Coun 240 due to certain restrictions associated with IDST 110. Specifically, we were required to assign a book chosen by the IDST 110 committee, which did not align with our Men of Color program's objectives.

In Spring 2023, we also offered Coun 114 - Transfer Essentials. This course provides essential information about the university transfer process. Students learn how to transfer within the California State University (CSU) and University of California (UC) systems, as well as to private-independent and out-of-state colleges and universities. The course covers academic requirements for transfer admission eligibility and selectivity, transfer admission decisions, planning for transfer, general education, lower-division major preparation requirements, guaranteed transfer programs, and application timelines. Students will complete the CSU Application, UC Planner, TAG, Common Application, and other applications for transfer admission. Other topics covered include support services for transfer and issues related to achieving transfer as an educational goal. We decided to offer this class to ensure our students have a comprehensive understanding of the transfer process, are prepared to start CSU and UC applications, and have opportunities to visit local universities.

3. <u>Current Program Review (200-400 words)</u>

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

College Stats 2022-23	Ethnicity	First Gen	Age	Gender	Total
Headcount (unduplicated)	Latinx 32% White 26% Asian 20% Filipino 7% Multiracial 7% Black 3% Pacific Islander 2% Unknown 3% Native American 0%	45% of our students are the first in their family to go to college.	66% 24 yrs. and under 18% Ages 25-34 17% over 35 yrs.	49% Female 48% Male 3% Non-disclosed or non-binary	13,180 students
Enrollments (duplicated)	Latinx 35% White 26% Asian 16% Filipino 6% Multiracial 8% Black 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	76% 24 yrs. and under 13% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Non-disclosed or non-binary	37,014 enrollments

Brothers Empowering Brothers All time student served = 140	Latinx 73% White 1% Asian 5% Filipino 2.9% Multi Races 7.1% African American 11.4% Pacific Islander 3% Unknown 5.7%	76.9% of enrollments were by students who are the first in their family to go to college.	98% Under 24 yrs 3% Ages 25 –34	100% Male	140 students served from 2019 - current

a) **Student population equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-generation, age, gender and total enrollment), or student population served.
- Findings: What has changed from the previous program review?
- Analysis: What factors do you feel contribute to these gaps?
- Resources: If you were granted a resource request, please note what that was and the impact it had.
- Plans to address opportunity gaps: What has your program done to address these gaps? Include information on:
  - interventions implemented
  - any successes in closing gaps
  - ongoing challenges

Findings	Analysis	Resources	Plans to Address Opportunity Gaps
1. 76.9% of BEB students are first-generation college students	This is a success. The result of consistent & targeted outreach and because of our partnership with other learning communities on campus.	N/A	Not considered a gap.
2. Outreach is predominantly tied to PSP and other support programs on campus.	We overwhelmingly provide resources to specific students (first-time, full-time). We support students outside of Promise, however that support is limited for those students as they do not have access to the financial & academic supports of Promise	N/A	Seeking institutional support to widen scope to provide services to wider campus community. We understand that many students we work with often have personal responsibilities & family obligations that prevent them to enroll full-time while still having the need & desire to come to college. Having additional/institutional funding would help expand our reach to support part-time students.
3. Need for qualitative data	The above data does not capture critical information	N/A	Continuing to refine and expand data collection processes.

	about students who are not in the program any longer. With this equity focused program, it is essential to identify and understand who is not represented within the quantitative data. Using storytelling and qualitative data can help fill these gaps.		

b) **Modes of Delivery equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.
- Changes since last Program Review: What has changed, in terms of gaps, since last program review?
- Analysis of gaps: What factors do you feel contribute to these gaps?
- Plans to address opportunity gaps: What has your program done to address these equity gaps? Include information on:
  - interventions implemented
  - any successes in closing gaps
  - ongoing challenges

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
1. Outreach – BEB is back to providing the majority of our outreach through an in-person form of communication to get students connected to our program and our group workshops (Slide Thru's). We primarily outreached using class room visits, presenting at division/faculty meetings, attending other learning communities' meetings, and through word of mouth. Though we conduct most of our outreach through in-person modes, the shift to remote learning provided us with tools to reach students remotely which we continue to utilize.	In person forms of outreach are very helpful for our Program as students feel personally supported and connected to the Program. We are able to give students a taste of who we are, what we are about and how we can support them through in person interactions. This shifted when we went online. Connecting with students through zoom was challenging as students were doing almost everything online. Trying to outreach and keep students engaged was difficult, especially with zoom/computer burnout. We noticed our numbers decreased and the number of students we connected with on	Since the fall of 2021 BEB has partnered with Promise. We have developed a method of integrating BEB services within Promise. Students get the benefits of both programs. They get the culturally relevant support and community BEB brings while getting the financial and programmatic Promise Support. Through this method we have increased the number of students participating within BEB on a yearly basis.

	a weekly basis also decreased. We are back to connecting to students using an in-person model, while also keeping the functionality and access of online communication as a tool we regularly use for those students who need virtual touch points.	
2. Group Workshops (Slide Thru's) - In March of 2020 BEB group workshops were converted into zoom group workshops. In September 2021, we started offering a Hybrid model for our group workshops, where we meet in person on campus while simultaneously using our meeting rooms technology to allow those students who can't meet in person to connect via zoom. Starting Fall 2022, BEB is back to conducting in-person workshops, and no longer offers a hybrid model.	Transitioning from in person to online abruptly in the spring of 2020 was challenging for our students. Our students had difficulty accessing technology needed to connect. Communication and access to information around our group workshops seemed to get lost in students' emails. Due to the pandemic a lot of our students had to get a job or a second/third job to help support their families. Increased responsibility meant finding ways to balance their time/energy, which resulted in students not being available during our regular meeting times. Fall 2022, we started conducting in-person meetings and found that our students were eager to find ways they could connect to their community and campus. Though hybrid allowed us flexibility to connect with students not able to make it on campus, we also noticed that there were two separate experiences for students who attended in person, compared to those online. Those in-person felt connected and present, while those online felt as if they were watching the group workshop rather than participating in it.	A hybrid model made those students participating online feel more like an audience than a participant. Due to this we transitioned to fully in-person meetings. This means there may be students who are looking for connections and support but cannot connect during our Friday sessions. Online points of engagement are things we are looking into. Providing workshops and other forms of engagement fully online may allow us to connect with those students that cannot connect in person. We are also looking into providing activities on alternative dates/times so those students who aren't available on Friday's can also participate in our services.

3. BEB Specific Courses - Fall 2021 we successfully enrolled and taught an IDST 110 course fully online. Fall 2022 we transitioned the course into a fully in person COUN 240 course. In spring 2023 we offered a fully in-person COUN 114

IDST 110 as a remote course access to technology, internet and physical space was needed for students to be successful. Having to learn how to be a college student and figure out how to navigate campus virtually were additional struggles. Our course relied heavily on Canvas, and for many students using canvas was a learning curve. Lastly, BEB supports students in identity development, community building through identity and redefining success. In order to accomplish this students aim to build strong and supportive relationships with the staff, faculty and other students. However, developing these types of connections was extremely challenging within a virtual setting.

COUN 240 – Fully in-person supported students in re-identifying success skills for in-person learning. Many of our students hadn't been in an in-person class for a while. This class offered them the opportunity to reflect on what transitioning back to in-person instruction may mean, what challenges and opportunities come with it. Though we were able to engage with students through class, many students

IDST 110 – is required by Promise of all new incoming students. The transition out of IDST 110 came when we noticed our students not connecting with the shared reading that is required across all IDST 110 sections. Students' identities are such a huge part of their experience and their future goals, a lot of our students didn't relate to the reading. This informed our decision to transition into COUN 240.

COUN 240 – students were really engaged and got a lot out of the course, however we noticed a lot of students were taking the course to meet a requirement, rather than to be connected to BEB and its community. We reassessed the purpose of our course and what students are gaining from taking the course and decided to transition to two different directions. (1) Transfer Support and (2) intentional case management for current BEB Students.

We noticed that connecting new students to BEB wasn't so much of a challenge any more. The real challenge we were facing was addressing our student's retention/success rates and providing students with the ability to dream and explore further options outside of CSM. COUN 114 allowed us to support with transfer goals, and validating that transfer is and should be something they consider. While

		stopped connecting with BEB as a program once the class concluded. Which had us reevaluating the effectiveness of a BEB class and what our students' primary needs are. COUN 114 – The fall COUN 240 course allowed us to connect with new incoming students, COUN 114 was an opportunity for us to continue to engage the current students in our program. It offered them transfer support, ability to explore transfer as an option (some students did not think it was) and opportunity to explore campus.	intentional case management allowed us more individual time with each student to identify and support student challenges in hopes of addressing issues that impact their ability to succeed.

4. Planning

a) **Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025:** Describe learning or area assessment plans for this Program Review cycle, **including any activities planned to address equity or delivery mode gaps**. Your summary should explain:

- SLO/SAO
  - What will your assessment focus on?
  - Is it discipline/program/service-specific or will it be interdisciplinary/a collaboration between programs or services?
  - Why is it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment plan
  - What is the planned activity or intervention?
  - Describe next steps and the timeline for your SLO/SAO assessment
- Resources for SLO/SAO assessment
  - What resources will you need to assess changes (i.e., PRIE support in the form of specific data, surveys, etc.)?

The integration of BEB students into the CSM campus community will be enhanced through strategic partnerships with campus programs and resources. By offering program tours and facilitating interactions during Slide Thru sessions, BEB students will become more comfortable accessing the myriad of services and resources available to them. To further support their journey, BEB will design and administer surveys to track student engagement with different services, resources, and programs, thus ensuring that their unique needs are met. Additionally, COUN 114, the Transfer Essentials course, plays a pivotal role in providing BEB students with vital information about university transfers to CSU, UC, and private institutions. This course will culminate in a Comprehensive Transfer Portfolio, which will require students to develop a finalized transfer plan, personal statements for their chosen universities, research on financial aid and scholarships, and tailored resumes and cover letters for their prospective majors or programs. Furthermore, a Pre-Course Survey will gauge students' prior knowledge and preferences, while a Post-Course Survey will assess the course's effectiveness and gather input for future enhancements. These initiatives collectively aim to empower BEB students and enrich their educational journey

SLOs/SAOs	Assessment Plan	Resources for SLO/SAO assessment
1. BEB students will feel more connected to CSM campus and comfortable accessing programs, resources and services	BEB will be partnering with campus programs and resources. Providing program tours and inviting program/resources to Slide Thru sessions to meet and work with our students	BEB will develop their own surveys and will document touch points for different services/resources/programs.
2. COUN 114 - Transfer essentials course provides essential information about the university transfer function for BEB students, and offers opportunities for BEB students to explore CSU, UC and Private schools.	**Comprehensive Transfer Portfolio:** Require students to compile a comprehensive transfer portfolio that includes: ● A finalized transfer plan. ● Personal statements for each university they are considering. ● Financial aid and scholarship research. ● Resume and cover letter tailored to prospective majors or programs	**Pre-Course Survey:** Before the course begins, administer a survey to assess students' prior knowledge about the transfer process, their goals, and their initial preferences regarding transfer institutions. **Post-Course Survey:** Administer a post-course survey to evaluate the effectiveness of the course in meeting learning objectives and inquire about any improvements or additional topics students would like to see covered in future offerings

b) **Program goals**

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Based on your current review of your program's equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans. Please note that whereas SLOs/SAOs involve assessing and measuring a specific skill or knowledge students will be able to do/understand upon successful completion of a course, program, service, and/or degree/certificate, program goals reflect overall aspects of your program or service you hope to improve.

Please note that closing equity gaps is a College-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals (see 3a and 3b).

For each goal, you should include:

- A brief description of the issue being addressed (equity gap, etc.)
- What actions you plan to take
- What measurable outcomes you hope to achieve
- A timeline
- Who is responsible
- What support do you anticipate needing in order to achieve your goals and plans, including:
    o Professional development activities
    o Institutional support
    o Collaborations
    o Training
    o Resources

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1. **Goal #1: Strengthen Community Engagement**	Foster a sense of belonging and community among Men of Color students through networking events, workshops, and cultural celebrations. Collaborate with local community organizations and leaders to provide mentorship opportunities and	**Increased Participation in Networking Events and Workshops** -Measure the attendance and participation rates in networking events, workshops, and cultural celebrations specifically	- End of Spring 2025	-BEB Coordinators	- Need support from campus leadership - Collaboration with Faculty and staff - Support from CSM alumni

resources for program participants. Encourage Men of Color students to actively engage in community service and leadership roles both on and off-campus.	designed for Men of Color students. **Surveys and Feedback** - Administer surveys or gather feedback from our students to assess their sense of belonging and community. - Use Likert scale questions to quantify their perceptions of belongingness and their engagement in networking, mentorship, and community service activities. **Community Impact** - Assess the impact of our students' community service and leadership roles by quantifying the tangible outcomes of their involvement (e.g., number of community projects completed, community organizations served, leadership initiatives launched). -Set targets for community impact metrics, such as the number of				

		community partnerships established or the measurable benefits brought to the local community.			
2. **Goal #2: Career and Professional Development**	Create pathways for our students to explore and prepare for careers in their chosen fields. Offer workshops and seminars on resume building, interview skills, and professional networking. Establish partnerships with local businesses and industries to provide internships, job shadowing, and career development opportunities.	**Partnership Engagement** Keep a record of the number of partnerships established with local businesses, industries, or organizations to provide career development opportunities. Set targets for the number of new partnerships to be formed each year. **Student Satisfaction and Feedback** Administer surveys or collect feedback from our students who have participated in career development activities, workshops, or internships. **Post-Program Career Progress**	- End of Spring 2025	-BEB Coordinators	**Financial Support:** Funding is often essential for organizing workshops, seminars, and events related to career development. Financial support can also help facilitate internships, job shadowing opportunities, and career-related programs. **Community and Business Partnerships:** Collaboration with local businesses, industries, and community organizations to provide internships, job shadowing opportunities, and career guidance. Support from these partners in terms of mentorship and access to real-world experiences. **Technology and Tools:** Access to technology and software for career assessments, job searches, and resume-building. Online platforms for networking, job listings,

		Track the career progress of our graduates, including job placements, promotions, and advanced degrees obtained after completing the program.			and industry-specific resources.