

## 2021-22 Program Review

Program Name: Project Change  
Program Contact: Samantha Vargas  
Academic Year: 2021-22  
Status: Active  
Updated on: 9/29/21

### **1. Description of Program (200-400 words)**

Project Change is the first community college supported program in California to provide streamlined connections to wrap-around services, direct access to postsecondary education for incarcerated youth, and in-person college instruction inside juvenile youth facilities. Project Change is a unique program providing comprehensive educational services and resources to serve students and the community. The program's strong network of support provides incarcerated youth and system-impacted individuals the opportunity for career and postsecondary attainment at the College of San Mateo. We are evolving to accept any and all individuals who are system-impacted.

Our program has always been a part of our campus culture of antiracism and equity-advancing. Project Change students are provided with their own community and support system. We ensure that our students have all the support they need to succeed. This support includes priority enrollment, assistance with registration, and assistance developing an educational plan, college readiness workshops in the juvenile youth facilities, access to UC/CSU transferrable college courses while incarcerated in the juvenile hall or attending a community school, book stipends for \$150 for all three semesters, transportation assistance or parking passes, and career opportunities on campus. We also refer our students to other resources they may need to help them and their families.

Covid-19 had a large impact on our Project Change students. Transitioning to 100% distance learning was a challenge for some of our students (both on CSM campus and in the juvenile hall). Students on campus benefited from having our immediate in-person support and students in the juvenile hall have always had in-person instruction. Many of our students had a hard time continuing with their education because they had to work more hours to help support their families. Technology and hotspots were also another road block, but luckily, we were able to provide our students with chrome books and hot spots with our Cal Wellness Grant funds.

In September 2020, Governor Newsom signed SB 823, setting into motion the phase-out of CA State Division of Juvenile Justice and establishing a system in which justice-involved youth will receive treatment and services closer to their families and communities. Under this bill, the state shall halt all transfers of youth from California counties to the DJJ's three remaining youth facilities. This bill has affected the students we serve in our court and community schools.

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

2. a) We do not have a previous Program Review action plan. This is our first year submitting a Program Review.

b) This is our first year submitting a Program Review, therefore there have been no curriculum or programmatic changes.

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a. Project Change was established in 2013 and over the last 8 years our program has evolved. We started out providing streamlined connections to wrap-around services, direct access to postsecondary education for incarcerated youth, and in-person college instruction inside juvenile youth facilities. We started with one class (LCTR 105-Keys to Success) being taught to concurrent enrollment students inside the juvenile hall. We have since added several classes (in addition to LCTR 105) to be taught inside the juvenile hall on a rotation which include: PSYC 100- General Psychology, PSYC 200- Developmental Psychology, PSYC 410-Abnormal Psychology, HIST 235- History of Ethnic Groups in the US, NDNU Creative Writing course, and COMM 130- Interpersonal Communications. While we still provide this support to incarcerated youth, we also serve formerly incarcerated and system-impacted individuals on our campus.

b. Due to the pandemic, we have switched to full distance learning mode. This has given us the opportunity to combine our two court schools, Hillcrest and Camp Kemp to attend the classes together via Zoom. Previously, we would offer them separate classes in person. We have also extended one class per semester to our two community schools, Canyon Oaks and Gateway. Due to the pandemic and senate bill 823, there are less juveniles inside the facilities. Distance learning has allowed us to combine the schools for a larger class size and more student participation.

### **3. Current Program Review (200-400 words)**

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

<b>College Stats 2020-21</b>	<b>Ethnicity</b>	<b>First Gen</b>	<b>Age</b>	<b>Gender</b>	<b>Total</b>
<b>Headcount (unduplicated)</b>	Latinx 32% 85.7% White 26% 14.3 % Asian 19% Filipino 7% Multi Races 7% African American 3% Pacific Islander 2% Unknown 4% Native American 0%	48% of our students are the first in their family to go to college.	66% Under 24 yrs. 85.7 20% Ages 25-34 15% over 35 yrs.  29-39 14.3	50% Female 57.1 47% Male 42.9 2% Unknown	10,910 students 7
<b>Enrollments (duplicated)</b>	Latinx 32% 65 White 25% 35 Asian 19% Filipino 7% Multi Races 8% African American 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.	73% Under 24 yrs. 71 16% Ages 25-34 11% over 35 yrs.  29-39 29%	48% Female 52.6 50% Male 47.4 2% Unknown	32,761 enrollments

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<b>Project Change 2020-21</b>	<b>Ethnicity</b>	<b>First Gen</b>	<b>Age</b>	<b>Gender</b>	<b>Total</b>
<b>Headcount (unduplicated)</b>	Latinx 85.7% White 14.3 % Asian 0% Filipino 0% Multi Races 0% African American 0% Pacific Islander 0% Unknown 0% Native American 0%	? % of our students are the first in their family to go to college.  <b>*Data did not specify unduplicated/duplicated.</b>	85.7% Under 24 yrs. 14.3% Ages 29-39	57.1% Female 42.9% Male 0% Unknown	7 students
<b>Enrollments (duplicated)</b>	Latinx 65% White 35% Asian 0% Filipino 0% Multi Races 0% African American 0% Pacific Islander 0% Unknown 0% Native American 0%	? % of enrollments were by students who are the first in their family to go to college.  <b>*Data did not specify unduplicated/duplicated.</b>	71% Under 24 yrs. 29% Ages 29-39 0% over 35 yrs.	52.6% Female 47.4% Male 0% Unknown	19 enrollments

**(a) Student population equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-gen, age, gender and total enrollment), or student population served.

Over the last couple of years, the pandemic has been a huge factor to the gaps in our program. Transitioning to 100% distance learning was a challenge for some of our students (both on CSM campus and in the juvenile hall). Students on campus benefited from having our immediate in-person support and students in the juvenile hall have always had in-person instruction. Many of our students had a hard time continuing with their education because they had to work more hours to help support their families. We were granted a resource request to have our Retention Specialist funded by the college. Our Retention Specialist is a key component to our program and our main contact for our on-campus students. Project Change students are required check in with our Retention Specialist twice a month and when/if they have any issues with their classes and/or need extra support and/or resources.

Now that things are getting back to a sense of normal, students are becoming more responsive. We are in the process of making connections with system impacted programs to recruit more adults to our campus. We have also participated in events and presentations (both in person and remote) to promote our program.

**Note: If these interventions constituted your discipline-level assessment, please see “(c)” below.**

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Findings	Analysis	Resources	Plans to Address Opportunity Gaps
1. Covid-19 pandemic	Many of our students had a hard time continuing with their education because they had to work more hours to help support their families.	Provided emotional and academic support to the best of our abilities.	Continue to provide emotional and academic support to our students.
2. Switching to distance learning	Students that were taking classes online, some with learning disabilities had a hard time converting to online classes.	Provided chrome books and hot spots to students who needed them.	Continue to provide supplies and technology to our students in need of them.
3. Stay at home order	Students were unable to have direct support from staff and faculty on campus. They felt like they lost their connectivity to our staff	Virtual Village space for our Project Change students.	Continue to provide a space online for our students to interact with one another and seek the support they need from our staff and faculty.

**(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

**Note: If these interventions constituted your discipline-level assessment, please see “(c)” below.**

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Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
1. Switching to distance learning	Students that were taking classes online, some with learning disabilities had a hard time converting to online classes. Students were unable to have direct support from staff and faculty on campus. They felt like they lost their connectivity to our staff	Continue to provide supplies and technology to our students in need of them and provide a space in the Virtual Village for our students to interact with one another and seek the support they need from our staff and faculty.
2.		
3.		

**(c) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment:** Describe learning or area assessment plans implemented since last Program Review, **including any activities undertaken to address equity or delivery mode gaps.** Your summary should explain:

- SLO/SAO
  - What did the assessment focus on?
  - Was it was a discipline-specific or interdisciplinary (for instruction only)?
  - Why was it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment results
  - What was the activity or intervention?
  - What were the outcomes?
- Program improvements implemented
  - What did you learned from it?
  - What changed?

SLOs/SAOs	Assessment Results	Program Improvements Implemented
1.		
2.		

3.		

**(d) Challenges and Opportunities:** Describe any **other** particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, etc.).

Project Change as a whole experienced quite a few challenges these past few years. Transitioning to a distance learning model was a challenge for some of our students (both on CSM campus and in the juvenile hall). Students on campus benefited from having our immediate in-person support and students in the juvenile hall have always had in-person instruction. Students were unable to have direct support from staff and faculty on campus. They felt like they lost their connectivity to our staff and their peers. I think a huge consequence as a result to the pandemic was not having a space for the students like we did on campus. All the learning communities noticed that we needed a virtual space for our students to connect to us and their peers, so we came up with the Virtual Village and created a space for each learning community. Now that we are back on campus and students are returning, we are able to host them in our physical Village space and having a Village Coordinator would be incredibly helpful for our students. Also, having weekly or monthly meetings with our students to check in and have them network will also be beneficial for both them and our staff.

## **4. Planning**

### **a) Program goals**

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 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.

<b>Goal</b>	<b>Actions</b>	<b>Measurable Outcomes</b>	<b>Timeline</b>	<b>Responsible Party</b>	<b>Support Needed</b>
1. Provide training for a personal mentor who is faculty/staff at the college, and a community of support.	Reach out to staff and faculty to get interest in being a mentor to our Project Change students.	Gaining interest in becoming a mentor, provide trainings, and pair our students with the mentors.	1 year	PSC	Marketing- flyers Staff and Faculty- willing to be mentors for our students and developing a training series

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2. Recruit adults from system impacted programs (ie; P90, Our Common Ground, Street Life Ministry, etc.) and adult jails	Create presentations and brochures to present within the organizations, make connections with the contacts within the organizations.	Gaining interest in becoming a college student and increasing our Project Change enrollment.	1 year	PSC, Retention Specialist	Marketing- flyers and brochures Project Change staff-creating presentations, making connections, attending events, giving out swag.
3. Mandatory middle of semester retreat and of semester celebration	Plan and organize activities and agendas for these events.	Providing a space for more student engagement and accountability, especially after the pandemic and returning to in person activities.	6 mos	PSC, Retention Specialist	Project Change staff-reaching out to Project Change students and organization of the events

**5. CE Only** N/A to Project Change

- a) Review the program's available labor market data, as applicable, and explain how the program meets a documented labor market demand. Here are two relevant links:
  - a. [State of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information):
  - b. [Employment data](#) (by Program Top Code) from the State Chancellor's Office
- b) Summarize [student outcomes](#) in terms of degrees and certificates. Identify areas of accomplishments and areas of concern.
- c) Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting and outcomes of the meeting (updates, changes, new members, etc).
- d) What strategies have you discussed in your recent Advisory Committee's meetings to meet the needs and challenges of getting people retrained and back to work?

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- e) Only for 2021-22 Program Review, please review the TOP codes, SOC codes, SAM codes, and CIP codes for your courses to ensure that they are aligned, and provide any updates below.