

2023-24 Program Review

Program Name: Promise Scholars Program

Program Contact: Allie Fasth, Director

Academic Year: 2023-2024

Status: Complete

Updated on: 9/29/2023

INTRODUCTION: WHAT IS PROGRAM REVIEW FOR?

The goal of program review is to assess how well our programs are doing. Program review asks us to:

- Reflect on the state of student learning or support in our disciplines and programs, by discussing:
 - efforts to achieve equity across student populations and modes of delivery;
 - results of assessment activities aimed at improving or researching student learning;
 - new challenges or changes to the program.
- Identify resources that we need to change and improve.

Though program review is tied to accreditation, ultimately, we want program review to be meaningful for us. This means we want to use program review to highlight and celebrate what is working, identify what isn't and to figure out what we can do about it. Program review also provides an opportunity to assess how those things work in practice, and work to improve our practices to be able to serve our students even better. It also serves to create cross-campus understanding and dialogue and make more informed decisions in our teaching and programs. Program review is also an opportunity to advocate for change and for resources by showing need and equity issues that we need additional support to be able to address.

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 Promise Scholars Program directly speaks to SMCCCD's Strategic Goal #1 by providing access and completion support for students. Over the last several years, College of San Mateo (CSM) has launched multiple statewide initiatives focused on student success; AB 705 (placement), AB 288 (dual enrollment), SB893, Guided Pathways and AB 19 (promise funding) to name a few. By evaluating equity data, we reflected and better understood that our first-time students were in need of higher levels of support. The concerns that led to the development of these initiatives determined we were in need of a specific program that combines student services and instruction, and supports students holistically in order to increase graduation/completion

rates. Replicating the CUNY ASAP model, with fidelity, allows us to expand programming to more students and in a strategic way that impacts how we support success campus-wide. The values, ethos & impact of the Promise Scholars Program (PSP) directly reflect the mission, vision & goals of College of San Mateo as we seek to build connections that foster authentic, rigorous & equitable learning experiences for Promise Scholars. As a completion program, PSP supports students as they navigate through their college experience from start to finish. PSP prioritizes serving low-income, first-generation, former foster youth & homeless students. Our goal is to build authentic connections with students in a variety of spaces that affirm their identity while working towards their academic goals. As identified in CSM’s Statement of Solidarity we strive to create an “institutional paradigm shift” and the Promise Scholars Program is committed to such by recreating the student experience by thoroughly examining our policies and practices and by building new ways of being, such as providing students:

- Dedicated counselor for up to 3 years
- Tuition & fees coverage for up to 3 years
- Focus on completion of a degree and/or certificate
- Incentivize engagement
- Textbook support

At the core, the Promise Scholars Program utilizes a data-centered approach to inform program development & identify student needs. As a program, we are focused on closing equity gaps and this means identifying up front when and where these equity gaps occur. For this reason, we monitor and support student progress on a daily basis through required counselor and workshop meetings. We provide outlets for students to connect with our staff & faculty through 1-on-1 meetings, Promise Talks & tailored workshops. Counselors’ caseloads are set at a counselor-to-student ratio of 1:150; this ensures students have the opportunity to receive consistent information, build relationships and meet their educational goals.

Enrollment distribution as of Sept 24th, 2023:

Total Currently Enrolled Promise Students	924	100.0%
15.00+ Fall 2023 Units at SMCCCD	372	40.3%
12.00 - 14.99 Fall 2023 Units at SMCCCD	391	42.3%
9.00 - 11.99 Fall 2023 Units at SMCCCD	101	10.9%
< 9.00 Fall 2023 Units at SMCCCD	60	6.5%

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.

- Previous Goals

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- Results Achieved
- Changes Implemented
- Plans still in progress
- Any notable or surprising results and outcomes

Status of goals:

Goal #1: Establish a part-time pilot for Promise to meet the need for increased support for non-traditional and/or part-time students

- Results– this goal was put on pause due to a variety of factors: changing administration, program capacity, funding sources
- Changes Implemented – this goal will likely be revisited once there is permanent administration

Goal #2: Market to wider audience to include 25+ population

- Results– Originally the goal was to outreach to more students 25 years of age and older to have better age representation within the program. However, due to a shift in roles and priorities, we ended up focusing a majority of our outreach efforts to support the matriculation of Black students, in collaboration with Counseling Division partnerships. Alongside EOPS & Umoja, we worked together to outreach Black students who applied to the college, but may have not made it through the entire matriculation process. The goal was to also help students identify a community to participate in once they matriculated (Promise, EOPS, Umoja, or all three.) Our coordination efforts are grassroots and require more refinement in the next matriculation cycles.

Goal #3: Support & sustain Brothers Empowering Brothers to better serve men of color within our program & institution using the Promise Scholars model

- Results– Brothers Empowering Brothers was provided a program budget in FY23 and now operates as their own entity, outside of Promise. However, there still remains overlap across the two programs and we mutually provide support for shared students.

Goal #4: Support & sustain Katipunan to better serve Filipinx students within our program & institution using the Promise Scholars model

- Results - Katipunan was provided a program budget in FY23 and now financially operates as their own entity, outside of Promise. However, there still remains overlap across the two programs and we mutually provide support for shared students.

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

Since the last program review, the Promise Scholars Program elements have remained the same. However, we have added more staffing to ensure we are meeting the designated ratios of support as part of the CUNY ASAP replication. A second retention specialist and Program Manager started in Fall 2022. With this, we have been able to build capacity to ensure students are

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support. Specifically, the Program Manager role supports by building systems for program operations and oversees the daily operations of the Promise Center.

- 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 discipline/program/service-specific or interdisciplinary/a collaboration between programs or services?
 - 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 learn from it?
 - What changed?

Since the last Program Review, we conducted two end-of-year surveys (May 2021, May 2022) for all Promise Scholars. The assessment surveys for satisfaction and impact of every program element (Counseling, Cohort Classes, Incentives to name a few). This was prioritized as part of the CUNY ASAP Replication and to identify equity gaps in program delivery. The end-of-year survey is conducted every year. The survey is distributed via email in May and students who complete the survey receive their May incentive (\$50 incentive). The outcomes of the survey included the following result highlights:

- Most valuable service provided from Promise Scholars Program: Promise Counselor & Monthly Incentive
- Students satisfied or very satisfied with Promise Scholar Program Services: 99%
- Students reporting that it would be hard or maybe hard to attend college without the Promise Scholars Program: 88%
- Several students provided anecdotal responses indicating a need for more workshop offerings provided directly from the Promise Scholars team (as opposed to attending campus-wide workshops)

With these results, we learned that we need to revise our workshop offerings, modalities and schedule to better meet the needs of students. Students seek community, and want to connect with their Promise peers, counselors & staff on a more regular basis. Goals for this next Program Review cycle will reflect our work to improve this.

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.

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
Promise Scholars Program Data	Latinx 55% White 14.8% Asian 7.2% Filipino 8.6% Multiracial 7.2% Black 2.7% Pacific Islander 3% Unknown 1.5% Native American 0%	61% of enrollments were by students who are the first in their family to go to college.	98% Under 24 yrs. 2% Ages 25-34 0% over 35 yrs.	55% Female 42.3% Male 2.7% Non-disclosed or non-binary	2,387 all-time students served

- 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? The demographic data meets or exceeds the college-wide averages in most categories and has stayed consistent cohort to cohort. It is important to note that through the development of the program we have been intentionally prioritizing accepting the following student groups into the program first: first-generation students, low-income students, unhoused students and former foster youth students. This has impacted the make-up of our cohort as demonstrated in the data points listed above. For example, the Promise Scholars Program has 14% more first-generation college students in the program compared to the college-wide number (61% vs. 47%, respectively). Additionally, we exceed the college-wide numbers for ethnicity groups participating in the program. The Promise Scholars Program has sought to prioritize supporting completion for first-generation, BIPOC students.

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The overwhelming majority of Promise Scholars are enrolled directly from high school; we serve a low-number of students ranging in age from 25-34 years old and 35 years old and above.

- **Analysis:** What factors do you feel contribute to these gaps? A factor that contributes to the age gap disparity among our program versus college-wide is that we require students to attend full-time. Students 25+ years old often have other responsibilities that limit their ability to attend full-time for 2-3 year consistently. Additionally, the Promise Scholars Program heavily markets within the local feeder high schools.
- **Resources:** If you were granted a resource request, please note what that was and the impact it had.

Since the last Program Review, we were granted two new positions through the Fall 2021 Resource Request: Retention Specialist & Program Manager. The retention specialist is the second retention specialist on the team, and the position was established to maintain ratios of retention work of 1:500 (retention specialist to students). The Program Manager was a new position designed to provide daily operational support for the Promise Scholars Program. Since the last Program Review, the program has expanded to serve close to 1000 students. The additional administrative support provided from the Program Manager ensures that the team and Promise Center are set up to successfully meet the needs of the Promise Scholars.

- **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

Interventions (future): The Promise Scholars Program is dedicated to being an inclusive program. That being said, after identifying that we have equity gaps in age distribution we are focused on partnering more exclusively with the Adult School Program Services Coordinator at CSM and the English as a Second Language (ESL) program at CSM. There is low number of students at CSM over the age of 25+, yet those who do transition from the Adult School to CSM can benefit from Promises program offerings and cohorted experience.

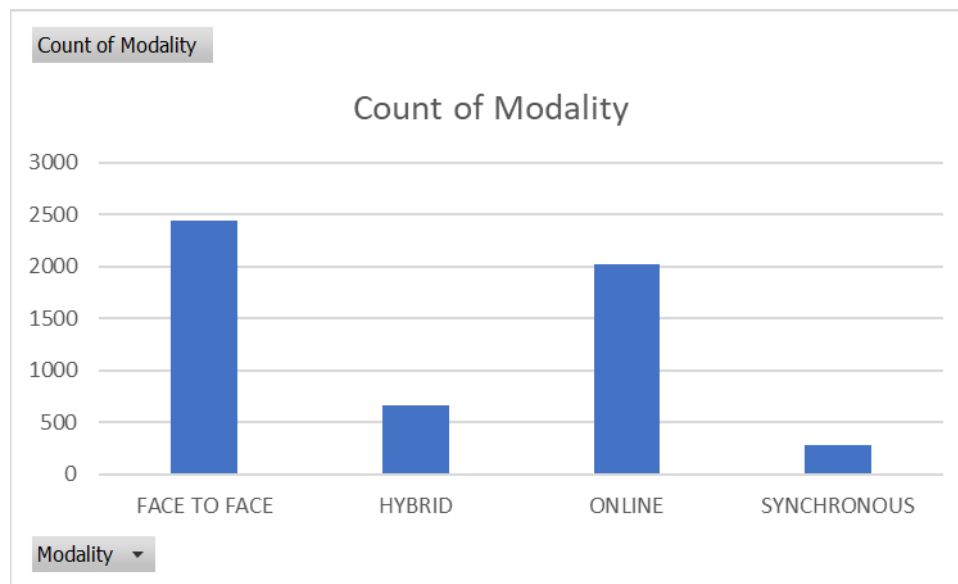
Inventions (current): One intervention that is established is broader academic counseling hours (evening hours, summer hours, winter hours) offered from the Promise Scholars counselors to accommodate various student schedules. Additionally, the Promise Scholars Program's Financial Aid Program Services Coordinator provides evening financial aid workshop and 1-1 support for incoming and continuing students.

Ongoing: At a district level, there is also conversation about piloting a part-time Promise Scholars Program to serve a wider range of students; this program may have better structure to serve the 25+ population.

- 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.

Since the last program review, we have slightly changed out modes of delivery as needed with the demands of the pandemic. Since Fall 2021, our high school outreach and Promise Scholars Program onboarding has shifted from only online to hybrid. In Spring 2022, the program held its first in-person graduation ceremony. In Summer 2022, the program held its first in-person orientation (since pre-pandemic). As of now, the Promise team meets students where they are – online or in-person. Academic counseling, retention work, study session and program activities are hosted in multiple modalities.

Below includes a chart of Promise Scholars individual course enrollments (unduplicated).



- Changes since last Program Review: What has changed, in terms of gaps, since last program review?

Through this experience, we have identified gaps in students' success, persistence & satisfaction due to issues accessing technology, decreased connection to campus life, low enrollments & mental health challenges to name a few.

Conversely, there have been innovative approaches for our program such as shifting application, information & orientation sessions online; utilizing online group counseling & drop-in counseling; higher rates of attendance to online workshops; higher rates of students redeeming monthly incentives, higher rates of intentional enrollment into blocked courses

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(IDST 110, COUN 240, ENGL, Math) and students ultimately have less chances of being run around to different campus services to complete forms/processes.

Lastly, our program has identified a stronger collaboration across student services as we worked to collectively communicate and support students' campus-wide.

- 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

We are interested in continuing to use best practices when it comes to communication and offering services for our students. This includes offering Zoom drop-in hours for team support, Zoom workshops, intervention meetings with students that include program director, retention specialist, program services coordinators and assigned counselors in any preferred setting (virtual, phone or in-person). In order to build and re-establish community, we are intentional about designing on-campus workshops and other in-person engagements so that students feel connected to the program, college and student spaces on campus.

(c) 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, resources, etc.).

Challenges

- Privacy issues (FERPA, HIPPA) have limited data sharing among programs and instruction and have proved to be challenging as we attempt to provide holistic wrap-around services and retention support for students.
- Ensuring that students across multiple programs receive the most appropriate counseling support; ensuring that counselors and campus partners have time for collaboration
- Rebuilding in-person community via the Promise Center

Opportunities

Through replication of the CUNY ASAP program, we have completed a [fidelity-to-the-model-assessment](#) that captures areas for program growth. As we continue to replicate the CUNY ASAP model, there are several areas we plan to focus on in the coming.

Including:

- **Faculty Engagement & Blocked Courses:** Develop and formalize the blocked course offerings provided for students

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- **Career:** While we have developed career competencies our work in the coming semesters includes embedding career services and career assessment into the student experience semester-by-semester.
- **Tutoring Support:** Tutoring is an element of the Promise program but we need to formalize our policy and tracking systems.

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.)?

SLOs/SAOs	Assessment Plan	Resources for SLO/SAO assessment
1. Program is designed to support degree or certificate completion within 3 years (EQUITY ISSUE)	Review of Cohort Data, Completion Data, & Disaggregated Data. Timeline to complete this review is at the end of each semester & annual basis.	Support from PRIE in maintaining access to data. Team time to complete assessment together.
2. Program is designed to provide students with a sense of belonging & community (EQUITY ISSUE).	Survey data reflecting student attendance to counseling appointments and Promise Program Engagements. Utilize end-of-year survey results. Seek out qualitative and anecdotal information provided from students. Timeline to complete this review is at the end of each semester & annual basis.	Support for developing qualitative questions. Team time to complete assessment together.
3. Promise Center effectively delivers services for students.	Need to include question(s) about Promise Center in the end-of-year survey. Need to work with team to develop mission and vision for the Promise Center. Need to determine approach to collect additional data points on student usage of Promise Center. Timeline include FY24	Support for developing qualitative questions. Team time to complete assessment together.

b) 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 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:
 - Professional development activities
 - Institutional support
 - Collaborations
 - Training
 - Resources

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1. Develop partnerships with cohorted faculty. We have a group of faculty who teach courses that are blocked courses for Promise students. Originally the intention was for these courses to provide access for students to needed classes. However, our team wants to deepen our relationship with instructional faculty with the purpose of providing more holistic wrap-around support for Promise students.	<ul style="list-style-type: none"> • Provide instructional faculty with a Promise point of contact • Host team meet & greet • Develop goals with instructional faculty & Promise team around partnership expectations and impact 	<ul style="list-style-type: none"> • Students served in cohort classes • Students persisting 	FY24- 25	Leads: Promise administrators	None at this time

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<p>2. Revise workshop offerings. The end-of-year survey from May 2023 results showed that students wanted to pursue more workshop offerings provided by the Promise Scholars Program.</p>	<ul style="list-style-type: none"> • Host discussion with team to identify best approach for increasing Promise specific offerings for students. • Provide counselors working time to design and schedule workshops throughout each semester. • Provide staff team with resources to host engagement opportunities. • Review outcomes. 	<ul style="list-style-type: none"> • Students attending Promise-specific workshop offerings. • Improved sense of community for Promise students. 	<p>FY24- 25</p>	<p>Leads: Promise administrators; Promise team</p>	<p>None at this time</p>
<p>3. Revise acceptance and onboarding process. Both processes are data and now confusing for students.</p>	<ul style="list-style-type: none"> • Review data (% of students completing each task, where do students fall off the onboarding process, etc.) • Work with counseling partners to identify barriers for students and solutions • Work with Promise Team to create new workflow for Spring 2024. 	<ul style="list-style-type: none"> • % of students successfully matriculating as part of the Promise Scholars Program 	<p>FY24- 25</p>	<p>Leads: Promise administrators</p>	<p>Possible research/data support from PRIE; collaboration with Counseling Dept. and EOPS partners</p>