



Skyline College

SKY SS CPR Report

2023 – 2024

SKY SS - Promise Scholars Program

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Assessment Unit Information

Program Type

Student Services

Division

Counseling, Advising and Matriculation (CAM)

Assessment Contact

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Comprehensive Program Review

2023 - 2024

Program Review Update

Fall 2022, Fall 2026

2023 - 2024

Student and Learning Support Services Comprehensive Review

Submitter Name:

Nate Nevado

Submission Date:

01/26/2024

BACKGROUND

1.A. DIVISION:

Counseling, Advising, and Matriculation (CAM)

PROGRAM NAME:

Promise Scholars Program

1.B. YEAR OF REVIEW:

2022-2023

1.C. PROGRAM REVIEW TEAM

Dr. Nate Nevado, Acting Director
Sha’Kuana Ona, Program Services Coordinator
Albin Lee, Retention Specialist
Rocio Aguilar-Pedroza, Counselor
Kim Davalos, Counselor
Adriana Johnston, Counselor
Mandy Lucas, Counselor

1.D. CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:

i. Describe the program, its purpose, and how it contributes to Skyline College’s Mission, “To empower and transform a global community of learners.”

The Promise Scholars Program (PSP) at Skyline College is a comprehensive student support program that provides intentional counseling, wrap-around financial support, and academic benefits. It has served approximately over 2,000 students to date since launching in Fall 2018. We serve college students with 15 units or fewer, who can commit to full-time study and intend to earn an associate’s degree, certificate, and/or transfer to a 4-year college/university. Promise Scholars reflect the diversity of the larger San Bruno community, with significant Filipinx and Latinx populations, mostly which are first-generation college students, and qualify for need-based financial aid.

PSP replicates the Accelerated Studies in Associate Programs (ASAP) model, which originated in the City University of New York (CUNY) system. The model has proven to double graduation rates for participating students and has been replicated in other community college systems across the country, including in Ohio and Tennessee. Skyline College is the first community college in California to replicate ASAP, and the first to translate various components of the model within the context of the California Community College system. We have experienced remarkable results in the last five years, consistently doubling the three-year graduation rate, and almost tripling the two-year graduation rate of PSP students across all cohorts. While the program’s academic and financial support contributes to increased retention and completion, the program’s core counseling approach is the critical component of its outsized success. Despite PSP achievements, we recognized continued opportunities to address equity gaps through the expansion of services, supports, and

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intentional partnerships.

ii. Alignment with the College Values:

Student Success and Equity, Academic Excellence

For each chosen Value, provide a concrete example of how each connects to your program.

To increase student success and equity for our students, the PSP program have created caseload approach that utilizes a support-based model. Full-time counseling faculty has a caseload of 130 students per semester and part-time counseling faculty has a caseload of 90 students per semester. By utilizing this support-based caseload management approach, we are able to provide the capacity to support students with their unique goals in a timeline that works for them. Additionally, based on the support level, our retention specialist and program services coordinator provides success activities also known as engagement opportunities that support their educational and career goals.

Related to that, one of our aims with Promise Scholars Program is to ensure that students are provided the opportunity to complete their educational goals within 2-3 years through support-based counseling, blocked course scheduling, academic support through programs such as the Learning Center, STEM Center, and Educational Access Center, and student success activities such as workshops and events. Given that PSP provides a holistic approach to serving our students, active follow-up is key to identify potential barriers and challenges our students may face during the semester. Being proactive allows the program to provide the necessary support to students when they need them.

1.E. PROGRAM PERSONNEL

i. Provide the current Full-Time Equivalent (FTE) of each category of personnel:

Full-time Faculty FTE:

5

Adjunct Faculty FTE:

0.67

Classified Professionals FTE:

2

Manager/ Director FTE:

1

ii. Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.

Since Fall 2020, we have expanded our program to support more students with an average growth of 25% over time. This semester, Fall 2023, we have admitted 521 new, full-time students, the highest number we have ever admitted. The total number of PSP students served for Fall 2023 eclipsed over 1000 students. Given that we are over 1000 students, we are not aligned with the staffing structure provided by ASAP. With discussions at the District regarding expanding support to 1500 students, it is important and necessary to provide PSP with the necessary resources and support to provide in-depth services for students. An additional Program Services Coordinator (PSC) and one additional full-time counseling faculty are required to fully support 1000+ PSP students.

1.F. PROFESSIONAL DEVELOPMENT

i. Summarize key professional development that the program personnel have engaged in since the last CPR to meet both the mission of the program, and the aim of the College to increase equity.

Counseling faculty and classified professionals participate in a wide range of conferences, trainings, and educational opportunities: including staple counselor conferences, including the CSU and UC transfer

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Counselor conferences. Listed below are some of the professional development opportunities and activities:

- CSU and UC Counselor Conferences
- NCORE (National Conference on Race and Ethnicity)
- Colegas Conference
- APAHE Conference
- Strengthening Student Success Conference
- Equity Training Series
- Equity Institute Academy
- Promise Scholars Program Work Retreats
- Counseling Division Trainings
- Student Services Retreat
- UC and CSU Webinars
- Career and Transfer-Specific Trainings
- EOPS Conference
- CTTL - Quality Online and Teaching and Learning (QOTL) Courses

ii. Are there any unmet needs pertaining to professional development, and potential ways to address these unmet needs? Please specify.

Continued training and professional development are invaluable to maintain and sustain the work that we do in the program. The role of counseling faculty is multi-faceted, and as such, our training needs represent this reality. In addition, our classified professionals are the backbone of what makes this program function effectively and efficiently in supporting our students such as follow-ups, early alerts, financial aid support, and connection to resources. As we work to meet the goals established within this CPR, we will need new and continued training in the following areas:

Statewide and Local Policy Updates

Policy changes have a direct impact on how we work with students. Changes in policy dictate change in practice and the need to determine how best to communicate these changes to students and the college community. The need to keep current in policy changes and practice is critical to our work.

Technical Training (Academic Counseling)

The knowledge to provide academic counseling information and support to students is ever-changing. With over 23 CSUs, 9 UCs, hundreds of private and out-of-state colleges, and yearly changes to requirements and policies, the need to keep current in the technical aspects of the work is paramount to supporting students in reaching their educational goals.

Career Counseling

Development of a training program to support the work of our counselors in helping students make early major and career decisions. Historically, over 50% of students enter college as “undeclared” and/or “exploring.” Given that students are eligible to be in the Promise Scholars Program for up to 3 years with the goal of students graduating and/or transferring within that time frame, it is important for our counseling faculty to be provided with the professional development and training to provide initial career counseling support and guidance.

CTTL Supported Trainings

CTTL trainings supports the needs of counseling faculty and student services, including Best Practices in Online Counseling and teaching, the development of Canvas pages to support student services programming, and the support for professional development that provides for the increased development of our pedagogical practices.

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CURRENT STATUS

2.A. ACHIEVEMENTS

Describe the program's achievements since the last CPR.

Skyline College became the first community college in California to replicate ASAP, and the first to translate various components of the model within the context of the California Community College system.

Collaborations beyond the program:

- * The Alliance (name pending)- with EOPS and TRiO
- * Cross referrals with programs such as Undocumented Community Center, Veterans Resource Center, Strategic Partnerships & Workforce Development (SPWD), & Athletics
- * Shared workshop programming with PSP/TRiO/EOPS
- * Learning Communities (Puente, CIPHER, Kababayan in particular)
- * Continued collaboration with SparkPoint and Educational Access Center (EAC) for co-referrals
- * Collaboration with UCSF CRNA DEI Committee
- * Collaboration with Kaiser Fellowship Community Project
- * Career Launch Academy

Technology or operational improvements

- * Electronic systems (i.e. Student Success Link) and record keeping (Google Docs, DataStudio, Formstack)
- * Promise Scholars Summer Institute, Promise Engagement Opportunities (workshops), and counseling appointments and counseling drop-ins offered in-person, via zoom, and hybrid
- * Common Mid-Semester Progress Report (MSPR) via formstack with PSP and TRiO
- * Canvas
- * Pronto App Pilot

Graduation and transfer rates

- * Identifying alignment with Student Equity Plan and Master Ed Plan
- * Promise Scholars graduate at a significantly higher rate than other first-time, full-time students across SMCCCD. A pattern that is consistent across all cohorts – almost doubling the graduation rates.
- * Fall 2019 and Fall 2020 cohorts were disproportionately low-income, students of color, and first-generation students in comparison to the SMCCCD FTFT comparison group. So, while the district is unable to do a matched-comparison study, it is likely that if it were possible, we would see an even more extreme, positive impact.
- * Black Scholars graduated at a higher rate than baseline in two years, but a much lower rate in 3 years.
- * Latinx Students also graduated at lower rates than baseline at both 2 and 3-year marks, but showed higher graduation rates versus the comparison group
- * Female identifying students graduated at a higher 2-year and 3-year rate than male students. This holds true both institutionally (across SMCCCD) and within Skyline's PSP.

Persistence rates

- * For our Fall to Spring persistence rates (Year 1), we have exceeded our benchmark of 90% every year with an average of 92%.
- * For our Fall to Fall persistence rates (Year 1-2), we averaged 81% above our benchmark set at 80%. The range was from 79%-84%

EOPS and TRiO Integration: additional funding and resources, ONE set of requirements, ONE assigned counselor

Integration of counseling courses (COUN100 - College Success in all modalities, CRER137 in person, hybrid, and asynchronous online)

- * Instructor collaborations across class sections
- * Implemented Career Launch Academy in Career 137 Course

PSP Expansion modeling

- * Intentional and strong marketing and outreach plans in collaboration with the Outreach department

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* Financial Aid Program Services Coordinator - join position across EOPS/TRiO/PSP

* Increased scholars since 2018, going from 507 scholars to over 1K scholars with the addition of over 500 new scholars in Fall 2023

2.B. IMPACTS ON PROGRAM

Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.

- The potential merge/coalescence with EOPS/TRiO has benefited student numbers across all programs which has improved not only numbers but how we streamline onboarding into PSP.
- SB893: PSP continues to coordinate with the District to assess the impact of SB893 on PSP programmatic support.
- While expansion efforts continue to increase, the program is at its capacity which negatively impacts additional expansion efforts given the current team structure. Tiered counseling approach remains intact but with no additional staff and counselors, there is very little ability to change caseload ratios.
- The presence of a Program Service Coordinator and Retention Specialist has positively affected the Promise program. This includes working to increase applications, enrollment, and improve services for scholars. As a result, students are accessing various resources on campus. In addition, student assistants have provided additional retention efforts through peer-to-peer support.
- On a statewide Curricular level, the implementation of CalGETC, the new statewide general education model (Fall 2025 expected start date) will impact our COUN 100 course offering. With the expected elimination of the CSU General Education Area E Lifelong Understanding & Development, where COUN 100 is currently approved under, this important course will no longer meet a General Education requirement. Counseling Faculty will need to explore the development of a new curriculum that continues to meet the needs of students while also meeting the requirements to receive GE designation.
- The Student Success Link/CRM was implemented in Spring 2021. The transition to the SSL has been difficult as students continue to find it challenging to access and use. The complexity of the system has made what was once an easy process of scheduling appointments (i.e. SARS) difficult to manage. As a result of not having access to these functions through the SSL, we are operating from a program-created dashboard that allows us to monitor student success and progress via milestones and benchmarks using data reports from multiple sources.

ACCESS

3.A. DATA COLLECTION OVERVIEW

What program data about usage or access is relevant to your program, and why? How is it collected?

To assess and evaluate the effectiveness of the Promise Scholars Program, we created the following benchmarks related to persistence rates as well as graduation rates. For persistence rates, we established a benchmark of 90% for students continuing from Fall semester to the following Spring semester. For Fall to Fall persistence, we established an 80% retention rate. For graduation rates, we established a benchmark of 35% for students graduating with a degree in 2 years; whereas, 55% for graduating students in 3 years.

The program data we measure in terms of usage are the number of counseling appointments attended and the number of Promise Engagement Opportunities (PEO) students engaged in. The number of counseling appointments and PEOs are determined based on counselors' assessment for each student ranging from low, medium, to high support. The support levels are:

High Support: Minimum of 4 counseling appointments and 2 PEOs per semester

Medium Support: Minimum of 3 counseling appointments and 1 PEO per semester

Low Support: Minimum of 2 counseling appointments and PEOs are optional

There are two data sheets we use to keep track and monitor progress. We have the Semester Compiled Sheet

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that provides information for all students. Examples of information include: major, assigned counselor, support level, # of units enrolled in the current semester, cumulative GPA, cumulative units, degree/certificate, and student emails. This level of information allows counselors to determine support levels for each student in their caseload.

The second data sheet is the PSP Engagement Report (PEO) where we keep track of the # of counseling appointments attended and missed as well as the # of PEOs students have attended. The appointment information is pulled from the SSL that details whether the appointments are: attended, attending for future appointments, and no-shows. The PEOs are important for us to track because they are tied to the monthly incentives that students receive such as Tango gift cards for groceries and transportation cards such as gas cards or Clipper cards. It is important for the program to keep track of the # of appointments because this is one of the major requirements for students to be part of the program. If students do not meet the appointment and/or the engagement opportunity requirements, they are subjected to be exited from the program.

To ensure students are notified about their requirements, communication is key to the success of the program requirements. The Program Services Coordinator, Retention Specialist, and student assistants provide weekly reminders for students to meet with their counselors and other program requirements. The program runs weekly reports to identify students who are missing their monthly requirements and are notified immediately to discuss what type of additional support they may need. Students receive program notifications through emails, phone calls, text messages, and Canvas messages.

3.B. USAGE TRENDS

Provide student and/or community usage trends for all major programming over the last five years, by cohort, if applicable.

When it comes to usage trends, particularly related to # of appointments and # of engagement opportunities, we can see its impact on graduation rates and persistence rates in comparison to the general SMCCCD cohort since 2018. When reviewing unduplicated, degree-only two-year graduations (without certificates), PSP students have significantly higher graduation rates across all cohorts, with 20.1% of Fall 2018 cohort earning degrees within two years, versus only 6.5% – more than triple the comparison group rate; 27.1% of the Fall 2019 cohort, versus 10.6% – almost triple the rate – and 26% of the Fall 2020 cohort – almost double the rate of the comparison group rate of 13.4%.

Similarly, when reviewing unduplicated, degree-only three-year graduation rates (without certificates), PSP students have significantly higher graduation rates across all cohorts, with 37.9% of Fall 2018 cohort earning degrees within three years, versus only 14.8% – more than double the comparison group rate; 45.3% of the Fall 2019 cohort, versus 23.3% – doubling the rate in comparison. It is important to note that when the College first announced the need to engage in redesign efforts to increase completion rates, the goal was to double the average percentage of 17% for three-year graduation rates. In this case, we were able to triple that rate to 45.3%.

Skyline College PSP Cohort Fall 2018

		2 Year Degree	3 Year Degree
Female	250	24.80%	45.20%
Male	244	14.80%	30.30%
Unreported	13	30.80%	38.50%
Total	507	20.10%	37.90%

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SMCCD FTFT Cohort Fall 2018

		2 Year Degree	3 Year Degree
Female	296	9.10%	19.60%
Male	463	4.50%	11.40%
Unreported	11	18.20%	27.30%
Total	770	6.50%	14.80%

Skyline College PSP Cohort Fall 2019

Female	190	32.10%	51.10%
Male	142	19.00%	37.30%
Unreported	10	50.00%	50.00%
Total	342	27.20%	45.30%

SMCCD FTFT Cohort Fall 2019

Female	459	13.30%	26.10%
Male	643	8.90%	22.10%
Unreported	30	6.70%	20.00%
Total	1132	10.60%	23.70%

In reviewing the graduation rates of the 2020 cohort, the numbers are consistent in recent years where the percentage of PSP graduates has nearly doubled in comparison to the SMCCD FTFT Cohort. While the numbers remained consistent, it is worth noting that students achieved at this rate despite the COVID-19 pandemic and the move to fully online modalities. Students were able to receive support such as counseling appointments, virtual workshops, and PSP follow-ups through Zoom.

Skyline College PSP Cohort Fall 2020

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Female	154	32.50%	41.60%
Male	117	19.70%	45.30%
Unreported	2	0.00%	0.00%
Total	273	26.70%	42.90%

SMCCD FTFT Cohort Fall 2020

Female	573	16.90%	30.40%
Male	639	11.30%	24.40%
Unreported	8	0.00%	25.00%
Total	1220	13.90%	27.20%

3.C. DISAGGREGATION OF PROGRAM PARTICIPANT DATA

Disaggregate the data from 3.B. and compare it to the overall College population; choose disaggregations which are most relevant to programming decisions (e.g., ethnicity, gender, age, enrollment status, and/or modality). Work with PRIE to disaggregate any data collected via student IDs.

To disaggregate program participant data, the two disaggregations that we focused primarily on were gender and ethnicity. Those were the current focal points given the institution's most recent work and research surrounding the Student Equity Plan for 2022-2025. There are future considerations for research such as supporting part-time students as well as supporting non-traditional students such as working adults.

In reviewing the charts listed in Section 3B, the graduation rates of PSP students for both 2-year degrees and 3-year degrees doubled the rates of those compared to the SMCCD FTFT cohort groups of 2018-2020. For Fall 2018, we have seen the rates triple for both males and females for 2-year and 3-year degrees.

3.D. EQUITABLE ACCESS TO THE PROGRAM

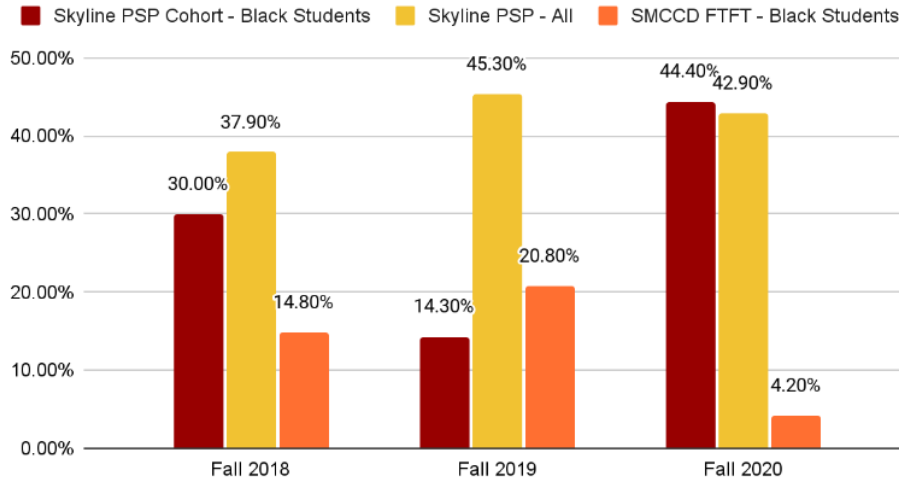
Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program. Specific questions to answer in your response:

i. What usage trends do you observe, and what may account for these trends?

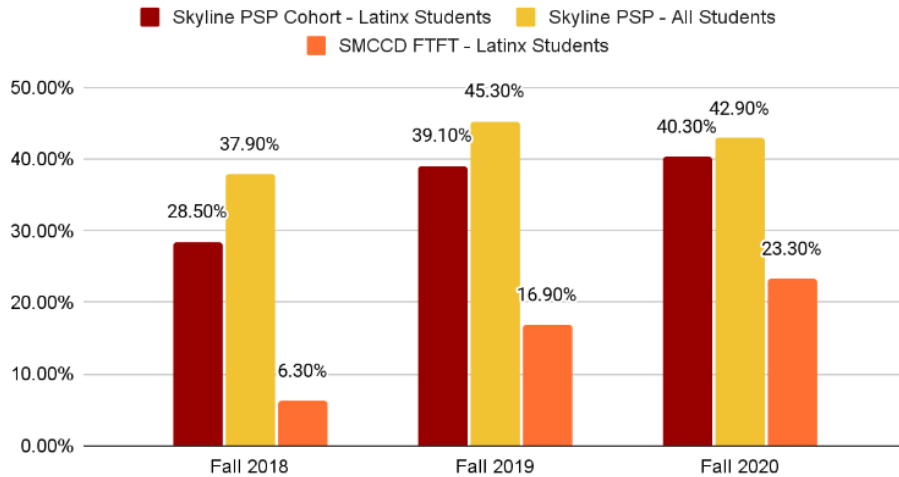
While there has been significant success in graduation and persistence rates for students in the Promise Scholars Program, there are some equity gaps to address, more specifically with our Black and Latinx students.

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Three Year Graduation Rates



Three Year Graduation Rates



When reviewing data for Black and Latinx students who have completed their degree in three years, we see that the percentage of students from the Promise Scholars Program are significantly higher than the percentage of students reflected in SMCCD FTFT Black and Latinx students. Fall 2019 is the only semester where SMCCD FTFT Black students graduated at a higher rate (20.8%) than our PSP Black students (14.3%). However, as we compare our Black and Latinx students versus our overall PSP students, the graduation rates are slightly lower. As a note, the data related to Black students consist of a small sample size which can produce significant swings in percentages. For example, we had 7 Black students in Fall 2019 and 9 Black students in Fall 2020, respectively.

While the graduation rates for our PSP Black and Latinx students for 3 year degree completion is higher than the SMCCD FTFT student population, it represents a lower rate of graduation in comparison to other ethnic groups such as Asians and White-non Latinx. These student populations have been traditionally marginalized and historically underrepresented as their academic experiences are impacted by external factors such as financial challenges, family obligations, transportation issues, and prior academic trauma. When we disaggregate it down further regarding gender, our men of color experience lower 3 year graduation rates than students who identify as females.

We also took a look at our program's engagement opportunities for Fall 2023 assessing the percentage of students who actively engaged and completed the program requirements. The program data we measure in terms of usage are the number of counseling appointments attended and the number of Promise Engagement Opportunities (PEO) students engaged in. The number of counseling

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appointments and PEOs are determined based on counselors' assessment for each student ranging from low, medium, to high support. The support levels are:

High Support: Minimum of 4 counseling appointments and 2 PEOs per semester

Medium Support: Minimum of 3 counseling appointments and 1 PEO per semester

Low Support: Minimum of 2 counseling appointments and PEOs are optional

There were three groups we assessed: 1) students who completed 100% of their requirements, 2) students who were missing 4-6 student contacts (a combination of both counseling appointments and engagement opportunities), and 3) students who did not complete any requirements. For this review, we will look at the results from students who completed 100% of their requirements.

In reviewing our recent Fall 2023 cohort of 1017 students, 720 or 71% of students have completed all requirements based on their support level. As a result, we met our overall benchmark of 100% completion of program requirements of 70%. When we break it down by gender, we see that 67% of males and 74% of females completed 100% of their requirements.

Gender	Completed all program requirements (Fall 2023 cohort)		Overall Fall 2023 Cohort	
	# of students	% of students	# of students	% of students
Male	325	45%	485	48%
Female	373	52%	502	49%
Unreported	22	3%	30	3%
Total	720	100%	1017	100%

As we break it down by ethnicity, we compared different student groups against the baseline of 70% completion of all program requirements. Student groups that were above that baseline were Asians (83%), White - non-Latinx (73%), and Filipinos (71%). Note that while the data reported for American Indian/Alaskan Native was at 100%, the sample size was 1 student. Slightly below the baseline were Latinx students (69%), Black - non-Latinx (67%), and students of multi races (63%). However, 46% of Pacific Islander students reported a 100% completion rate. Overall, while there is room for improvement in engaging our students to complete their program requirements, we were able to achieve a 71% cohort completion rate for our students.

Ethnicity	Completed all program requirements (Fall 2023 cohort)		Overall Fall 2023 Cohort	
	# of students	% of students	# of students	% of students
American Indian/Alaskan Native	1	0.01%	1	0.009%

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Asian	104	14%	126	12%
Black - non-Latinx	14	1.9%	21	2%
Filipino	199	28%	279	27%
Latinx	276	38%	401	39%
Multiraces	51	7%	81	7.9%
Pacific Islander	6	0.8%	13	1.2%
Unreported	8	1.1%	12	1.1%
White - non-Latinx	61	8.4%	83	8%
Total	720	100%	1017	100%

ii. How do your program demographics compare to that of the College as a whole, and what differences, if any, are revealed?

When comparing the program demographics to that of the College, it is very similar in terms of the gender and ethnicity breakdown reporting Latinx and Filipino students as the two largest student groups at Skyline College and the Promise Scholars Program. Similarly, Black students are represented at 2% at both College as a whole and the PSP Program.

iii. What are the implications for how you will provide services and conduct outreach for your program?

While Latinx, Filipino, Black, and Pacific Islander students have shown higher rates of graduation (2 year and 3 year), persistence (Fall to Spring and Fall to Fall), and engagement opportunities compared to SMCCD FTFT students from Fall 2018-Fall 2020. However, as we compare these percentages to our PSP benchmark of 35% success rate for 2-year degrees and 55% success rate for 3-year degrees, there is still room for improvement in supporting these student groups. For example, Black (20%), Filipino (19%), Latinx (13.6%), and Pacific Islander (20%) students had a lower graduation rate as compared to other student groups within PSP in Fall 2020.

When looking at the numbers for Fall 2019, we noticed that Black (14.3%), Latinx(19.1%), and Pacific Islander (0%) students significantly had less two-year graduates in comparison to other student groups within PSP. We also observed that our Filipino students graduated at a higher rate than the previous cohort (19%) with an increase to 38.7%.

When reviewing the Fall 2020 cohort, Latinx (25.2%) and Pacific Islander (0%) students had lower graduation rates than their counterparts within PSP. We also observed that Black students had increased to 44% in 2-year graduation rates compared to 14.3% the previous year.

In reviewing data for Latinx, Filipino, Black, and Pacific Islander students, it is consistent with data across the institution, identifying the listed student groups as needing additional programmatic, instructional, and institutional support. The Promise Scholars Program has aimed to do the following to identify strategies to

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support our students. Recently, the PSP team engaged in a team retreat to develop a programmatic pedagogical approach that is intentional, student-centered, and culturally responsive. The team came up with the PACS framework that can be applicable to the work of counseling faculty, classified professionals, and student assistants.

The PACS framework aims to:

- Prepare scholars with confidence to identify and utilize languages and resources to advocate for their needs.
- Be Aware of various student backgrounds and experiences to inform our practices and approach.
- Provide intentional Care by knowing the student and supporting them through direct/indirect support and connections
- Share individual and collective knowledge for the well-being and empowerment of the community.

Utilizing this framework, here are some strategies we've experienced to support our most traditionally marginalized and historically excluded students.

- Created student workshops and events (Promise engagement opportunities) that are culturally relevant and responsive
- Developed the Black and Brown Scholars to support our men of color PSP students by providing them with monthly opportunities to build, collaborate, and share experiences.
- Collaborate with programs to provide students with blended learning and support such as Sparkpoint Center, Learning Communities, Transfer Center, Undocumented Community Center, EOPS, TRiO, BAM, and many others.

EFFECTIVENESS

4.A. PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

i. How frequently were PSLOs assessed for the last five years?

The Promise Scholars Program (PSP) at Skyline College formally launched in Fall of 2018 after a two-year pilot phase. PSP replicates the City University of New York's (CUNY) Accelerated Studies in Associate Programs (ASAP) model, which is an extensively evaluated, comprehensive student support program proven to double the two-year and three-year graduation rates of participating students. Skyline College was the first community college in the state of California to replicate ASAP, and the program's initial success motivated the district to replicate the model district-wide beginning in Fall of 2019.

Being a new program, the 2022-2023 academic year is the first year that the program is eligible for incorporation into the institution's formal program review process, and as such, its PSLOs are not fully developed. However, since PSP is an ASAP replication site, PSP is held to several important benchmarks, which serve as PSP's current PSLOs, and are assessed on a semesterly and annual basis. One of PSP's priorities in the upcoming year is to develop additional PSLOs for the program beyond the ASAP benchmarks, with a particular focus on further aligning with Skyline College's new education master plan, as well as incorporating – formally – a number of critical counseling goals that go beyond the ASAP counseling engagement benchmarks.

The current PSLOs include minimum thresholds for retention, unit accumulation, and graduation rates. Specifically, PSP aims to:

Retention - Minimum Thresholds:

90% retention rate of participating Scholars from 1st semester to 2nd semester

80% retention rate of participating Scholars from 1st semester to 3rd semester (1st year)

Unit Accumulation - Minimum Threshold: 10 units earned each semester

Graduation - Minimum Thresholds:

2-year graduation rate (includes trailing summer): 25%

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3-year graduation rate (includes trailing summer): 50%

ii. What have you learned from reviewing the PSLO results? What may account for these results? What are their implications for your programming?

PSP has made a significant and positive impact on graduation and retention rates for participating scholars and helped to move the needle across the college on two-and-three-year graduation rates. When reviewing unduplicated, degree-only two-year graduations (without certificates), PSP students have significantly higher graduation rates across all cohorts, with 20.1% of Fall 2018 cohort earning degrees within two years, versus only 6.5% – more than triple the comparison group rate; 27.1% of the Fall 2019 cohort, versus 10.6% – almost triple the rate – and 26% of the Fall 2020 cohort – almost double the rate of the comparison group rate of 13.4%.

The program's support through our caseload counseling approach, consistent outreach and follow-up, and strong campus partnerships are crucial components necessary for student success and equity.

iii. Are the PSLOs still relevant to your program? If not, what changes might be made?

The current PSLOs are still relevant to our program, since PSP replicates the ASAP model, and the central aim of the program is to ensure more students complete their degree within two and three-year timeframes. The PSLOs relating to retention and program engagement serve as important progress markers toward the two-and-three-year graduation goals and allow us to fairly accurately predict how closely our student cohorts are tracking as they make their way through their 1st and 2nd years.

However, the ASAP model doesn't explicitly put in place counseling benchmarks that are important to our program and students and also does not explicitly address equity in program outcomes and expectations. Over the next year, PSP aims to develop a small set of additional PSLOs that directly incorporate a deeper counseling perspective and vision for PSP, as well as directly address equity gaps across race, gender, first-generation status, and income. This is critical work because as it stands, while the program has made a significant impact across all student groups, equity gaps exist based on student race, gender, and first-generation status.

iv. Please check the boxes to indicate that the following tasks have been completed.

Submitted a current assessment calendar to the Office of Planning, Research, and Institutional Effectiveness

No

Updated the Improvement Platform with new and/or changed PSLOs after approval by the appropriate person(s).

Not Applicable

Updated the program website with new and/or changed PSLOs after approval by the appropriate person(s)

Not Applicable

4.B. ADDITIONAL DATA DEMONSTRATING EFFECTIVENESS

4.C. STUDENT FEEDBACK

If student feedback was not addressed in 4.A. or 4.B., describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal. If feedback was scant, describe the attempts made and speculate why. Upload feedback results.

This qualitative and quantitative survey aims to holistically examine the Promise experience of students within the program. A qualitative and quantitative method was utilized so that upon asking students questions, answers were analyzed to understand their individual experiences. Questions were formulated so that students could share their experience with the program, their assigned counselor, and their engagement with opportunities presented by Promise. By evaluating their experiences, the value of appropriate support could support necessary changes moving forward as critical aspects towards retention and success efforts of Promise Scholar students at Skyline College.

SKY Student and Learning Support Services Comprehensive Review

Data Collection

The data collection procedure involved gathering data and responses from students via multiple means of outreach. Student feedback was solicited near the end of the semester through a multiple choice and short answer survey (using formstack). Scholars were encouraged to submit qualitative and quantitative data through various means of outreach (phone calls, texts, emails, canvas messaging, etc.) from the staff, counselors, and student assistants over 2 months. Questions to receive qualitative and quantitative data include overall program evaluations and type of support received, experience with their counselor, and engagement opportunities that are meant to supplement their experience outside of the classroom.

Data Analysis

The data analysis focused on student experiences as a Promise Scholar where they are allowed students to input additional feedback regarding future support and how the program can further improve their services. Upon collecting all responses, the Promise staff transcribed, coded, and analyzed them to identify critical details and themes. The comprehensive list of both emergent and outlier themes represents the participant's responses to each question. Upon examining the responses and themes pulled, it led to identifying important main areas that could help understand but also improve the Promise experience as it relates to persistence, retention, engagement, and transition at Skyline College.

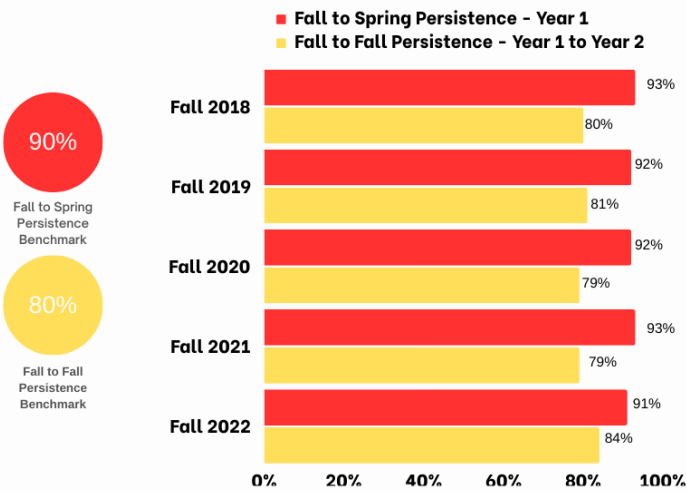
4.D. COHORT RETENTION, SUCCESS, AND/OR PERSISTENCE RATES

Identify cohorts and upload reports on the relevant success metrics for the program. Provide analysis of the data. Specific questions to answer in your response:

i. What have you learned from reviewing the cohort retention, success, and/or persistence data?

PSP Persistence Rates

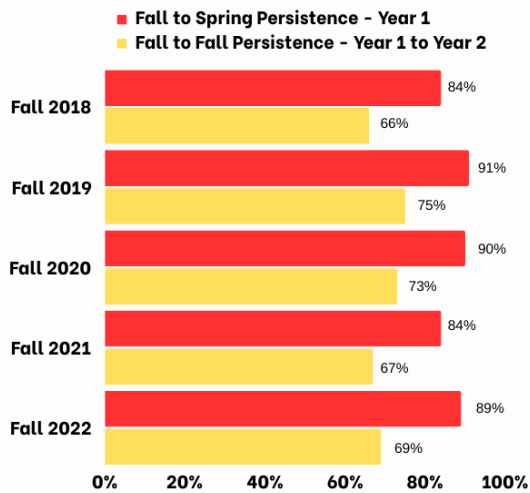
Fall 2018-Fall 2022 Cohorts



Data Source: PRIE SAP Promise Program Review Report (Accessed November 2023)

SMCCD FTFT Persistence Rates

Fall 2018-Fall 2022 Cohorts



Data Source: PRIE SAP Promise Program Review Report (Accessed November 2023)

As a program, we have established benchmarks related to Fall to Spring (90%) persistence and Fall to Fall (80%) persistence. The Fall to Spring persistence is defined as the % of students who continued enrollment in Spring during the following year. The Fall to Fall persistence is defined as the % of Fall students who continued enrollment at SMCCD in both Spring and Fall semesters after their first initial semester. For example, for the Fall 2018 cohort, the data looks at students who were continually enrolled in both Spring 2019 and Fall 2019.

Based on our persistence rates from Fall 2018 to Fall 2022, students' persistence rates in the Promise Scholars Program either met or exceeded our established benchmarks.

SKY Student and Learning Support Services Comprehensive Review

ii. How do the cohorts' results compare to the overall College's results?

For the Fall-to-spring persistence rates, PSP achieved above the benchmark of 90% every year. In comparison, the average % of SMCCD FTFT students was at 87.2%. For Fall to Fall persistence rates, PSP achieved above the benchmark of 80% in three of the five years. PSP was at 79% after the Fall of 2020 during the COVID pandemic and the Fall of 2021 when we transitioned to fully-online. While the experiences and persistence rates of Fall 2020 and Fall 2021 translated similarly compared to SMCCD as a whole, PSP still had higher persistence rates at 79% versus 70% for SMCCD FTFT.

iii. What factors may be contributing to these outcomes?

Research has shown that when students are highly engaged, they are more likely to persist semester to semester. Students receive holistic support ranging from counseling support, financial incentives, and access to programs and services based on unique needs. Additionally, having a support staff that includes a program services coordinator, retention specialist, and student assistants to provide outreach and follow-up also increases the level of student engagement.

ACTION PLAN

Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement. Commit to three-to-five new and/or ongoing goals total. Enter goals via Step 2: Goals and Resource Requests.

5.A. CHALLENGES AND CONCERNS

Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.

- Promise Scholars continues to face challenges regarding the reduction of equity gaps across gender, race/ethnicity, and first-generation status.
- Its goals include the relaunch to build an engaged PSP-blocked course instructional faculty community and reduce the percentage of students moving into academic probation II and dismissal. This includes future partnerships with SSP, instructional faculty, and learning commons to build out more expansive support and check-ins.
- There is a continued need to provide more clarity regarding the offers and support in collaboration with EOPS, TRiO, and Learning Communities so that it is customized to student needs.
- PSP aims to rethink career milestones and what that support looks like for scholars in collaboration with SPWD.
- Collaboration with Guided Pathways and General Counseling to envision a part-time student completion program

GOAL

Reduce Equity Gaps

Goal and Desired Impact on Students

Explore and implement PSP initiatives and team trainings to support the reduction of equity gaps across race, gender, and income in graduation rates, retention (semester and 1 year), and unit accumulation

Year Initiated

2023 - 2024

Implementation Step(s) and Timelines

- November 2023-January 2024: Work with PRIE and Counseling Dean (plus other advisory colleagues) to dig further into equity gaps among PSP students, and develop SMART goals in equity gap reduction
- November 2023 - Launch pilot series of community events/workshops/conversations with lead counselor Dionicio Garcia for men of color (scale up of program intended for 2023-2024 academic year)
- Spring 2023 -- Work with CTTL, Dean of Counseling, and colleagues across campus to identify and implement professional development opportunities re: best practices in supporting disproportionately impacted students
- Spring 2023-Summer 2023 -- Work with institutional and district leadership to identify ways in which to re-think PSP financial supports in ways that may have greater positive impact and flexibility on disproportionately impacted students in the program.
- Summer 2024 - Attend NCORE as a PSP team to learn and develop a set of best practices for implementation within Skyline's PSP for reducing equity gaps.
- Add additional initiatives/action items, as needed

Resource Request

Division Name

Counseling, Advising, and Matriculation (CAM)

Year of Request

2023 - 2024

Resource Type

Other

Resource Name

NCORE Conference Participation (May-June 2024)

Resource Description

Cover funding (ground and air transportation, conference fees/registration, hotel costs, per diem) for 9 PSP team member (6 faculty, 2 classified, 1 administrator) to NCORE (New Orleans, May 28th-June 1st, 2024)

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

One of PSP's top priorities this year is to implement better practices in hopes of reducing racial equity gaps across graduation, retention/persistence and unit accumulation. Skyline College's first education master plan is to be an antiracist and equitable institution, and third goal is to ensure that all students have the support and resources needed to achieve their educational goals. This request directly aligns with the EMP goals, and the aim of this professional development opportunity is to spend focused time learning and coming together as a team to develop an evidence based action plan to urgently address racial equity gaps experienced by students in our program

Cost

30,000

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Counseling, Advising, and Matriculation (CAM)

Year of Request

2023 - 2024

Resource Type

Other

Resource Name

Funding for PSP Men of Color Initiative (PSP Brown & Black Scholars)

Resource Description

The funding will allow for continued programming for PSP's Brown & Black Scholars, an initiative developed by counselor Dionicio Garcia to support men of color in our program and ultimately decrease equity gaps seen across graduation and retention for men of color in PSP. The \$5,500 estimate includes event and food costs for the program, marketing materials, and the cost of a peer mentor student assistant line (\$17.50/hr rate for 10 hrs per week for Spring 2023 semester).

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

We hope with the building of an intentional community for men of color in PSP, with civic engagement and social justice elements, will allow for PSP to actively address equity gaps. This aligns directly with Skyline College's education master plan, specifically goals 1 and 3.

Cost

6,500

Level of need, with 1 being the most pressing

2

FOR ADMINISTRATIVE USE ONLY

GOAL

Build PSP Team Professional Development Capacity

Goal and Desired Impact on Students

Build Capacity to Increase Ability for PSP Staff and Faculty to Serve in Various professional capacities on campus

Year Initiated

2023 - 2024

Implementation Step(s) and Timelines

- Work across PSP team to identify top priority professional development opportunities for the year – and align with programmatic priorities/institutional priorities. Request budget to cover attendance/participation in top, core PD opportunities off-campus, and work closely with CTTL colleagues to identifies PD opportunities that can be covered/implemented on-campus for PSP team as well.
- Attend NCORE as a team (early summer 2024) if possible (this would be aligned with Goal #1 – reduction of equity gaps)
- Re-think ways to implement workshops, counseling appointments, and arranging schedules to ensure PSP scholars have high access to counselors, but also in a way that allows counselors to participate in critical committee/institutional work and engage in priority events/community events across campus (this has been a pinch point since the launch of the program, where both PSP faculty and staff, due to intensity of caseload contact requirements, do not often feel that they can engage in other various roles on campus without straining student access to appts/workshops)
- Implement ideas/action plans to address this issue, as needed throughout Spring 2023 to Spring 2024

Mapping

- SKY College Values: (X - Selected)

- Campus Climate: X
- Social Justice: X
- Student Success and Equity: X

Resource Request

Division Name

Counseling, Advising, and Matriculation (CAM)

Year of Request

2023 - 2024

Resource Type

Other

Resource Name

NCORE Conference -- Team Attendance

Resource Description

PSP is requesting \$30k to send full PSP to NCORE in late May/early June 2024 to participate in NCORE lectures/conversations and develop a set of best practices as a PSP to address PSP equity gaps for students (this will cover air and ground transportation, conference fees, hotel fees, and per diem expenses for 9 PSP team members -- 6 faculty, 2 classified, 1 administrator)

Funds Type -- Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

One of PSP's top priorities this year is to implement better practices in hopes of reducing racial equity gaps across graduation, retention/persistence and unit accumulation. Skyline College's first education master plan is to be an antiracist and equitable institution, and third goal is to ensure that all students have the support and resources needed to achieve their educational goals. This request directly aligns with the EMP goals, and the aim of this professional development opportunity is to spend focused time learning and coming together as a team to develop an evidence based action plan to urgently address racial equity gaps experienced by students in our program

Cost

30,000

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

GOAL

Improve supports and resources for PSP students in declaring and/or switching majors

Goal and Desired Impact on Students

Improve support for students exploring major options, and increase offerings for students who are considering switching majors.

Year Initiated

2023 - 2024

Implementation Step(s) and Timelines

Fall 2023- early Spring 2024: Collect better data on student major declaration, major switches and timeline to graduation (work with PRIE/ITS/others to identify how and where accurate data on this is collected)

Spring 2024: Based on data trends and patterns, develop early counseling and programmatic supports that increase students' confidence and commitment to a major by the end of their first year. Build out and improve upon supports for students who switch their major in their 2nd and 3rd years (how to best navigate resources/options acknowledging that PSP only offers 3 years of maximum support)

Ultimately, track student progress with major declaration and implement programs and supports/counseling practices that over time, decrease the number of students switching majors after their 1st year in the program, and increase the percentage of students in PSP declaring -- confidently -- their major by their 2nd semester at Skyline college.

GOAL

Improve partnership with student success program for academic probation and dismissal students.

Goal and Desired Impact on Students

Improve partnership with student success program for academic probation and dismissal students.

Year Initiated

2023 - 2024

Implementation Step(s) and Timelines

Exploration goal – specific SMART goals will be developed after accessing/exploring probation and dismissal data
Fall 2023- Spring 2024 – PSP leads will develop action plan in conjunction with Alberto Santellan (student success program lead) and other colleagues, as needed, aiming to decrease number of students landing on probation and dismissal each semester. Build better supports for students on multiple semesters of dismissal (prevention program), and increase resources to support student in earning a degree/certificate within three years (maximum time for PSP support)

GOAL

Increase collaboration on outreach, onboarding, and programmatic supports between PSP, EOPS, and TRiO

Goal and Desired Impact on Students

Increase collaboration on outreach, onboarding, and programmatic supports between PSP, EOPS, and TRiO

Year Initiated

2023 - 2024

Implementation Step(s) and Timelines

Fall 2023 and Spring 2024 – develop collaboration/integration/alliance proposal to present to Deans, VPSS, and Cabinet for consideration

Spring 2024 – refresh marketing materials across programs and collaborate on outreach efforts

Spring 2024 – review logistical challenges across programs in selection and onboarding, and streamline process for students

Fall 2023/Spring 2024 – prepare materials for cohesive experiences for shared students

Additional actions/initiative implementation, as needed.

Resource Request

Division Name

Counseling, Advising, and Matriculation (CAM)

Year of Request

2023 - 2024

Resource Type

Classified Professional/Administrator Position (permanent)

Resource Name

Shared Program Services Coordinator (33%) – Financial Aid (Shared Position for PSP/EOPS/TRiO)

Resource Description

Estimated cost of 1/3 of benefits and salary for a PSC (annually) for financial aid. The program leads identified this staffing need during onboarding of new students in summer 2022. Having a specific financial aid PSC will allow us to increase the number of eligible students for our programs, and also triage/troubleshoot issues that come up as all students in our programs apply each year for financial aid.

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

This aligns with the EMP goals #2 #3: Increase student enrollment by being responsive to the communities we serve.

Ensure that all students have the support and resources needed to achieve their educational goals. In order to maximize enrollment in our programs, students must complete their financial aid application for consideration. We want to ensure that the maximum number of students possible are eligible and onboarded into our programs – financial aid is often the primary barrier for being able to admit a student to our program. Having a PSC with a financial aid specialty would help address this issue.

Cost

50,000

Level of need, with 1 being the most pressing

3

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Counseling, Advising, and Matriculation (CAM)

Year of Request

2023 - 2024

Resource Type

Supplies

Resource Name

Marketing materials -- rebranding and refreshing

Resource Description

PSP is in need of refreshed marketing and outreach materials for 2 core reasons : 1) increased collaboration with EOPS and TRiO means we need additional "alliance" materials to share with incoming/prospective students and 2) with SB893, PSP's financial supports are not as prominent of a support and there needs to be a refocus on our other supports beyond enrollment fees.

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

This will directly help with the EMP goal #2 (increase enrollment), since PSP is one of the core programs that FTFT students enter into at Skyline.

Cost

15,000

Level of need, with 1 being the most pressing

2

FOR ADMINISTRATIVE USE ONLY

GOAL

Expand PSP support to serve 1500 students

Goal and Desired Impact on Students

As part of the Districtwide expansion along with increased enrollments, PSP aims to serve and support up to 1500 students, including part-time students. The PSP model has demonstrated significant success rates in degree completion, transfer, and retention. With the increase in students, there is a need to expand our staffing support to effectively work with our students. Once PSP enrollment exceeds 1000 students, the following staffing structure is required

Year Initiated

2023 - 2024

Implementation Step(s) and Timelines

November 2023 - Work with Dean to submit Annual Resource Request
December 2023 - Submit Classified Position Request Justification
Forms
March 2024 - Work with Dean to submit ALUR

Resource Request

Division Name

Counseling, Advising, and Matriculation (CAM)

Year of Request

2023 - 2024

Resource Type

Faculty Position (permanent)

Resource Name

Counseling Faculty

Resource Description

With program expansion, this additional position will maintain a 130-1 counselor/student ratio necessary to support students effectively and equitably.

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor’s Office.

The Promise Scholars Program (PSP) is a completion and retention support program that dramatically increases graduation rates for participating scholars by providing resources and services that support student success and completion. In alignment with the Educational Master Plan, we ensure that all students in the program are provided the resources and support necessary to achieve their educational goals. This counseling position will further advance the work of increasing student success specifically with students of color.

Cost

100,000

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Counseling, Advising, and Matriculation (CAM)

Year of Request

2023 - 2024

Resource Type

Faculty Position (permanent)

Resource Name

Counseling Faculty - Part Time Students

Resource Description

With program expansion, this additional position will maintain a 130-1 counselor/student ratio necessary to support part-time students effectively and equitably.

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor’s Office.

The Promise Scholars Program (PSP) is a completion and retention support program that dramatically increases graduation rates for participating scholars by providing resources and services that support student success and completion. In alignment with the Educational Master Plan, we ensure that all students in the program are provided the resources and support necessary to achieve their educational goals. Historically, part-time students experience lack of support and engagement opportunities necessary to complete their educational goals. This counseling faculty position will be committed to having a caseload of part-time students and creating workshops and events that speaks to the part-time experience.

Cost

100,000

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Counseling, Advising, and Matriculation (CAM)

Year of Request

2023 - 2024

Resource Type

Classified Professional/Administrator Position (permanent)

Resource Name

Program Services Coordinator

Resource Description

When the program exceeds 1000 students, an additional Program Services Coordinator (PSC) is required to support the logistical efforts of the program. PSCs in the program provide coordination support to the program and counselors. They manage logistics for workshops and group counseling appointments, track student engagement, and provide data for program reporting purposes.

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

In alignment with the Educational Master Plan, we ensure that all students in the program are provided the resources and support necessary to achieve their educational goals. This PSC position is critical to the program in that it provides coordination between students, counselors, other student support services, and instructional faculty. This ensures a holistic and institutional support for our students in completing their educational goals.

Cost

142,977

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Counseling, Advising, and Matriculation (CAM)

Year of Request

2023 - 2024

Resource Type

Classified Professional/Administrator Position (permanent)

Resource Name

Retention Specialist

Resource Description

With program expansion, an additional retention specialist is required when student enrollment exceeds 1000 students. Retention specialists work with all students with individual needs and identifying timely and relevant support services for them.

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor’s Office.

In alignment with the Educational Master Plan, we ensure that all students in the program are provided the resources and support necessary to achieve their educational goals. Retention specialists liaise with larger campus community to provide points of connection and engagement for PSP students. They also work specifically with students on academic probation, 1st/year incoming students, and continuing students. They provide engagement opportunities such as study skills workshops, financial literacy, and self-care activities. This position is critical in following up with students to provide them with the necessary support to achieve their educational goals.

Cost

78,972

Level of need, with 1 being the most pressing

2

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