Expanding Student Opportunity (ESO!) Logic Model

Barriers

Inputs

Activities

Outputs

Outcomes

Short Term

Long

Overarching Problem: Low Transfer and Completion Rates among Entering Hispanic, High-Need, and Basic Skills Students

Contributing problems

<u>Lack of Academic</u>

Preparation

Large numbers of students (particularly Hispanic / high-need students) are unprepared for college and assess into developmental courses

Fragmented, Under-Utilized and Inadequate Support Services

Students are hindered in their efforts to reach their educational goal of transferring to a 4 year institution due to inadequate and fragmented support services

Lack of cultural and social capital and transfer education and programs
High-need students' lack of access to cultural, social, and navigational capital is a

detriment to their

transfer

goals.

Basic Skills Students,
Athletes, ESL, Students
on Probation

Hispanic and high-need

students with transfer

Cañada College Academic Preparation Programs (Math Jam & Word Jam)

> Cañada College Academic Strengthening Programs (Colts Academies 1, 2, 3)

Academic Support Services:

Learning Center, Counseling, TRIO, A2B, Bridge to Opportunities Program, STEM, STOP Program

Improved relationships with and delivery of customized support services to Basic Skills Faculty, STOP Program Staff, Athletic Programs

Start Strong

Academic Strengthening Programs for Entering Students (Colts 1)

Peer Mentoring (BTO)

Expanded academic preparation programs (Math Jam, Word Jam)

Improved campus-wide support and participation in Academic Strengthening and Preparation Programs

Stay Strong

Academic Strengthening Programs for Continuing Students (Colts 2)

Expanded Academic Supports: Supplemental instruction, embedded tutoring, small study groups, academic readiness workshops, The Jams

Peer Mentoring (BTO)

Finish Strong
Academic Strengthening
and Preparation for
Transfer-Ready Students
(Colts 3 and The Jams)

Peer Mentoring (BTO)

Improved Writing
Mechanics and Academic
Transfer Readiness

Increased participation in Academic Strengthening, Academic Preparation and Peer Mentoring Programs for Hispanic, high-need, Basic Skills, Athletes, ESL and Probationary students

Increased retention,
course success and
persistence for
Hispanic, high-need,
Basic Skills, Athletes and
Probationary students

Improved
communication,
participation and
collaboration with Basic
Skills and ESL Faculty,
Athletic Supports

Increased completion rates, graduation rates, transfer rates, sequence completion success for Hispanic, Basic Skills, Athletes, Probation Students

Increased academic readiness for Hispanic, Basic Skills, Athletes, Probation Students who have identified transfer as a goal

<u>Faster</u> completion of remedial Math and English requirements

Increased number of students who place into college-level Math and English

Improved student performance in college coursework.

Improved faculty
collaboration and
participation in
Academic Support and
Academic
Preparedness Programs

Improved college-level writing mechanics and preparedness

Increased success rates in transfer level math and English

Increased term to term persistence

Shortened time to transfer to four year institutions

Increased transfer to
4-year
institutions

Comprehensive improvement in transfer preparedness

Increased number of students are "college ready"
Students completing remedial sequences to college/transfer level

Increased
proportion of
Hispanic and high-need
students
earning bachelor's
degrees