

Student Services Annual Plan

SS Program Title

TRiO/BTO/Veterans

Date Submitted

Contact Person

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Executive Summary

N/A

Program Mission and Vision

TRiO

The mission of the Cañada College TRiO-SSS Program is to provide educational support services to traditionally underrepresented students who are first generation, low-income and/or disabled. The focus of the program is to assist students as they work toward obtaining an associate degree and/or transfer to a four-year college/university. In a welcoming environment, the program offers participants a variety of support services such as academic, career and personal counseling, tutoring, mentoring, supplemental instruction, financial aid advising, college visits, and educational, social and cultural enrichment activities.

BTO

The focus of the Peer Mentorship Program is to increase retention rates and persistence while providing a positive and successful transition for First Generation Students

VROC

Vision: The Veteran's Resource and Opportunity Center (VROC) aims to create a support system for student veterans enrolled at Cañada College that serves as a launching point from which they will advance forward in academic and personal success.

Mission: VROC supports student veterans (or qualified family member) in their successful reintegration into academic and civilian settings through the process of activating and utilizing the veteran's own pre-conditioned skills of resiliency and ability to build camaraderie through shared in order to create a support learning-centered community. This environment will help ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, basic skills programs, and lifelong learning. The college cultivates its students' abilities to think critically and creatively, communicate effectively, make analytical judgments, and to understand and appreciate different points of view within a diverse community.

Relationship of Program to College Mission: *Indicate how the program aligns with the college's mission by checking the appropriate boxes. Check all that apply:*

- Career-Technical Education
- Basic Skills
- Transfer
- Lifelong Learning

Relationship of Program to College Vision: *Indicate how the program aligns with the college's vision by checking the areas that you address in your program.*

- Quality of Academic Life
- Diverse Culture
- Personal Support and Development of Students
- Student Success Programs
- Innovative Programs Preparing Students for the University
- Innovative Programs Preparing Students for the Modern Workforce
- Innovative Programs Preparing Students for the Global Community

Program Data Measures List: *List the program or department data measures in this box that were used in this past cycle.*

TRiO

For 2012-2013, TRiO can positively identify compliance with Funded-to-serve objectives. However, persistence, good academic standing objectives are not measured until after the close of the academic year and reported the following Fall.

VROC

Qualitative data was collected in Fall 2013 measuring student veterans' initial experience transitioning to academic life at Cañada, current experience, and campus services. _

Reflection on Data: *Provide a reflection on what the data means*

TRiO

Please see attachment under Program Data Measures which has a screenshot photo of SSS Objectives.

VROC

Reflection on Data

6 veteran students including one veteran ally participated in the focus group

Major Findings:

- 1) Veteran Students benefit from creating a cohort experience with other each other
- 2) Assistance is needed to navigate through the academic processes and departments such as financial aid,

admissions, and counseling

- 3) Some instructors are not veteran friendly and make veterans feel excluded from the learning process
- 4) There is a vast amount of academic support available
- 5) Bridge to Engineering program provided a cohort experience for student veterans, engaged student veterans in career development, and assisted with their academic performance
- 6) Not all student veterans who utilize VROC and using their GI Benefits and/or may not be eligible to receive GI Benefits

Provide a reflection on what the data mean

The qualitative data will be used to inform our programming and support areas for 2014-15 to develop a learning community among student veterans, improve integration between Vet Services and instruction, improve accessibility to academic counseling, and to seek internship opportunities. Our services must also expand to serve all student veterans including those who are using GI Benefits and those who are not.

Accomplishments: *List any program major accomplishments*

TRiO

- TRiO is funded to serve 156 students and our staffing consists of: 1 Faculty Coordinator, 50% Office Assistant II, 50% Program Services Coordinator, and 2- Instructional Aid II working (25 hours a week) for the 2013-2014 academic year.

Due to significant staffing changes that were finalized in mid-September 2013, for Spring 2014 we wanted to have more event and activities. In addition to themed months as mentioned below, we have offered 15 activities and events to date. Of those events and activities, the BTO/Stem Counselor together with the BTO, VROC and TRiO PSC and the TRiO counselor kicked off a 6 week series called; Men's and Women's Discussion Group. These meetings are still taking place until the end of April and have addressed the college experience. To date, we have invited guest speakers to address financial literacy and career job trends.

Our instructional aids have offered workshops covering: Math Anxiety, Personal Statement and Preparing for a Tutoring Session at the beginning of the Spring 2014 semester. About 80% of our TRiO students start out in precollege level math and often report math anxiety. TRiO's math tutor, Pat Sehl offered 2 math anxiety workshops in February to address these issues. Jason Jimenez, our writing IA II, has offered 2 personal statement workshops and partnered with Soraya Sohrabi from the Transfer Center to help students write the University of California prompts and for the Cañada College scholarship. All of these workshops are open to all students on campus. Pre and Post Surveys will also be administered for each workshop offered.

Transfer Success Tours: Continued partnership with Transfer Success Tours Collaborative (Transfer Center, EOPS, BTO, TRiO, and Basic Skills Learning Community) through Vending Commission Funding Support. Tours for Spring 2014

- UC Davis
- CSU Monterey Bay

TRiO Points- Requiring 5 TRiO contacts every semester

TRiO SSS has made strides to provide more intentional counseling. Our mandated TRiO points in which each student must have at least 5 types of contacts with the TRiO staff, 2 of which are counseling appointments and 1 of which include submitting progress reports due every semester and the other 2 can be from attending a

campus wide event or TRiO sponsored event. The fall TRiO participation point are due October 11 and the Spring deadline is March 21. Beginning with a student counseling appointment, we now feel that more prescribed measures are needed, therefore many of our students are required to list an academic and personal goal using the SMART goals methodology.

To date, we have not been able to account for how many of our students have met this goal. We will have an exact count once the deadlines has passed which is March 21. In past years, about 25% of students have met these requirements. Students who do not meet these program requirements will be contacted by the TRiO Faculty Coordinator and Program Services Coordinator and could potentially be dropped from the program. TRiO progress reports are the paper version of the early alert process used in basic skills and helps us to work closely with students and their instructors to help monitor their academic success. It is also a great way for students to receive direct feedback from their instructors. Follow up contacts are made with students who are performing well in by all staff and encouraged to make additional counseling and tutoring appointments. Referrals are also made to Learning Center Tutoring and other departments as well.

Financial Literacy Offerings to meet the 6 Higher Education Opportunity Act (HEOA) Financial Literacy Mandates

TRiO is required to offer or partner with on campus programs for students to learn about financial literacy. In 2013-2014, March is themed Financially Fit month. For the month of March, we are offering 2 workshops for students to utilize CashCourse.org.

Cash Course. Org is free website that ties in directly with the HEOA mandates. The six HEOA mandates are: (1) personal and family and budget planning (2) understanding credit building principles to meet long term and short term goals (3) cost planning for post-secondary education (4) college of cost attendance (5) Financial Assistance (differences between public vs private) and (6) assistance in completing Free Application for Federal Student Aid (FAFSA).

As of last week, the district approved Cash course as the financial literacy tool to be used in the 2014-2015 school year at all three campuses.

BTO

- BTO for the 2013-2014 academic year currently have 120 mentees, 1- 20% Program Services Coordinator, 12 Peer Mentors and 1 Student Assistant.
1. Increased program's capacity to support at least 120 first generation college students by hiring and training 12 qualified peer mentors in Fall 2013
 2. Spring 2014 - Developed a successful partnership with Associates to Bachelor's Program (A2B) to open 4 new peer mentor positions (each at 10 hrs/week) to support both A2B and BTO's Early Childhood Education and Psychology program participants
 3. Strengthened relationship with STEM and hired 2 STEM Peer Mentors (each at 6 hrs/week) to support both STEM and BTO's retention and persistence strategies
 4. Spring 2014 – STEM in partnership with BTO offered a fieldtrip for engineering students to visit UCSB and Cal Poly
 5. Provide mentoring and tutoring services to Sequoia high school students participating in the SAFE Sequoia after school program
 6. Hired a student assistant
 7. Introduced tutoring services to BTO with Math and Reading & Writing Instructional II Aides

8. Increased BTO trainings and resources available to support AB540 and undocumented students
9. Raised \$1200 towards BTO mentee book vouchers in Fall 2013's 3rd Annual Redwood City Oktoberfest
10. Established administrative processes to track mentees progress on completing program requirements
11. Implemented peer mentor work requirements to support professional development, student engagement, and opportunities for service-learning
12. Hosting first annual First Generation Professional Mixer during Majors 2 Careers day to provide students an opportunity to develop networking skills and engage with professionals who were former 1st generation college students
13. Participated in Fall and Spring Math Jam and recruited 1st generation students for the program
14. Acknowledged by the Accreditation Team as an innovative support program
15. BTO counselor offered group counseling through the Men's & Women's group in collaboration with TRiO Counselor by creating a safe environment for students to discuss personal, academic, and career concerns
16. Program Services Coordinator attended Get Focused, Stay Focused training on the freshman initiative and 10-year plan

VROC

- For the 2013-2014 academic year, VROC has 100 student veterans and dependents enrolled. Fall 2013 has 48 students certified and Spring 2014 has 40 students certified. The staffing consists of 1- 30% Program Services Coordinator and 1 Student Assistant.
- a) Continued to participate in tri-campus VROC meetings with sister colleges, Skyline and College of San Mateo, to further support our student veterans and to further the development of our VROC centers
 - b) Spring 2014, offered \$4200 in at least 4 housing scholarships to student veterans who are in financial need and are no longer eligible for GI benefits
 - c) Spring 2014, implemented group academic counseling sessions once a week to increase the accessibility and visibility of the VA academic counselor and offers priority to veteran students during drop in hours
 - d) Spring 2014, incorporated bi-weekly VA certifying official visits to VROC during Tuesday Eat & Greets
 - e) Developed an internship opportunity for student veterans pursuing STEM majors to work with a Stanford Bioengineering professor at the VA Palo Alto Hospital
 - f) Hosted Veterans Appreciation Week to increase visibility and awareness of the veteran student community through collaborations with SFSU's Veterans Coordinator
 - g) Vet Service Team Members (VA Certifying Official, VA Academic Counselor, and VROC Program Services Coordinator) participated in several professional development trainings such as the Veterans Summit, UC4: Service Members and Veterans, and Women Veterans trainings
 - h) Created a Veterans Statement of Responsibility agreement outlining the institutional expectations of student veterans while enrolled at Cañada
 - i) Implemented Veterans Checklist to help streamline the admissions and certification process
 - j) Participated in the development of potential internship opportunities for veteran students through a partnership with NPower and its Technology Service Corps

Changes in your program this year: *What changes has you seen in your program, and why do you think these changes have occurred?*

TRiO

Staffing Changes

TRiO has undergone many changes in staffing this last academic year. Once the former project director left to pursue other opportunities and with a 5% reduced budget, key personnel positions were changed. As a cost savings measure, the project director position and adjunct counseling position were merged into a full time Faculty Coordinator position. Two newly created positions were implemented: (1) Program Services Coordinator (PSC) in which this position supported 50%TRiO, 30% BTO and 20% VROC program services as well as overseeing the Financial Literacy workshops and (2) Office Assistant II – 50% TRiO and 50% A2B

Financial Constraints

Due to budget constraints, the A2B program has collaborated with us to begin offering tutoring services utilizing our instructional aids II employees to pay from March until May 90% of their salaries. This also allowed the TRiO IA II's to keep maintain their 25 hour work schedule.

Despite the reduction in counseling services and a reduced 5% budget for the 2013-2014 school, TRiO continues to strive to provide comprehensive services to our students.

Student Participation

With the 5% reduction in budget cuts, our funded to serve number has been slightly reduced from serving 165 to now 156 students for the 13-14 academic year.

Stronger Collaborations

The A2B program now resides where the former Alternate Media lab used to reside. This is an added benefit as it has created sustainability financially for our IA II positions, and provided a full time OA II position that serves both programs. Future collaborations with events and workshops are in the works with the A2B, BTO and TRiO pro

TRiO

As mentioned above, these changes occurred due to budget constraints, key personnel and location changes. Due to budget cuts, TRiO also reduced the number of funded to serve students from 165 in previous years to 156 for the 2013-2014 academic year.

Changes in Eligibility Requirements:

For continuing students who wish to apply to TRiO, we changed the requirements for continuing students to have least a 2.5 GPA and be enrolled in at least 9 units. For first year students, we also required that he or she be enrolled in at least 9 units.

Changes in Program Requirements:

We required that all of new and incoming students, fill out the SMART goals in which students will identify a personal and academic goal for the semester.

Changes in Events and Activities: Themed Months modeling after Habits of Mind movement

In order to appeal more to our students, we piloted in Spring 2014, themed months modeling after the Habit of Mind movement as mentioned the 3FSN workshops. January was themed Jumpstart. February was themed- Own it. March was themed Financially Fit. April's theme is Empowering Transitions and May's theme is Can't Stop, Won't Stop.

BTO

Staffing changes

In Fall 2013, the part-time coordinator/counselor and the TRiO-SSS Director were no longer with BTO. The short-term part-time retention specialist position was discontinued. As a savings measure, the solution was to consolidate the responsibilities of the retention specialist and some responsibilities of the the director into a program services coordinator position. This position dedicates 30% of its time to VROC, 20% to Beating the Odds, and 50% to TRiO-SSS. Also, counseling hours have been reduced from 9 hours to 6 hours.

Also, in Fall 2013 a BTO student assistant was hired provide administrative support to the Program Services Coordinator such as filing, data development, and event coordination.

Student Participation

Student participation has increased at the beginning of Fall 2013 as a result of hiring more BTO Peer Mentors to support 120 mentees. With this change, we have an increased need for a database and to utilize SARS to track appointments and workshops.

BTO

As mentioned above, BTO has undergone staffing changes due to reorganization and cost savings measures. BTO has also experienced change in student participation due to an increase in hiring more student mentors.

VROC

Staffing changes

In Fall 2013, the part-time retention specialist and the TRiO-SSS Director were no longer with VROC. The solution was to consolidate the responsibilities of the retention specialist and some responsibilities of the tire director into a program services coordinator position. This position dedicates 30% of its time to VROC, 20% to Beating the Odds, and 50% to TRiO-SSS.

Also, in Fall 2013 a work –student VROC student assistant was hired to assist the Program Services Coordinator with maintaining the VROC space and assisting the VA Certifying Official with filing and other certification responsibilities.

Student Participation

Student participation has decreased as a result of student veterans enrolling in upper-level courses at other

institutions within the district. This may also be attributed with the recent staffing changes. However, there is an increase of new student veterans attending Cañada.

Community Partners

With continued staffing changes and departmental changes within VROC, relationships with community partners have been affected. As a result, we are developing new relationships with community partners to assist with fundraising efforts to sustain our program.

VROC

As mentioned above, VROC has experienced changes in staffing and private funding which is reflective of the growing need to expand services and provide sustainable long term funding our Veterans and their dependents.

Changes for Next Year: *What changes, if any, do you want to make in your program for next year?*

TRiO

We wish to require more programmatic changes to our program by requiring that all new and continuing students complete a SMART goals every semester, submit a personal statement and financial budget.

In 2014-2015 and onwards, TRiO will continue to require that each student attend at least 1 type of financial literacy workshop or event. We plan to have each student submit in their files a record of a personal budget and costs associated with paying for college. We also hope to have each student have a personal statement in their file. Eventually we would like to move toward the model of an E-portfolio that will include comprehensive plan of: academic goals, transfer, budgeting, personal statement, a comprehensive Student Educational Plan, SMART goals done every semester, and letters of recommendation, and study abroad plans.

We plan to measure this by creating a portfolio in their student files. Pre and Post Surveys will also be administered for each workshop offered.

With the hopes that we get the WFSN grant, we will work closely to help provide more services that incorporate financial literacy. We hope to incorporate in all of our new and continuing orientations, the Bags of Hope as created by our adjunct counselor, Dr .Lilia Chavez. We feel this a much needed practice for our students to have exposure to as this gives heavy insight into the social, emotional, and psychological influences we have that relates to student achievement and finances. In spring 2015, we along with Beating the Odds (BTO) PSC, hope to offer a 1 unit career peer mentoring course which will allow the BTO peer mentors and TRiO Student Advisory Club (TSAC) officers 1 unit of credit for all the work they do far in the community and on campus. There is already an established peer mentoring course that the counseling has in place. For the next upcoming academic year, we hope to use this curriculum and update it as well to reflect current best practices.

BTO

- a) Develop a pilot program for incoming 1st generation college students interested in STEM majors and provide mentorship to assist with STEM pathway
- b) Offer a course in peer mentoring to institutionalize the service-learning oriented curriculum provided to peer mentors and to enhance trainings
- c) Offer CO-OP units to peer mentors
- d) Measure program effectiveness based on mentee experience

- e) Further develop the relationship with SAFE Sequoia to establish a peer mentoring after school program
- f) Outreach to local high schools and continuing adult schools to engage students with mentorship prior to enrolling at Cañada
- g) Improve tracking data such as appointments, workshop attendance, usage of BTO facility,
- h) Develop an online system allowing mentors to submit their weekly mentor reports electronically

VROC

- a) Re-convene the Veterans Advisory Council by first incorporating key departments at Cañada College including Admissions & Records, Financial Aid, Counseling, Disability Resources, and Instruction
- b) Implement Vet Student Orientation to make the transition into academic life easier and to include veterans in the matriculation process containing specific information about their benefits and expectations
- c) Hire two veteran student peer mentors to mentor new veteran students by providing support and campus navigational skills
- d) Develop a strategic plan for the upcoming academic year that includes effective programming for weekly Tuesday Eat and Greets, Veterans Appreciation Week, and campus trainings for students, faculty, and administrators
- e) Reconvene the Veteran Student Organization
- f) Strengthen partnership with Peninsula Vet Center for referral services and workshop offerings pertaining to veterans benefits, health care, and other VA resources
- g) Increase marketing of the veterans resource center and outreach efforts to veteran student population
- h) VA Academic Counselor and Vet Service Team members will provide training to counselors to help foster their ability to advise and support student veterans
- i) Increase the visibility of VA Academic Counseling and continue to provide priority to student veterans

Student Learning Outcomes:

Describe your student learning outcome and the results you have from last year as follows:

Student Learning Outcome

Assessment Results

Evidence/Analysis

Use of Results

SLO for Next Year

Given the results of your SLO this year, do you plan to keep the same SLO or develop a new one?

TRiO and BTO Student Learning Outcomes

SLO: I am aware of the tutoring services available to me at Cañada College.

SLO: I know how to access tutoring services at Cañada College.

TRiO and BTO decided to measure the same SLO for the 2013-2014 academic year. We created a pre and post survey that measured students' level of understanding of tutoring services. Initially, 4 workshop sessions were held that were mandatory for new and continuing students to attend, but as is the case with most workshops, attendance was low. We decided to reach more students during counseling appointments and when student would stop by the TRiO and BTO areas for quick questions. A total of 31 surveys were administered from February 1, 2014- March 24, 2014.

TRiO and BTO Assessment Results

TRiO & BTO

- 31 surveys were administered
- 15 were TRiO students only

- 10 students were both TRiO and BTO members
- 6 were only BTO students
- There was a slight increase reported in accessing and preparing for tutoring appointments in which 4 Likert scale questions were administered having an average of 4.2-4.6 to the post surveys ranging from 4.7-4.9.
- Of the 31, 24 commented that they know now to come prepared for tutoring services by bringing all materials with them and coming with questions about the subject they needed assistance with.

Evidence/Analysis

The timing of the survey would have been better if we started administering these surveys in Fall 2013 during new and continuing student orientations and during tutoring and counseling appointments to obtain a larger sample. We will also be sure to ask students to report their grade point averages (GPA) and to measure the connection between numbers of tutoring sessions attended. Of the 31 administered, 11 reported seeking out tutoring services when they were having difficulty. 11 students reported seeking out tutoring services during midterms, finals, and when they were having difficulty. If we chose to measure this SLO for the upcoming 14-15 academic year, we will ask for each student to state their overall GPA. 24 were continuing students and 7 were new students.

Use of Results

Measuring this SLO has given us the insight to include information to our students on accessing and preparing for tutoring services in all of our orientations.

VROC

Not applicable. Our program will work towards identifying SLOs for 2014-2015 in collaboration with TRiO-SSS and Beating the Odds.

SLO Changes: *If you are changing your SLO(s), please describe why*

- Keep same one(s)
- Created new one(s)

SLO Changes: *If you are changing your SLO(s), please describe why*

TRiO and BTO

TRiO and BTO would like to measure financial literacy for the 2014-2015 school year. With the newly open space of the Financial Literacy Lab this semester and with the hopes that we obtain the WFSN grant and continued collaboration with Financial Aid Counseling, we want to focus more on offering more workshops and events centered on Financial Literacy.

VROC

Based on our results from our Fall 2013 focus group with student veterans and supporters of veterans, connectedness through knowledge of campus resources will be measured for 2014-2015.

SLO: Students are knowledgeable of at least 3 campus resources available to support their academic endeavor

SLO Relationship to Strategic Directions: Check each of the college's Strategic Directions that your SLO addresses

- Teaching and Learning
- Completion
- Community Connections
- Global and Sustainable

SLO and Strategic Directions: Describe how your SLO relates to the strategic directions

Strategic Objectives:

Objective 2.4: Improve entry by identifying clear student pathways for basic skills, career/technical, general transfer, specific majors, and courses/programs.

Objective 2.6: Improve progress through increased intentional counseling and other services to guide students to completion of their goals.

Measuring students' knowledge of tutoring services and preparedness also ties with the strategic objectives 2.4 and 2.6 by creating more intentional interactions with students and helping to reinforce the student success tools that are free and available on campus such as tutoring.

College Goals:

Goal Four: Improve success, retention, and persistence of students who are in basic skills classes, including English as a Second Language

Goal Five: Improve the persistence and transfer rate of students enrolled in transferable courses.

Goal Eleven: Improve number of certificate and degree awards.

Goal Four, Five, and Eleven are indirectly correlated; by virtue that success, retention, and persistence depends on the students' ability to maximize all their resources on campus, gain the skills needed to successfully comprehend and complete their classes. Measuring their current knowledge of tutoring services and know how to prepare for tutoring relates to all the above goals mentioned.

Student Engagement Plan

ENGAGED

2. Key intake programs including orientation, assessment, advisement, and placement will be integrated and mandatory

VALUED

5. Every student will be carefully monitored throughout the first term to ensure successful progress; the college will make interventions immediately to keep students on track.

This SLO also ties in with the engaged and valued plans by stressing to students that tutoring is a free helpful way for students to feel more connected to the campus and help to succeed in their classes. We also plan to stress the importance of tutoring during all of our new and continuing student orientations in the 2014-2015 academic years.

SAO Action Plan:

List your SAO for the upcoming year and describe the Following:

Student Learning Outcome

Activities to Achieve the SLO

Assessment Measures

What do you expect to learn

We plan to hold workshops and events to measure financial literacy. We also plan to share more information about financial literacy during new and continuing student orientations.

Service Area Objectives:

Summarize the assessment results of your Service Area Objectives, to include the impact on the quality and success of the program.

N/A

Service Area Objectives: Next Year

Describe the Service Area Objectives for next year:

Service Area Objective

Activities to be Conducted

Assessment Measures

Why this was selected

N/A

Relationship to EMP Teaching & Learning: Check any EMP Teaching and Learning Objective that relates to your Service Area Objective

- 1.1 Assess SLOs
- 1.2 Flexible course scheduling
- 1.3 Professional development
- 1.4 Student engagement
- 1.5 Facility Planning

Relationship to EMP Completion: Check any EMP Completion Objective that relates to your Service Area Objective

- 2.1 Connections and outreach
- 2.2 Assessment testing
- 2.3 Orientation
- 2.4 Student pathways
- 2.5 100% FAFSA
- 2.6 Intentional counseling
- 2.7 Basic skills effective practices
- 2.8 Mentorships
- 2.9 Degrees and certificates
- 2.10 Career center
- 2.11 Transfer center
- 2.12 Monitor student success

Relationship to EMP Community Connections: Check any EMP Community Connections Objective that relates to your Service Area Objective

- 3.1 Community outreach advisory group
- 3.2 Community advisory group
- 3.3 Service learning
- 3.4 Contract education

Relationship to EMP Global and Sustainable: Check any EMP Global and Sustainable Objective that relates to your Service Area Objective

- 4.1 Sustainability and Social Justice groups
- 4.2 International and University Centers
- 4.3 Sustainability in the curriculum
- 4.4 Sustainability awareness

Resources: Faculty and Staff:

Describe your new staff needs:

Position Title

FT/PT (%)

Rationale

TRiO

Position Title: Adjunct Counselor

FT/PT (%): PT at 10-20 hours per week

Rationale: TRiO students are required to meet with an academic counselor at least twice a semester to ensure that they are progressing with their academic goals and are maintaining an updated Student Education Plan. Over this last academic year we have lost a full time project director, offered only 12 hours of counseling per semester and no room in our budget to hire an additional counselor. With the upcoming changes in program requirements, the TRiO program will need more counseling availability to follow up with students and provide more counseling peak times especially during Tuesdays and Wednesdays which are also busy days for committee meetings.

Position Title: Instructional Aid II

FT/PT (%): 2- FT 37.5 hours per week 10% TRiO, 90% A2B

Rationale : Due to TRiO's budget cuts and A2B's need to offering tutoring to University Center and A2B program participants, A2B and TRiO have joined their funds together so that Instructional Aid II employees can both work 25 hours a week and tutor any student that belongs either program. The A2B project director and I have will have yet to discuss this possible partnership as we are now piloting mid Spring semester. Our IA II are highly qualified candidates who are both possess graduate degrees in the tutoring disciplines. TRiO and A2B programs would benefit from this partnership of offering IA II full time positions since it will allow both programs to have more staff to follow up with students, create, plan, and facilitate student success workshops and events.

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BTO

Position Title: Academic Counselor

FT/PT (%): PT at 20/hrs. per week

Rationale: Mentees and peer mentors are required to meet with the BTO academic counselor at least twice a semester to ensure that they are progressing with their academic goals and are maintaining an updated Student

Education Plan. With the increase of program participants, an increase from 6 to 20 hours will help provide more academic counseling support for first generation college students.

Position Title: Veterans Student Peer Mentors (2)

FT/PT (%): PT at 10/hrs. per week

Rationale: Peer Mentors will be cross-trained through BTO and will be funded via VROC to readily support Veteran mentees. Peer Mentors will help increased the connection and navigational capital of new veteran students.

VROC

Position Title: Veterans Resource and Opportunity Center Retention Specialist

FT/PT (%): PT 50%

Rationale: With the increased responsibilities of the TRiO-SSS/BTO/VROC Program Services Coordinator, a retention specialist is needed to assist with the day-to-day program support, provide orientation, update Veterans' website, and maintaining the VROC space.

Position Title: Veterans Student Peer Mentors (2)

FT/PT (%): PT at 10/hrs. per week

Rationale: Peer Mentors will be cross-trained through BTO and will be funded via VROC to readily support Veteran mentees. Peer Mentors will help increased the connection and navigational capital of new veteran students.

Position Title: Psychology Intern with a specialization on Veteran communities

FT/PT (%): PT 50%, at least 20 hrs. /week

Rationale: Student veterans are a unique student population that would benefit from campus resources such as psychological services. A psych intern who specializes on veterans will be instrumental to supporting student veterans to transition successfully into academic settings and will help increase retention and success rates.

Resources: Professional Development: *List your area's professional development needs*

TRiO

- Council for Opportunity in Education (COE) for all interested TRiO Staff
- TRiO Student Advisory Club Officers- TRiO Student Leadership Conference in Washington, D.C.
- Effective and promising practices for persistence, good academic standing, graduation/transfer support
- Effective and promising practices for tutoring pedagogy, especially in working with students from first generation and students with learning or physical challenges
- Financial Literacy Training for trainers

BTO

- Effective and promising practices for persistence, good academic standing, graduation/transfer support
- Effective and promising practices for tutoring pedagogy, especially in working with students from first generation backgrounds
- Effective and promising practices for peer mentorship pedagogy, especially in working with first generation students
- Financial Literacy Training for trainers
- Continued training for support AB540 and undocumented students especially through Educators for Fair Consideration

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VROC

- a) Effective and promising practices for persistence, good academic standing, graduation/transfer support especially as it relates to veterans
- b) Continued training in wellness and mental health, especially in regards to Traumatic Brain Injury and Post Traumatic Stress Disorder
- c) Continued training for coordination of Certifying Official, VA designated counselor, VROC Program Services Coordinator and other VROC affiliated staff, such as the Veterans Summit hosted California Community Colleges and Western Association of Veterans Education Specialists Conference
- d) Financial Literacy training for trainers
- e) Continue Kognito veterans in Distress Training
- f) Continue District SMCCCD collaborative peer sharing via campus visits and mutual learning
- g) Continued outreach and learning of local community agencies, services, people, and resources
- h) Continued training in women veterans' and military sexual trauma

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Resources: Equipment: *Describe the equipment you need*

N/A

Resources: Technology: *Describe the technology equipment you need*

N/A

Research Requests: *Describe the research requests you have to assist you in planning and program review*

TRiO

- 1) Cross Reference data of first-generation, low income students, and students with disability for:

Persistence

academic standing

retention

graduation

transfer

and graduation and transfer combined goal

- 2) Query for Math and English placement for TRiO students early in the semester

- 3) Compare persistence and retention rates for TRiO and non-TRiO students

- 4) Demographic data

BTO

- 1) Cross Reference data of first-generation, low income students, and students with disability for:

Persistence

academic standing

retention

graduation

transfer

and graduation and transfer combined goal

- 2) AB540 and undocumented student data (in aggregate to protect student confidentiality)

- 3) Query for Math and English placement for BTO mentees early in the semester

- 4) Compare persistence and retention rates for BTO and non-BTO students

- 5) Demographic data

VROC

1. Number of Veterans at Cañada College
2. Number of Veterans receiving benefits
3. Student success, completion, retention, transfer, persistence rates for veterans

Describe the research requests you have to assist you in planning and program review

TRiO

- 1) The data will help us identify the trends in enrollment, retention, persistence, and graduation/transfer.
- 2) Data will allow us to understand the areas where services need to be created, increased, or re-structured to the benefit of students and our institution.
- 3) The data will allow us to see program impact and will be useful for the Student Equity Plan and Student Engagement Plan.
- 4) The data will also be useful in writing grant proposals for other funding opportunities.

BTO

- 1) The data will help us identify the trends in enrollment, retention, persistence, and graduation/transfer.
- 2) Data will allow us to understand the areas where services need to be created, increased, or re-structured to the benefit of students and our institution.
- 3) The data will allow us to see program impact and will be useful for the Student Equity Plan and Student Engagement Plan.
- 4) The data will also be useful in writing grant proposals for other funding opportunities.

VROC

- 1) The data will help us identify the trends in veteran enrollment, retention, persistence, and graduation/transfer.
- 2) Data will allow us to understand the areas where services need to be created, increased, or re-structured to the benefit of student veterans and our institution.
- 3) Data can help us seek other funding sources to increase the support services available to veteran students

Facilities Requests: *Describe facility requests you have*

N/A

Curricular Offerings: *Attach the following TracDat and CurricUNET data on courses*

N/A