

1. Executive Summary

0. Executive Summary

The TRIO (SSS) Program and TRIO Upward Bound is a federally fund grant program that serves participants who are first in their families to attend college, are income eligible and or have a documented learning disability. We strive to empower students and give them the tools to obtain a 2 year degree or certificate and transfer to a four institution in 4 years or less. For 2015-2016, TRIO wrote for this year's upcoming grant writing competition and was given yet another opportunity to work closely with underrepresented students for the next 5 years. 2015-2016 served as year one of ramped up services to new and existing TRIO participants which include more intentional collaborations with other special programs, more peer to peer interactions, and priority registration.

BTO

Bridge to Opportunities Peer Mentorship Program, formerly known as Beating the Odds, has recently changed its funding source and division. It is now a part of the Expanding Student Opportunities, Title V HSI Grant and is under Instruction. With the termination of Measure G, ESO is the new funding source for BTO activities. This change has expanded the focus of BTO to support under-represented and under-served students, particularly of Hispanic descent. BTO has also increased the number of peer mentors from 10 to 15 to expand our support.

The program structure has also changed to reflect the grant objectives to help students start strong, stay strong, and finish strong through their academic career. The focus is to support students at the beginning of their time at Cañada through transfer to a 4-year university. The Start Strong activities are focused on strengthening incoming students academic readiness and increasing a sense of belonging to Cañada. COLTS Academy 1 is a part of the Start Strong activities. Stay Strong and all its activities are focused on providing motivation and support for continuing students to improve retention and success rates. COLTS Academy 2 is an integral Stay Strong activity. Finally, as students become transfer-ready and have earned at least 45 transferrable units, they move into the Finish Strong Tier. This has improved the focus of the mentoring relationship and provides smooth transitions for the mentees as they progress through their academic career.

BTO has been an integral part for many campus wide activities such as COLTS Academies and Proactive Registration.

VROC

Cañada's Veteran Resource and Opportunity Center (VROC) serves as a space for active duty, veterans of all eras, and dependents to connect with campus resources such as VA certification for educational benefits, counseling, and VA related community services. Most importantly, VROC provides a space which all military affiliated students, faculty, staff, and community can build a community of camaraderie. Our recent partnership with the Academic Committee for Equity and Success (ACES) has identified veterans as a disproportionately impacted student population. ACES has provided financial support to implement a Vet Voucher program to provide book, transportation, and food vouchers to vets, dependents, and active duty students

who are currently enrolled at Cañada College. This has increased the contacts between VROC and eligible students. Our outreach efforts need to improve so that we can meet the needs of this student population. We are also working district-wide with College of San Mateo and Skyline's Veterans Resource Centers to develop a pathway for our military affiliated students within our district.

2. Program Context

1. Mission: How does your program align with the college's mission? If your program has a mission statement, include it here.

TRIO SSS

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, priority registration, financial literacy assistance, college visits, and educational, social and cultural enrichment activities.

TRIO Upward Bound

It is the mission of Cañada College to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success. Cañada College accepts responsibility for serving the community's diverse needs for lifelong enrichment and highly values close teacher to student teaching and learning relationships, support services and a co-curricular environment that contributes to personal growth and success for students.

It is the mission of Canada College's Upward Bound TRiO Program to provide participants with the preparation and opportunity to access and enter post-secondary education through the values of Education, Diversity, and Community.

Our vision is to transform communities and families through education- one degree at a time. Our students are low-income and first-generation and require intrusive support and unique resources to address their needs. Providing services and an educational program that addresses their needs and aligns with their goals and aspirations is key.

BTO

Bridge to Opportunities Peer Mentorship Program (formerly known as Beating the Odds Peer Mentorship Program) provides support to students throughout their college experience beginning with their transition into their first year in college up until their successful transfer into a 4-year university. The mission of program is to foster academic excellence through peer-to-peer support. Peer mentors support their student mentees by encouraging them to embrace college life and increase their knowledge about resources that will help them succeed.

This is aligned with the EMP Completion Objective 2.8: Improve progress by creating opportunities for faculty-student and student-student (peer) mentorships.

VROC

The Veterans Resource and Opportunity Center (VROC) is committed to the task of supporting active military, veteran, and dependent needs while in attendance at Cañada College and beyond. VROC's vision is to provide active duty, veterans of all eras, and dependents returning to school with personalized service and encouragement through connection with admissions & records/counseling services/financial-aid, fellow veterans, and veteran related agencies and organizations.

2. Program Description

TRIO SSS

Who We Are

TRIO Student Support Services (SSS) is one of the eight Federal TRIO programs designed to provide academic, social and personal support for students, to assist them in navigating the community college system, and to motivate them towards a successful completion of their Associate's Degree and transfer requirements.

Program Benefits

Our program offers assistance in study skills, tutoring services, academic counseling, mentorship, career guidance, enrichment workshops, transfer tours, assistance in securing admission and financial aid, and the overall support of the entire staff.

Who We Serve

You are eligible to apply for TRIO if you are a U.S. citizen or permanent resident AND ONE of the following:

- Low-Income
- First Generation College Student*
- Physically/Learning Disabled

Students must also demonstrate significant academic need to be eligible for TRIO-SSS.

TRIO Upward Bound

TRIO Upward Bound is a federally funded pre-college program designed to assist low-income and first generation students prepare for college. In partnership with Sequoia High School, our program serves high school students from the communities of East Palo Alto and North Fair Oaks.

The Upward Bound Program operates year round program. The school year consists of monthly Saturday workshops at Cañada College and weekly tutoring. In addition, other services are offered to support the students such as academic advising. During the summer, Upward Bound students participate in a six week program offering academic courses, college and career workshops, field trips and cultural activities. All classes are taught on the Cañada College campus and address their needs to become better prepared students.

BTO

The Bridge to Opportunities (BTO) Peer Mentorship Program is an Expanding Student Opportunities Title V grant activity. The program serves Hispanic students and under-represented and underserved student populations. The focus of the program is to provide peer mentorship and support to students throughout their academic career from start to finish as they transfer to a 4-year degree. Mentorship is divided into three tiers:

Start Strong: Peer mentorship is provided to students transitioning into their first year at Cañada to build their academic toolkit for success.

Stay Strong: As students continue with their college education, peer mentorship is provided to encourage students to persist with their education, motivate them to continue to excel academically in order to reach their transfer and graduation objective.

Finish Strong: Peer mentorship is provided to support students who are transfer-ready and assist them with the transfer process while maintaining academic excellence.

In addition to the peer support, BTO provides workshops on academic strategies and study skills, transfer readiness support in collaboration with transfer programs, academic counseling, and book vouchers.

VROC

VROC offers a variety of services to active duty, veterans of all eras, and dependents including:

- Academic Assistance:

- Admission Assistance
- Veteran Benefit Assistance (Educational/Vocational, Medical, Psycho-social)
- Academic Counseling
- Placement Testing
- Financial Aid/Scholarship/Work-study
- Vet Vouchers for books, transportation, and food
- Mentorship

- Community and Resource Assistance:

- VROC sponsored Eat & Greet Luncheon (currently held noon-1pm, every Tuesday)
- Pastry Wednesday-donated by local business
- Vet Center/VA informational seminars
- San Mateo County Resources
- Employment Opportunities
- Student club—Veterans & Friends of Canada (on hiatus)
- College Community Involvement
- Veterans Day Community Observance
- Integrated activities with Associated Students of Cañada College (ASCC)

3. Community and Labor Needs

TRIO SSS- N/A

TRIO Upward Bound

Upward Bound partners with local youth serving community agencies to bring 21st Century skills to the TRIO population. We have offered workshops and classes during the summer based on students' needs and interests. In TRIO Upward Bound, we are striving to have our students be college, career, and life ready. They all have opportunities to apply to internships or attend activities that increase their awareness of careers and necessary preparation for those careers. In addition, we always share information about social resources available in the community for families. We share information about financial literacy, SparkPoint, and other safety net programs.

BTO

Bridge to Opportunities (BTO) is a grant funded activity through the Expanding Students Opportunities Title V HSI grant. We are currently approaching the end of our 2nd year of this 5 year grant. Considerations will need to be made to determine how to institutionalize the peer mentorship program and related activities such as COLTS Academy 1, 2, and 3.

The program is currently staffed by an 80% (30 hr/week) Program Services Coordinator, 15 peer mentors funded through ESO, and 5 peer mentors funded through A2B. With the demand for more mentors and training to serve undocumented students, it is recommended to increase the PSC from 80% to 100% FTE.

VROC

With the increasing number of veteran, active duty, and dependents attending Cañada and the growing collaboration district wide, there is an increased need to provide more staff in VROC. Currently, VROC is supervised by a 20% (7.5 hrs/week) Program Services Coordinator. The center remains unsupervised during most of the week which impacts the delivery of services, addressing the needs of our military-affiliated (veterans of all eras, active duty, and dependents) community, and cultivating an informed campus community on effective practices to support this population.

Our veteran population who are recently discharged from the military are provided with more educational benefits through the Chapter 33, Post 911 GI Bill. Chapter 33 offers Basic Allowance for Housing(BAH) to cover the cost of tuition, educational materials, and living expenses. However, of the three SMCCCD schools Cañada college offers the lowest amount for BAH.

3. Looking Back

4. Major Accomplishments:

TRIO SSS

Renewed Grant for another 5 years

TRIO ended its 5 year grant cycle in the last academic year 2014-2015. Thankfully we assembled a strong writing team to submit a successful grant for the 2015-2020 grant cycle competition. The TRIO staff with the help of Associates' 2 Bachelors' (A2B) program staff, Learning Center Director, Vice President of Student Services and Beating the Odd Peer

Mentorship program coordinator colleagues worked diligently to write a new grant for the TRIO program that heavily emphasized transfer, collaboration services, and mentorship for new TRIO students. Using an intrusive, experiential learning approach, the new TRIO requirements require an increased amount in transfer and retention numbers as well as using a portfolio style approach to tracking student progress and benchmarks.

New Full Time Staff

TRIO Student Support Services has undergone many changes since its last academic year. Our 50% Program Services Coordinator who also oversaw 2 other programs for peer mentoring and veterans starting last Spring 2015 switched over to just oversee the mentoring and veterans' services. In Spring 2015, thankfully in partnership with Expanding Services Opportunity (ESO) grant, a 50% coordinator for TRIO and 50% ESO program services coordinator (PSC) was newly created. Pat Sehl, our former math instructional aid II, is our new PSC for TRIO and ESO programs. Her role is instrumental in carrying all duties related to transfer services for both programs.

More Counseling Hours

TRIO counseling offered by adjunct counselor, James Macale and Melissa Alforja is offering more counseling hours per week which is about 20 hours a week to students.

Peer to Peer Interactions- TRIO Ambassador Program

What better way to lead by example than by student to student interactions. Through social competency, self-efficacy, and committed service, student development within TRIO has been a missing component for our program and our participants. Modeling this practice after our sister college, Skyline College, Cañada College, too, can also use more reinforcing measures when it comes to peer interactions. One form of programming that we have found to be successful after working closely with the Skyline College TRIO Program during National TRIO Day (NTD) for the past 5 years is the TRIO Ambassador Program.

NTD has become a 5 year tradition where both our campuses collaborate together to form a full day of workshops related to TRIO, Student Success and Leadership to celebrate and uplift our TRIO participants.

- As mentioned in the Competitive Priorities Section 1a of the grant proposal, research suggests that students from socially disadvantaged backgrounds tend to drop out of college at higher rates and earn lower grades compared to their counterparts in large part due to students' concerns about fitting in at college or "difference education" mindsets. The TRIO Ambassador helps to address those issues by having peer representation. "A student is more likely to participate when suggested by their peers," remarked one of the new students.
- The TRIO Ambassador Program encourages active participation of its students in helping to achieve the program's goal of increasing retention and graduation rates of first generation students, low-income students and students with disabilities. "I like that TRIO has Ambassadors. That is what made me want to join TRIO and feel more connected to my school," commented a Skyline TRIO student.
- With purpose driven intention, the TRIO Ambassador program automatically builds in feelings of "connection" and "sense of belonging" aspects that are heavily emphasized in the Competitive Priorities studies 2a of the grant proposal.
- The purpose of the TRIO Ambassador Program is to provide a select number of TRIO students with experience in leadership, event planning, project management, group facilitation, and professionalism while making a positive impact on other program participants.
- The TRIO Ambassador Program proposes to fund 1 TRIO Ambassador and have another TRIO ambassador funded through the federal work study program.

Increased Collaboration with other programs and departments

TRIO has made many efforts to collaborate with other programs in order to provide services not only to our own participants but to entire Cañada community as well. This not only strengthens

Cañada's existing programs but helps to provide a cohesive approach to our students. Here is a list of collaborative efforts:

Summer 2015

COLTS Academy, 1 and 2- Alumni Panel during COLTS 1

Math Jam tabling for TRIO

Transfer Ready Program, counseling and workshops on Transfer Admission Planner

Fall 2015

Transfer Wall, Submit Row-Dedicated Time Every Week from October until Nov 30

Tutoring Collaboration and Support with Learning Center

Talk About It Discussion Group offered weekly, throughout the whole semester

Proactive Registration Counseling

BTO/TRIO/A2B/Tutors- Holiday Potluck

Welcome Back TRIO Luncheon

CTE Pathways Counseling Presentation

BTO/TRIO Peer Mentoring

TRIO Ambassador Program- 1 Ambassador for Fall, add another for Spring 2015

Transfer Day

Career Fair

Transfer Success Tours to CSU East Bay Preview Day

Spring 2016

- National TRIO Day, Saturday, February 20th with Upward Bound TRIO Skyline

- Learning Center Open House, TRIO Trivia Tabling

- Club Rush, TRIO tabling

- High School Counselor's Luncheon at Sequoia Union School District

- Flex Day, TRIO Tabling

- Transfer Success Tours, Preview Days for UCB, SJSU, UCSC,

- Career Fair

TRIO Upward Bound

Some of our major accomplishments include positive parent engagement and the number of graduates entering post-secondary education, 100% of the class of 2015 attended college in the Fall of 2015. In addition, many of our students attend four year institutions after high school graduation, 69% of the class of 2015 attended a four year college directly after graduation from high school. All students completed the FAFSA and received information about financial aid and scholarships.

Survey 1: San Mateo FNL Chapters

Quantitative data was collected in April 2015 to measure student experiences in the Friday Night Live (FNL) Chapter programs, of which Upward Bound is a member. The survey questions aimed to measure students' level of community engagement and safety, among other non-cognitive factors that impact student success.

Reflection on Data

This data shows that the Upward Bound program is able to maintain a safe and inclusive environment where students believe that they are able to succeed and feel safe. Students understand the need for a program like Upward Bound and see themselves as change makers within the program. The students feel that they matter and that the program staff support and believe in their abilities and potential to succeed.

Survey 2: Upward Bound summer reflections

Qualitative data was collected July 2015 to measure student experiences and satisfaction in

the Upward Bound summer program. Program satisfaction is closely related to retention and persistence rates. .

Major Findings of the July 2015 survey:

1. 100% of students reported enjoying participating in the Upward Bound program.
2. 100% of students reported being willing to recommend the Upward Bound program to their peers.
3. 100% of students identified staff as friendly and approachable.
4. 100% of students indicated that they would like to return again next year.
5. Students enjoyed all of the field trips, but many indicated the Disney Family Museum in San Francisco, CA was the most interesting field trip. The theme of summer 2015 was reflecting upon the notion and ideology of the American Dream. Walt Disney was an object lesson.
6. Students felt they could go to staff office hours to get assistance, one student requested the office hours be extended to two hours a day instead of just one hour a day.
7. Students felt supported and listened to by staff, especially Rosalina Mira and Maria Huning. 100% of the staff was requested to return next year.
8. Students indicated that they enjoyed the college tours, learning primarily about admissions, majors, and financial aid during the tours.

BTO

Program Structure

Start Strong, Stay Strong, and Finish Strong

As previously mentioned, BTO has reorganized itself to align with the grant objectives of the Expanding Student Opportunities HSI grant. The name of the program, structure of mentorship, and activities have changed to improve mentor expectations, program deliverables, and objectives. Mentorship has been expanded into three tiers: Start Strong, Stay Strong, Finish Strong to better serve our student population through all of the transitions in their academic career.

BTO Peer Mentors served as student Panelists for RP Group Institutional Effectiveness Conference at Cañada College

Tutoring and Mentoring

Built relationship between peer mentoring and tutoring through cross-trainings of both student groups, shared leadership of summer 2015 COLTS Academy 2, and peer support offered during Proactive Registration

The teams will be presenting at the upcoming Tutor Expo on the importance of connecting tutoring and peer mentoring programs to maximize support for students served and student workers.

DREAMers Support

Continuing to grow support for undocumented, DACA-mented, and AB540 students by:

Collaborating with DREAMers Task Force, Goodwin and Procter, and Community Legal services of East Palo Alto to provide a free DACA clinic for Cañada students. Students also had the opportunity to volunteer and offer Spanish translation and clerical support.

Working with the DREAMers Task Force to develop a DREAMers Center and identify and train future peer mentors who will be assigned to staff the DREAMers Center and providing peer mentorship

Proactive Registration

In fall 2015, BTO was an integral component of the Proactive Registration event which is a Basic Skills Initiative. Peer mentors and tutors were a part of the support staff who assisted students with accessing through websmart, registering for classes, and participating in all activities of Proactive Registration. 372 students were served through Proactive Registration. 99% registered for Spring 2016. Currently, 80% of those students are still enrolled in their classes.

COLTS Academies

BTO continues to work with various campus programs to host COLTS Academy 1, a one-week abbreviated summer bridge program for incoming Cañada College students who recently graduated from high school. This is a part of the Start Strong activities of the ESO grant to connect students to campus resources, academic strategies, faculty and staff, and peer mentors.

In Summer 2015, we recently added COLTS Academy 2 to support currently enrolled students, particularly those with a below transferable gpa (2.5 or below), students on probation, and student athletes. This academy incorporated activities to continue to encourage success and integrated a 3-hr academic component.

VROC

Increased services:

Veterans Appreciation Event in Collaboration with International Education Week to host a Veteran Student Panel and a Reveille Ceremony

Partnership with ACES through an ACES Inquiry Project

\$50,000 Vet Voucher Program funded through ACES to provide veterans with parking permits, book vouchers,

Partnerships:

Established a partnership with San Mateo County Veteran Services Office, Veterans Resource Center of America, College of San Mateo, and Skyline college to initiate collaborative projects such as an upcoming county-wide resource fair

Strengthened collaborative working relationship with College of San Mateo and Skyline Veterans Resource Center to share best practices, processes, and strategies to understanding the diverse needs of our military affiliated student population

Re-established partnership with Vet Center to provide readjustment counseling and services to veterans who were in combat

5. Impact of Resources Allocation:

TRIO SSS

District Wide Policy of Upgrading Desktop Computers Every Five Years

About a year ago, all of our TRIO computers were upgraded to new computer desktops with dual screens. This is an added benefit especially when working with students as we can show them their student educational plans on degreeworks while also easily accessing on another screen their transfer school of choice or assist.org without having to minimize the screen each time. The dual screens is an added benefit when it comes to reporting time for the annual performance report. Having to look at long spreadsheets, makes it easier on bigger, dual

monitors. Given that TRIO has such a lean budget, we are thankful that we are part of district that does not require grant funds to pay for new computer monitors and pc's.

Touch Screen Monitor for making Student Appointments

Purchased in Fall 2014 by the A2B program, a brand new touch screen monitor is now easily accessible for our students in our area make appointments for either the A2B, TRIO and/or BTO programs. This is time saving effort especially for the front staff because students can easily book their own appointments using this touch screen.

Data Dashboard

Thanks in large part to the the PRIE office, Data Dashboard is now available for staff to run queries based on whatever criteria we wish to explore. This makes for viable intentional recruitment tool as the TRIO program is always looking for ways to outreach to students and track their progress as well. If we needed to find out which students are first in their families to attend college and who are enrolled in a certain math or English class, Data Dashboard can easily extract that information for us.

Office Assistant II, Temporary Part Time

Araceli Arias was hired last academic year as part of the A2B and ESO grant to assist with marketing. Both programs have graciously allowed the TRIO program at no cost to use Araceli's expertise to create and edit flyers for our events. This has been such a wonderful benefit because our fliers are much more appealing and eye catching to the students. This also saved us a lot of time because as one may guess, creating fliers takes a lot of time and creativity. Araceli is highly skilled staff member whose specialty lies in graphic design.

Assistant Project Director, ESO

Daniel Barba has many huge strides in setting a floor 2 system that makes our budgets much easier to track and maintain, something we have never had before. Daniel Barba, Assistant Project Director, has done so much work to centralize and make understandable the process of tracking our expenditures. Paid 100% from the ESO budget, Dan has lent his expertise to help with TRIO budget for the last APR and for this year's proposed budget for the new grant cycle. Dan has graciously taken on the daunting task of tracking all floor 2 budgets (A2B, TRIO, ESO, and BTO budgets) so that we are up to date on how much we have spent so far.

TRIO Upward Bound

(N/A- no additional resources were requested since the last program review)

BTO

Funding from Measure G to Expanding Student Opportunities

When Measure G ended, Bridge to Opportunities (BTO) Peer Mentorship Program became a grant funded activity of the Expanding Student Opportunities Title V, HSI federal grant in October 2014. This move has expanded the work of the peer mentorship program and instituted its name change from Beating the Odds to Bridge to Opportunities. Bridge to Opportunities captures the essence of the program with mentoring serving as the link between students' transitions and experiences in community college. More specifically, peer mentors work to support first year students to "Start Strong", continuing students to "Stay Strong", and transfer ready students to "Finish Strong."

Program Services Coordinator

Effective March 2015, the TRIO (.50) /BTO (.30) /VROC (.20) Program Services Coordinator position was changed due to the increase in funding from ESO. The Program Services Coordinator is now .80 BTO and .20 VROC. This increase in time for staffing has benefited the program to provide more oversight and direction for BTO and ESO activities. This has also allotted more time and resources to coordinate the corresponding COLTS Academies as a part of the Start, Stay, and Finish Strong objectives. A full-time program services coordinator and a retention specialist are highly suggested to meet expanding programmatic needs and to support the students.

Peer Mentors

With ESO as the main funding source for BTO, we increased the number of peer mentors from 10 to 15 to accommodate the growth of the program and its new objectives. There are 5 additional peer mentors that are funded through A2B to focus on their major-specific students. The initiative to establish a DREAMers Center at Cañada College also requires hiring of 5 additional peer mentors that will be funded through Student Equity funds in the upcoming future.

VROC

The computers in VROC were recently upgraded to meet the technology needs of our students and staff.

The recent implementation and training on Data Dashboard has improved our data collection and analysis. As a result, we have been able to identify more veteran, active duty, and dependents who are Cañada students. This tool has also improved our ability to assess the retention, success, and completion data for veterans.

4. Current State of the Program

6.A.State of the Program - Observation:

TRIO SSS

Do more with less and show more data

TRIO in its new grant cycle lasting up until 2020 has its set of challenges and healthy sustainability initiatives. In this new reporting cycle, the TRIO program, as it currently exists is level funded but is expected to go above and beyond using innovative strategies to increase good academic standing by an additional 5%. Assessments on learning styles, career and work values, SMART Goal Setting as well as writing a personal statement and developing a comprehensive transfer plan are new requirements that TRIO students must meet in order to fulfill program guidelines.

Strategies which are currently being strengthened and improved such as COLTS ACADEMY, Math and Word Jams are just few that will help new eligible TRIO students. This new grant also calls for measuring our efficiency of our program services every year. This is also in alignment with program review guidelines and accreditation suggestions.

Program Cuts, Reframing and Collaboration of Services- Tutoring

Due to level funding, one on one tutoring was cut from the TRIO budget. To address this issue, TRIO has decided to reframe its services and work collaboratively with the Learning Center Tutor Coordinator to refer and help create study groups. Tutoring services on the whole are changing its approach to tutoring students. Supplemental instruction (SI) has proven to be a more viable tutoring approach than one on one tutoring.

- While, the original grant proposal suggested we our hire own TRIO tutors, we feel that collaborating with our institution's Learning Center tutoring services is a much more efficient and powerful delivery of services. As stated, in SEC 402D of the higher education of 1965, "a project assisted shall provide academic tutoring directly or through other services provided by in the institution."
- That slight change will not cause an interruption of services as we are allowing them the opportunity to work with an array of more than 2 designated tutors.
- Also, working with their peers, is a more powerful, effective strategy of student success. We still feel that this collaboration style of tutoring services, benefits the program since they will still have the opportunity to have one on one tutoring interactions. "Some benefits of peer tutoring for students include higher academic achievement, improved relationships with peers, improved personal and social development as well as increased motivation (taken from www.nea.org/tools/35542.htm)."
- Specialized study groups are also a newly added benefit to TRIO students using the Buddy Up application. The Learning Center Tutoring Services has allowed us to create TRIO study groups to help our students form study groups. Our collaboration with the Learning Center, provides our TRIO students the added skill of forming study groups in which TRIO staff will help coordinate and oversee this component.

TRIO Upward Bound

The program has operated successfully within the district, in spite of challenges such as budgetary constraints that have resulted in reduced tutorial hours and a shorter hours during the summer. The strength of the program is the quality and dedication of the staff and the emphasis on community. Both staff members have years of experience and continuously look for opportunities to collaborate with similar programs to bring resources and services to the Upward Bound students. Both staff members participate in community collaborative to strengthen program offerings and create awareness about the needs of low-income and first-generation students. Last, all staff are expected to continue to develop their skills with the goal to become better advisors to the Upward Bound population.

BTO

Program Growth

BTO has undergone many change as a result of being included in the Expanding Student Opportunities Title V Grant. It is now a part of the Learning Center activities and under Instruction. The recent name change of the program from Beating the Odds to Bridge to Opportunities in Summer 2015 is now gaining recognition from the campus community. The new name better explains the role of the mentors in "bridging" students to resources and communities of support throughout their academic career. Peer mentors are divided into three tiers, Start Strong, Stay Strong, and Finish Strong. The has helped to create a division of labor among the peer mentors and delivery of intentional services. Overall, there has been an improvement in the programmatic structure of the BTO, an increase of activity for the program, and an increase in the number of peer mentors. In addition to the peer to peer support through mentoring, BTO is highly involved in the Transfer Wall activities, COLTS Academies, Proactive Registration efforts, and development of a DREAMers Center.

Space

BTO continues to outgrow its space in the Learning Center. Allocation of more space is recommended to accommodate the increased number of students utilizing the current location.

VROC

Cañada's VROC is working with Skyline and College of San Mateo to re-define the purpose of its services and programming to meet the need of not just veteran students who are using VA educational benefits but all military affiliated students including active duty, dependents, veterans of all eras. We have seen a increase in the number of military-affiliated students attending Cañada. With the new Vet Voucher program and partnership with ACES, more veterans are utilizing our services. The Vet Voucher program helps to offset the drastic difference in Basic Allowance for Housing veterans receiving the Post-911 GI Bill. It also provides financial assistance to students who may not be eligible for or able to use VA educational benefits. Additional services and partnerships are also being established to increase support for the students. There is also a recognized need to provide resources and training for faculty and staff on strategies on how to support military-affiliated students both in the classroom and outside.

Staffing

In 2013, the .20 Director of VROC and .5 Retention Specialist position was consolidated into one .20 Program Services Coordinator. The cut to staffing has resulted in the loss of community partnerships, funding sources, and consistent staffing of VROC. Staffing needs to be re-considered to work towards increasing support for veterans who are disproportionately impacted student population at Cañada.

6.B.State of the Program - Evaluation:

TRIO SSS

More money for Travel to National Conference or more institutional support for TRIO related conferences

In the proposed TRIO budget, the budgeted line item for travel is \$1,000. We felt the need to increase this line item to \$2,000 for the following reasons.

Professional development travel for staff if directly related to the project's overall purpose and activities, except that these costs may not exceed four percent of total project salaries. The Secretary may adjust this percentage if the applicant demonstrates to the Secretary's satisfaction that a higher percentage is necessary and reasonable (Electronic Code of Federal Regulations (e-CFR) Title 34, Chapter VI, section 646.30 Subpart D- What are allowable costs? (g)

We feel it is necessary to increase this amount because the entire trip will cost more than the original budgeted line item. At the time when we proposed this budget, we did not have an accurate estimation of the total cost of the trip since we were not sure where the upcoming conference was going to be held at. We knew we would have an opportunity such as now to give a more accurate estimation once the conference was advertised.

As stated in the E-CFR, Title 34, Chapter VI, Section 646.30, subpart D, "these costs may not exceed four percent of total project salaries." This proposed increase does not exceed that amount which is an estimated \$8, 6812.44. The proposed cost of this trip which includes: registration, flight, hotel, food and transportation is an estimated \$2800. This upcoming Council for Opportunity in Education (COE) annual policy conference is "directly related to the project's overall purpose and activities (E-CFR, Title 34, Chapter VI, Section 646.30 subpart D)" since it is one of two conferences offered a year, specifically tailored to discuss TRIO related policies and issues and federal mandates.

Attending such conferences in person also serves as wonderful opportunities for TRIO Directors/Coordinators, such as myself, the opportunity to learn about best practices

pertaining to retention, motivation and graduation efforts and serves as opportunities to build solidarity with other TRIO programs nationwide.

These conferences also allow for TRIO programs to connect with other TRIO four year institutions that our students may transfer to in the future thus creating a stronger transfer pipeline.

There are also professional development funds at my institution available to faculty and staff but the amount can vary and comes on first come, first serve basis which usually covers registration costs. If granted professional development, the TRIO budget can save an estimated 500-800 dollars. Since professional development funds are moving away using monies for conferences such as these, I still feel the need for our institution to pay for directors like myself to attend such crucial yearly meetings. Many TRIO Directors across the nation and in many U.S. territories only have conferences such as these to network and brainstorm with other TRIO professionals, since no two programs are alike. For institutions to expect TRIO programs to keep successfully graduating and transferring our students, these annual and policy seminars are vital to our program development and enhancement. Because many of our TRIO budgets are so lean, the institution should set aside monies to pay for their TRIO colleagues to attend these opportunities.

Increase Institutional Support and Space for new and existing TRIO initiatives

Given the state of our lean TRIO budget, more cuts will be made in programming and staffing over the next coming year if TRIO continues to be level funded. This new grant calls for an increase in program development (i.e. portfolios and assessments for every student) which means more money needed to use on supplies related to student activities and student documentation. Every other year, TRIO at Cañada hosts National TRIO Day, a day long student success conference to inspire our TRIO students to keep up the good work and stay hopeful. This has been a 6 year tradition that started with Cañada College and Skyline College. Every year, it is a daunting task for the hosting institution as to where and who will provide the monetary backing to have a successful event. Our institution has to do more than just secure the grant funded monies but also think about programmatic issues such as space, program development for students and adequate office space for our TRIO staff and students. These are often afterthoughts once a grant has been issued or refunded which become a trickle effect on delivery of program services to our students. Every year we graduate and transfer 30-40 of our TRIO students since 2006 helping to contribute to our institutions graduation and transfer rates. TRIO has been criticized for lacking a TRIO community on this campus when in fact, our space keeps on being taken away or shared as time goes on. We have done a great job with participating and collaborating with our sister programs and departments. Space remains a political hot topic on virtually every campus I have worked at. This is a campus wide, if not, community college challenge in general but nonetheless a relevant one that deserves serious consideration for long time existing, successful programs such as TRIO. We have come up on our decade long anniversary of TRIO at Cañada College with a proven success rate. More conversations are to come on next steps for TRIO to become an institutionalized program to continue to provide equitable access to our historically underrepresented students.

TRIO Upward Bound

Additional funding for tutoring would provide staff with the opportunity to participate more actively in the larger Cañada College community. Although, both staff members participate in classified senate and serve on campus wide committees, their participation and involvement could be greater with additional support from part-time staff.

7.A: Current SAOs and SLOs

TRIO SSS

SAO's-Service Area Outcomes

The TRIO Student Support Services program provides participants with a variety of services. The current Service Area Outcomes (SAO) include intrusive advising such as submitting progress, program participation points, academic counseling, cultural enrichment activities, priority registration, workshops, and transfer tours to four year colleges. For this academic year, we will focus on progress reports, a method that general counseling has modeled for students who are dismissal and or probationary status.

SLO's-Service Learning Outcomes

The current service Service Learning Outcomes (SLOs) are related to National TRIO Day, focusing primarily on the general session of the student Alumni Panel.

TRIO Upward Bound

The Upward Bound program provides participants with a variety of services. The current Service Area Outcomes include exposure to collegiate environments, academic advising and assistance, workshops, and guest speakers on career. The current Student Learning Outcomes are related to high school requirements, college requirements, and skill improvement in subject areas.

BTO

The Bridge to Opportunities Peer Mentorship Program provides peer-to-peer support for students at all stages of their community college experience to transfer. The current Student Area outcomes include activities geared toward the first year experience for traditional and re-entry students, ongoing support and development of academic success strategies for continuing students, and transfer support for transfer-ready students. We have focused on the restructuring of the program and the delivery of services.

The current SLO is related to the development of the peer mentors, the development of their leadership skills, and their knowledge of campus resources.

VROC

The current Service Area Outcomes includes academic counseling, VA certification of educational benefits, a voucher program for books, transportation, and food, and workshops on veteran services. The main SAO to be measured will be the Vet Voucher Program. The Student Learning Outcome is related to the VROC Vet Voucher Program funded through ACES and the level of satisfaction of services. We conducted a survey to assess students' perceptions of campus resources and climate.

7.B: SAO Assessment Plan:

TRIO SSS

1. TRIO SSS participants will receive a letter from us enclosed with 3 progress reports for them to submit to their instructors and return back to us by our designated deadline each semester.

2. TRIO SSS participants who are taking more than 3 classes can pick up more hard copies from our area.
3. TRIO SSS participants who are in EOPS will submit their progress reports to that department and EOPS will then give us copies. Students in BTO and STEM will also have copies made to disperse to those departments.
4. TRIO SSS participants with grades of C- or less will receive a follow up phone call requesting to make an appointment with a TRIO counselor.
5. TRIO SSS participants will also be sent an email or voicemail with referral services to tutoring.
6. TRIO SSS participants who submitted in Fall 2015 will be examined since Spring 2016 progress reports are not due until well after program review deadline.

TRIO Upward Bound

1. Upward Bound will provide participants with college tours to expose them to collegiate environments. (College Tours)
 1. Attendance
 2. Surveys
 3. Student Reflections
2. Upward Bound participants will receive academic advising and assistance in secondary school course selection. (Academic Advising and utilize SEPs)
 1. Academic Maps
 2. Academic Actions Plans
 3. District Cumulative Files
 4. High School Transcripts/Education Plans
 5. one-on-ones with Program Staff (min. 2 per year)
 6. Family Meetings and orientations (min. 2 per year)
3. Upward Bound will provide participants with workshops and guest speakers to expose participants to careers. (Saturday College/Senior Workshops/Summer Program)
 1. Attendance
 2. Academic Maps
 3. program evaluations
4. Upward Bound will improve participants' skills in High School subjects. (Tutorials/Summer Program)
 1. Attendance
 2. Pre and Post testing
 3. Upward Bound Student Evaluations/Grades and commentaries from teachers

4. GPAs and credits earned (elective units)

BTO

1. Peer mentors in the Start Strong tier will develop activities and strategies to support new and incoming students.

1. Review case studies of former BTO participants and first year students
2. Ongoing staff meetings and trainings
3. Logic Models

2. Peer mentors in the Stay Strong tier will develop activities and strategies to support continuing students to stay motivated and focused on their educational goals.

1. Review case studies of former BTO participants and continuing
2. Ongoing staff meetings and trainings
3. Logic Models

3. Peer mentors in the Finish Strong tier will support existing transfer activities and initiatives to support students who are transfer-ready and are in the process of transferring.

1. Review case studies of former BTO participants who transferring and have already transferred
2. Ongoing staff meetings and trainings
3. Logic Models

VROC

1. Veterans, dependents, and active duty who are identified through Data Dashboard will receive an email about the new Vet Voucher Program.

2. Participants will be asked to complete a brief survey to confirm that they meeting the following requirements:

- proof of military experience (discharge papers, military identification, etc).
- must be in good academic standing (2.0 and above)
- must have an updated student education plan
- must be enrolled in at least 1 class at Cañada

3. Applications will be submitted.

4. Program Services Coordinator reviews application, emails and calls applicant to inform them of any follow-up steps or to award the voucher.

5. Participant is able to purchase any educational-related materials from district bookstores, receive a parking permit, and other support through the voucher program.

6. The overall impact of the voucher program will be assessed at the end of Spring 2016.

7.C. SAO Assessment Results and Impact

TRIO SSS

1. About 45 students in Fall 2015 submitted progress reports out of the currently enrolled 151 students.

2. That is an estimated 30% return rate.

3. More follow up of current student participation needs to take place.
4. More immediate follow up when students submit progress reports should take place.
5. TRIO staff should check off progress reports as they come in such as weekly contacts to students.
6. More incentivized outreach of submitting progress reports needs to be advertised such as attending cultural enrichment activities.
7. When students do well in their classes, students who submit progress reports should have recognitions as well.
8. TRIO students who excel and place on the Dean's list should be advertised in the TRIO area and acknowledged for their accomplishments.
9. Partner with Sparkpoint to see what incentivized financial literacy offerings are available to them.

TRIO Upward Bound

1. Upward Bound students (88%) participated in college tours which exposed them to collegiate environments. Students surveyed indicated that college tours were helpful in identifying future goals and prospective colleges. One student commented on the opportunity to learn about the Incentive Awards Program at UC Berkeley "I thought that special meeting was extremely helpful. Learning someone's experience and transition to UC Berkeley was informative, especially since she was a former Upward Bound student."
2. Upward Bound student participants received academic advising and assistance in secondary school course selection. Students who took part in the summer College Prep courses demonstrated that they had an understanding of educational plans. 100% of the students in that course created an educational plan. They were able to write and discuss their plans.
3. Upward Bound staff coordinated workshops and guest speakers to acquaint participants with career choices. The summer program operates on Cañada's campus and Upward Bound summer instructors utilize the library, learning center, career center, and financial aid office intentionally to inform students about resources available on a college campus. 82% of all summer program participants take part in these activities while on campus. Additionally, 88% of students were able to meet with the career center staff and take part in special activities to identify their career choices and options. They were able to utilize the curriculum provided by the career center to create their own resume and cover letters.
4. Upward Bound improved participants' skills in High School subjects through improved participation in tutorials and improved GPA overall in academic subjects. Participation in tutorials improved from Fall to Spring semester with participation rates increasing in math tutorial requests. Students went from an average of 25% of students participating each day to 66% participation. Additionally 88% of all participants completed or exceeded their weekly tutorial requirement of 3 hours a week. This led to only 3 Upward Bound students going onto academic probation for having less than a 2.5 GPA. By the end of the semester only 1 student still had less than a 2.5 GPA in academic subjects.

BTO

1. With the re-structuring of peer mentoring and creating a tiered system to support students to Start, Stay, and Finish Strong, the on-going trainings and case studies have increased peer mentors' understanding of their roles and the population that they are serving. Based on qualitative responses, 95% of the peer mentors have a clear understanding of their role. They

are better informed and equipped to support their particular population.

2. More assessments need to be conducted with the peer mentors to collect quantitative data.

VROC

1. This is the initial implementation of the VROC Vet Voucher Program.

2. 39 participants applied for the book and transportation voucher.

3. 15 semester parking permits were distributed to veterans and/or dependents.

4. 26 received \$200 book vouchers for the semester.

5. 13 required additional follow up such as meeting with an academic counselor. Of those, 3 have met with the Vets Academic Counselor, updated their SEPs, and have received the vouchers.

6. More follow up needs to be conducted with the 10 students who have not yet received the vouchers.

7. 1 student veteran who is not in data dashboard self-identified and received the voucher

8. More outreach needs to be done to increase the visibility of the services and utilization. There is a need to provide these services to our military-affiliated population.

7.D: SLO Assessment Plan:

TRIO SSS

What do we want to measure? National TRIO Day (NTD) is a large scale event that brings together all TRIO students from both Canada College Upward Bound and TRIO Student Support Services Program (SSS) and TRIO SSS from Skyline College. This a day long event that offers workshops on student success such as study abroad, self sabotage, financial literacy, transferring to a four year university and TRIO Advocacy.

The SLO's we would like to measure are students' feedback on transferring from a community college to a four year university. The Alumni Transitions panel is also general session workshop so many of the NTD participants will attend this workshop.

How? Pre and post surveys about their experience attending the NTD's Alumni Transition Panel will be measured.

SLO: Students will gain new information about transferring from a two year to a four year.

SLO: Students will feel more prepared about the process of the transferring to a four university.

TRIO Upward Bound

1. Upward Bound participants attending workshops will improve their understanding of post-secondary requirements and college admissions process. (Saturday College/Senior Workshops/Summer Program/College Tours/community events)

a. Surveys

- b. Student Evaluations
 - c. Number of Participants in Post-Secondary Education
2. Upward Bound participants attending Academic Advising appointments will know the High School requirements and the post-secondary admissions requirements. (Academic Advising/Senior Workshop)
- a. Survey
 - b. Student Evaluations
 - c. Transcript
 - d. Student Resumes
 - e. Number of Participants enrolled in Postsecondary Education
3. Upward Bound participants attending Tutorial and summer classes will increase their understanding of subjects. (Tutorials/Summer Program)
- a. Transcripts
 - b. Attendance
 - c. Tutor Logs
 - d. Student Evaluations
 - e. Progression to the next grade level
 - f. focus groups and testimonials

BTO

With the new changes to the structure of mentoring in BTO, we wanted to measure the impact of the change and the knowledge peer mentors have of the different student needs. Post surveys will be distributed to the peer mentors at the end of the semester to assess the leadership development and their knowledge of the student experience in relation to their mentorship role. Peer mentors will participate in weekly staff meetings with trainings and case studies.

- 1. Peer mentors will improve their leadership skills to succeed academically and personally.

VROC

The Vet Voucher Program is semester-long program funded through Student Equity. In addition to providing veterans with financial support, it also directs student to academic counseling and VROC services. It also includes an assessment to measure participants' feedback of the campus climate, resources, VROC services, and interactions with faculty.

- 1. Students will feel supported by Cañada college programs, staff, and faculty.

7.E: SLO Assessment Results and Impact

TRIO SSS

Summarize the findings of your program's SLO Assessments. What are some improvements that have been, or can be, implemented as a result of SLO Assessment?

1. A total of 41 surveys were returned.
2. Students were surveyed a total 5 pre and post statements which were required using likert scale responses, 1 as low to 5 as high. 3 open ended questions were also asked.
3. For the statement: "I am aware of the differences between a community college campus and a four year university," 13 (highest pre rating) students chose a "3". For post ratings, 23 students chose "5". This is a good indication that students found this panel useful and informative.
4. For the next statement, "I am aware of campus resources available to me." For the Pre survey portion, 14 students chose a "3" rating whereas after the panel, 25 students selected a "5" and 14 students selected a "4" rating.
5. Students also rated the following statement after the alumni panel. "I am knowledgeable about the transition from high school to a four university." Pre-survey results indicate 15 students selected a "3" feeling middle of the road about this statement whereas 21 selected a "5" after the Alumni Panel and 18 selected a 4 afterward.
6. Surveyed students also noted an increase in their knowledge about transitioning from a community college to a four year university. Highest rated responses for post statements were rated 4 and 5 whereas pre survey noted a 3 for this statement.
7. All 41 students responded "Yes" to the open ended question, "Was it helpful to hear from Alumni which is a 100% response rate. Comments such as: "I got examples of what type of life it could be. It helped me to become more open minded and see the different experiences that people have. Yes because it made not scary."
8. This National TRIO Day did not have a sign in sheet on the actual day so it is hard to tell what is the breakdown of Upward Bound, TRIO SSS Skyline and TRIO SSS Canada students.
9. More organization was needed for this session. Questions for panelists were not readily available the day of the event causing a delay in reprinting the questions.
10. Rotating the panelists versus all the student sitting in a long row at the front of the room were discussed to see what was more efficient. Perhaps a question to add on the survey would be to ask the student preferences.
11. Pre and post surveys should be administered at all the NTD sessions in the future since many sessions relate to student success tips and tools which benefit TRIO and non TRIO students.

TRIO Upward Bound

1. Upward Bound participants improved their understanding of post-secondary requirements and college admissions process. The Spring SEP workshop, where students learn about Student Educational Plans, contains pre and post testing. Likert results indicated that students found students had heard about a SEPs but were uncertain if they had one (mean 2.3) at the beginning. However, at the end of the workshop they had improved their understanding of the purpose of SEPs and reported that they knew when to meet with a counselor (mean 3.3). This information regarding SEPs was used to plan the curriculum for the College Prep course which allowed students to read, write, and think more critically about their SEPs and produce a final project. Upward Bound participants attended Academic Advising appointments and learned about High School requirements and the college admissions requirements. Our evaluations

found that (20%) of the students did not know the difference between high school graduation requirements and A-G college entry requirements. However, after workshops and one on one meetings with program staff, 95% were able to correctly identify A-G college requirements. These were later written and aligned in Summer Program activities and classes.

2. Upward Bound participants who attended tutorial sessions and summer classes increased their understanding of subjects as seen through progression from one grade to the next, 100% continued onto the next grade. Additionally, 100% of students who took part in the Summer Program attended Instructor Office hours and tutorials. Additionally, 94% of Summer program participants were successful in maintaining their academic goals of a C or higher in summer courses completed.

BTO

1. A total of 15 surveys were submitted measuring the development of leadership skills for academic and personal success of peer mentors.

2. The responses were:

Q. BTO has helped me feel more confident being a part of Cañada:

14 Strongly agree
1 Somewhat Agree

Q. Participation in BTO allowed me to develop support relationships with other students.

13 Strongly Agree
2 Somewhat Agree

Q. I now have the skills to do well academically at Cañada.

11 Strongly Agree
2 Somewhat Agree
2 Agree

Q. BTO has helped me improve my leadership skills.

14 Strongly Agree
1 Somewhat Agree

3. The survey also asked open-ended questions regarding the most beneficial and least beneficial activities. These include:

Most beneficial: proactive registration, learning from others, impacting others, trainings on campus

resources, student interactions, weekly staff meetings.

Least beneficial: doing call backs for proactive registration, holiday potluck, and need to improve communication

4. Overall, BTO peer mentors' survey results indicate a strong relationship between their roles as peer mentors and the development of their leadership skills for academic and personal success.

4. Follow up: We will work towards improving our communication between peer mentors, staff, counselor, and participants by incorporating social media messaging, emails, and

planning ahead. We will continue to develop more opportunities to measure and further develop the mentees' leadership abilities.

VROC

1. A total of 39 surveys were submitted.
2. Students were surveyed on the Vet Services that they use on campus:
 - 20 use Academic Counseling
 - 11 use VA Certifications
 - 25 use VROC
3. 13 participants participant in 1 or more other campus programs like EOPS, TRIO, STEM, and DRC.
4. The next series of questions measured the participants' level of satisfaction of campus climate, faculty, and staff.
 - Q. How satisfied are you with Cañada's Veteran Services?
 - 20 very satisfied
 - 1 very dissatisfied
 - 13 satisfied
 - 6 neutral
 - Q. How satisfied are you with our Student Support Services?
 - 18 very satisfied
 - 16 satisfied
 - 6 neutral
 - Q. How satisfied are you with your interactions with faculty?
 - 20 very satisfied
 - 16 satisfied
 - 4 neutral
5. The next question asked participants for recommendations for additional services. Responses included tutoring, orientations, more counseling availability, veteran benefit representatives, career planning and job placement, housing, and access to computer rentals.
6. The final question asked participants to provide open-ended responses about anything they would like us to know about their experience. Responses have commended our campus for its inviting and supportive campus climate, the STEM Center support, and exceptional counseling support.

5. Looking Ahead

7.F: SAOs and SLOs for the Next Review Cycle

TRIO SSS

SAO's

For the next cycle, TRIO SSS would like to improve our efficiency of progress reports. The current return rate is 30% and we would like see an increase by reaching 40% of progress reports submitted for this next Spring 2016. Exploring incentivized rewards with Sparkpoint would help us greatly and uplift the students motivation.

SLO's

TRIO SSS at Canada would like see if it feasible to create a general session pre and post surveys that will capture workshop effectiveness and learning acquisition.

TRIO SSS at Canada College faced budget cuts last academic cycle, ridding of the individualized tutoring. Perhaps effectiveness of learning center tutoring on TRIO students could be measured.

TRIO Upward Bound

Program staff is intentional about improving program offerings and receiving feedback from students. Through incorporating youth development practices of engaging youth in decision making and creating change, we are cultivating youth leaders. Staff involves participants in presenting to peers, being advisors for events, and planning activities. This creates opportunities to practice leadership and create student engagement. The idea is to continue to utilize the same SAO and SLO. Both are critical to measure the success and long term impact of the program. We will continue to review program measures and utilize information to improve and make changes. One area we have seen a need is in community building. Student report that they want a stronger connection to each other and the program staff. Many students wrote that they wanted more time to connect at a deeper and more meaningful level, therefore we will consider implementing more one-on-one sessions as well as student led activities where they can interact outside of the academic setting. Last, something that we are interested in possibly evaluating is the way program staff communicate with students- email, texts, mailings, web content, etc. Furthermore, we also plan to assess how students access information about the program and the effectiveness of program materials to communicate objectives and expectations.

BTO

SAO

As the program continues to expand its reach in mentorship, we will continue developing each tier of the program from Start Strong, Stay Strong, and Finish Strong. This will also include improving our data collection to not only include students that are served through the one-on-one mentorship but are also served through the program's contributions to campus-wide initiatives such as COLTS Academy and Proactive Registration.

SLO

BTO will work towards identifying a pre and post assessment on the mentor relationship to determine the effectiveness of the practice and identify areas for improvement.

VROC

SAO

VROC will continue to improve upon its new Vet Voucher program and continue to assess the impact of the book, transportation, and food vouchers. This will also include improving outreach, intake, and data collection processes for the program. Continued collaboration with Student Equity, other campus partners, and community partners will be necessary for improvement of services.

SLO

VROC will be conducting a pre and post assessment of impact of providing career services for our students. We will be offering a "Boots to Suits" career exploratory workshop series and job opportunities for veterans in the next cycle.

9. Program Improvement Initiatives

TRIO SSS

No information was given for this section.

TRIO Upward Bound

No information was given for this section.

BTO

No information was given for this section.

VROC

No information was given for this section