
Program Review 2017 - TRIO Upward Bound, TRIO SSS, VROC & BT0,

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Executive Summary

0. Executive Summary

TRIO Upward Bound (UB)

Summarize your program's strengths, opportunities, challenges, and action plans. This information may be presented to the Board of Trustees. (200 Word Limit)

- TRIO Upward Bound serves 63 students per year. Students are in 9th - 12th grade at local high schools. Eligibility is determined by federal guidelines (low-income, first-generation to college, high risk/need, etc.).
- Students are retained at 88% from Fall to Fall each year. Satisfaction surveys indicate that students feel they understand the college going process, student educational plans, and the factors colleges consider for admissions and enrollment. Overall, 100% of students would recommend the program to their peers.
- TRIO UB students consistently graduate, with the high school class of 2017 completing 100% on time and enrolling in higher education. One quarter of TRIO Upward Bound students go on to the community college system, while ¾ of the students go on to 4-year institutions.

TRIO Student Support Services (SSS)

The TRIO (SSS) Program is a federally fund grant program that serves 165 per academic year and whose qualified participants are first in their families to attend college, 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 the 2016-2017 academic year, TRIO Student Support Services (SSS) continued to provide services to about 182 students, a little more than our allowable 165. We strive to help students reach their educational endeavors which include obtaining a certificate, 2 year degree and/or transfer to 4 year university. For this academic year, approximately 84% persisted with a 2.0 or better. For 2016-2017, there were approximately 28 students who graduated and or transferred to a four year university.

For 2016-2017, we offered a total of 16 events and workshops which include: New Student Orientations, Tea Time with TRIO, University Visits that are open to all students, National TRIO Day Volunteer at Second Harvest Food Bank and a Cultural Enrichment Activity, visiting the Academy of Sciences.

For Fall 2016, we hired 2 TRIO Ambassadors, Karla De La Rosa and Theresa Polo Leaf'a who each worked about 15-18 hours a week and to assist with building of the peer to peer connection. In Spring 2017, we hired a 3rd TRIO Ambassador, Stacie Foreman to also assist with front office duties, data entry, phone calls, appointments and to also further assist with the peer interactions.

Veterans' Resource and Opportunity Center (VROC)

The Veterans Resource and Opportunity Center at Cañada prides its center for being a welcoming community of veterans who advocate camaraderie, diversity, inclusiveness, and peer support. We use the center's space to share best practices for academic success and provide valuable information and resources for those who needed assistance and support provide by the county and Veterans Affairs agency. The center also provides and "Eat and Greet" every Tuesday where we have pizza and beverages while we talk about all aspects of or academic and personal progress and issues, as well as getting connected to every possible resources available to us.

The challenge VROC is facing as of this time is the vacancy of a coordinator position. VROC is in dire need of someone who can provide student veterans and dependents service of what a coordinator does for a program. Despite of the current situation, where a student assistant who is temporarily filling in for this position, the goal is not centered on coordinating but his/her academic success. We need someone who can be physically provide serves every time a student veteran walks in the center. A student working for V-ROC cannot be there all the time.

One possible action is to find one faculty or staff who is willing to step up and support the program in a coordinator function. Another option would be to hire someone externally.

Another challenge is the decline of enrollment. Most veterans opt to go to CSM or Skyline for a higher housing allowance.

The action plan that V-ROC is working on is to overhaul the marketing strategy to make coming to Cañada to be more appealing; not in terms of how much housing allowance a student veteran gets, but the quality of education they get at Cañada and to experience a sense of community while in school.

Bridge to Opportunities Peer Mentorship Program (BTO)

The "Bridge to Opportunities" (BTO) Peer Mentorship Program is funded by the Expanding Student Opportunities (ESO) grant that is funded through the U.S. Department of Education. The ESO grant is a HSI (Hispanic Serving Institution) grant program under the Title V under the institutional capacity building umbrella. The primary goal of HSI grant funded programs is to improve the capacity of each institution to better serve Hispanic and high-need students. The goal of the BTO Peer Mentorship Program is to increase retention rates and persistence while providing a positive and successful transition for Hispanic and high-need first-time and continuing students.

Mentoring is a structured and trusting relationship that brings students together with caring individuals who offer guidance, support, information and encouragement aimed at developing the competence and character of the mentee. Peer mentors are usually close in age and experience to their mentees and can often personally relate to the obstacles that the mentees face as they journey through college. The BTO Peer Mentorship Program strives to develop positive and nurturing relationships with their mentees to ensure that students are able to successfully navigate the rigors of college from entry to transfer and completion. The BTO Peer Mentorship currently has 10 Peer Mentors who mentor approximately 3-5 students each.

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 Upward Bound (UB)

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.

Cañada College Upward Bound TRIO Program provides educational services to historically underrepresented college bound high school students in order to help them succeed in their precollege performance and increase the rate at which participants enroll and graduate from institutions of postsecondary education. Through the values of Education, Diversity, and Community, we aim to transform communities and families one degree at a time.

TRIO Student Support Services (SSS)

TRIO SSS Mission

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, financial aid advising, college visits, and educational, social and cultural enrichment activities.

TRIO SSS Vision

The vision of TRIO SSS is to serve as a resource for students to arm themselves with the educational and social justice perspectives to learn how to navigate and achieve their educational pursuits in higher education.

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

Veterans' Resource and Opportunity Center (VROC)

The Veterans Resource and Opportunity Center (VROC) is committed to the task of supporting veteran needs while in attendance at Cañada College and beyond. VROCs' vision is to provide veterans, of all eras, 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.

Our mission statement aligns with the college in the context of providing personalized services and support that would help ensure a student veteran's academic success while at Cañada and proceed to the next phase of their schooling to transfer to a 4-year university.

Bridge to Opportunities Peer Mentorship Program (BTO)

Bridge to Opportunities 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 goal 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.

Our program offers three tiers of mentorship:

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.

2. Program Description

TRIO Upward Bound (UB)

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 63 high school students from the communities of East Palo Alto and North Fair Oaks.

The Upward Bound Program operates year round. 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 and career advising, support in concurrent enrollment and middle college applications, mentorship, and college visits. 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.

TRIO Student Support Services (SSS)

Empowering minds, Inspiring Resilience, Rooted in Diversity

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

Veterans' Resource and Opportunity Center (VROC)

The Veterans Resource and Opportunity Center (VROC) is committed to the task of supporting veteran needs while in attendance at Cañada College and beyond. VROCs' vision is to provide veterans, of all eras, 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.

SERVICES AVAILABLE:

- 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
- Other issues as they arise

EDUCATION/SOCIAL EVENTS:

- VROC sponsored Eat & Greet Luncheon (currently held noon-1pm, every Tuesday)
- Vet Center/VA informational seminars
- College Community Involvement
- Veterans Day Community Observance
- Integrated activities with Associated Students of Cañada College (ASCC)

Bridge to Opportunities Peer Mentorship Program (BTO)

Bridge to Opportunities Peer Mentorship Program is designed to support students in all aspects of their educational endeavors. Mentees will receive support and services from mentors and student leaders on campus, faculty and staff, as well as participate in campus events and organizations that will aid in enriching their overall college experience.

Services we provide to mentees:

- Receive one-on-one peer support
- Learn about various resources on campus
- Stay informed on important college deadlines
- Help with how to develop college success strategies
- Become more knowledgeable of financial aid services
- Opportunities to go on college tours

3. Community & Labor Needs

Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program.

TRIO Upward Bound (UB)

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 share information about social resources available in the community for families including information about financial literacy, SparkPoint, and other safety net programs.

TRIO Student Support Services (SSS)

Changes in the community such as the high cost of living in the bay area has affected the overall enrollment at our 3 sister college campus for the last 3 year in a row. More and more students are finding that they have to help contribute financially to cost of living, having to pay for a portion of the rest. Cost of books, tuition and even at times not having enough to eat. I am meeting more and more students who do not have their basic life needs met, such having enough food on the table, forcing many of our full time students to drop classes and help offset a one income or two income household. Thankfully, we have some SparkPoint to which we closely refer our students to their array of services such as financial literacy workshops and one on one financial coaching to the food pantry services.

Veterans' Resource and Opportunity Center (VROC)

V-ROC put much effort in reaching out to the community for financial and programs/services support applicable to student veterans and dependents. The center invites representatives from the Veteran Services Office in San Mateo County, and VA representatives on campus on a monthly or bi-monthly basis depending on their availability. The center needs funding to ensure provisions and services are not cutoff. We want the book voucher and meal program to continue because it build morale and increase motivation to the veteran community

Bridge to Opportunities Peer Mentorship Program (BTO)

Bridge to Opportunities now supports three different student levels to better suit the changing student dynamic ensuring that all students are accommodated. This not only allows the program to grow with students as their needs on campus change, but also allows BTO to help students coming into the program at different levels.

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.

4. Equity and Access

Describe how your program assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or deliver method.

TRIO Upward Bound (UB)

As a Federally funded program, students are chosen to participate in the program based on federal eligibility guidelines. Students who are not eligible are provided with information on services they are eligible for. TRIO Upward Bound partners with Sequoia High School counselors to provide information about the services the program offers at feeder middle schools and high schools.

TRIO staff works with students, families, and counselors to maintain IEP's for students with high risk and education needs. Additional services are offered to students on a case by case basis based on their particular needs which is indicated in initial interview, survey, and one-on-one meetings. Due to student need additional services are offered at different locations and in different modalities in order to meet their needs.

TRIO Student Support Services (SSS)

As a Federally funded program like UB, students are chosen to participate in the program based on federal eligibility guidelines. Students who are not eligible are provided with information on services they are eligible for and are given a warm hand off to programs such as BTO, A2B and ESO Adelante.

Veterans' Resource and Opportunity Center (VROC)

V-ROC ensures that their equal access to the service that the center provides. Team work and peer support are the two essential factors in providing appropriate, comprehensive, and reliable services to all student veterans and dependents regardless of their home school. We also accommodate occasional instances where a non-veteran or dependent comes in to ask for assistance.

Bridge to Opportunities Peer Mentorship Program (BTO)

HSI and Title V Programs are funded and implemented with the intent to ensure both equity and access for traditionally underrepresented and underprepared students entering college and attending college. The BTO Peer Mentor Program ensures that every student participant has access to all of the available resources within the program as well as provides information about other community based and college programs.

Looking Back

5. Major Accomplishments

Describe major accomplishments.

TRIO Upward Bound (UB)

Some of our major accomplishments include positive parent engagement and the number of graduates entering post-secondary education, 100% of the class of 2017 attended college in the Fall of 2017. In addition, many of our students attend four year institutions after high school graduation, 75% of the class of 2017 attended a four year college directly after graduation from high school. All students completed the FAFSA and received information about financial aid and scholarships.

- 100% UB Senior participants graduated from high school and attended postsecondary education in the Fall of 2017.
 - 33% enrolled into California State Universities.
 - 25% enrolled into UC's.
 - 25% enrolled into Community College (including Cañada College and College of San Mateo).
 - 17% enrolled into private universities.
- Retention Rate is 88% from fall to fall.

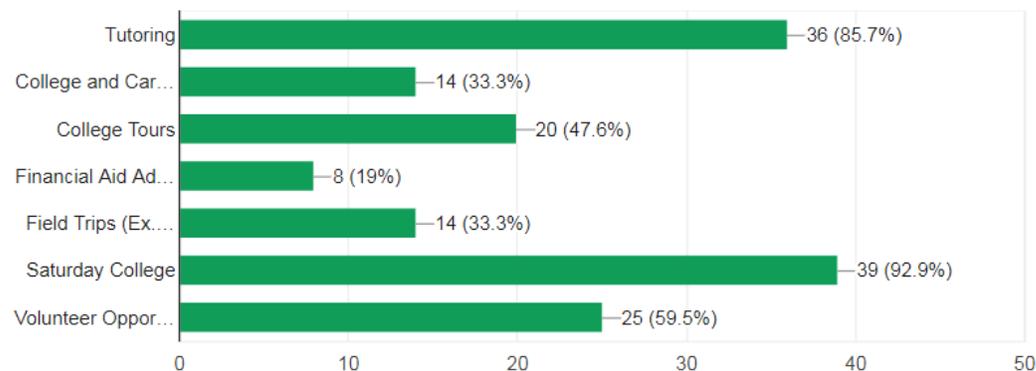
Survey 1: Academic Year Satisfaction Survey

Quantitative and qualitative data was collected April of 2017 to measure student experiences and satisfaction in the Upward Bound Academic Year program. Major Findings of the April 2017 survey:

- 85% of students reported “agree” or “strongly agree” that through their participation in UB they understand the A-G requirements. However, when asked to identify the A-G requirements, only 35% were able to clearly identify the A-G requirements.
- In addition, 76% of students reported “strongly agree” or “agree” that through their participation in UB they understand extra-curricular factors colleges consider for admissions and enrollment. Additionally 83% of students correctly identified extra-curricular factors including: IB courses/tests, volunteer work, and participation in clubs or advisory committees.
- Moreover, 80.9% of students reported “strongly agree” or “agree” that they’re are taking action in their community to create positive change due to their participation in UB. Through their participation in UB, UB students reported being motivated to participate in organizations and events that include: Project Read Redwood City, North Fair Oaks, Boys and Girls Club, Habitat for Humanity, OYE Conference Committee, Red Morton Holiday Wrapping Party, Cañada College’s Reading Circle, Sequoia High School Teen Advisory Board, Sequoia High School Dreamer’s Club, Sequoia High School English Language Development (ELD) department, BUILD, Sequoia High School Parent’s Center, and various Beach Clean Ups.
- Below is a graph of services UB students reported utilizing the most during the academic year.

What services did you utilize this academic year? (Check all that apply)

42 responses



- On the other hand, when asked “What specifically about Upward Bound has helped you?” additional services were identified including mentoring and the support they received from UB students and staff.
- Last but not least, when asked what, if anything, would students change about their experience in UB, 26% of students reported, “I wouldn’t change anything, I like the way it is.” While 17% of students reported that they would like to see “more food” and “better snacks” offered during tutoring.

TRIO Student Support Services (SSS)

For 2016-2017, TRIO can positively identify compliance with Funded-to-serve objectives. While we are still gathering data for the 2016-2017APR which is due at the end of March, we estimate that persistence and good academic standing to be at 84% which meets program objectives. We will add more data to this section after our APR is complete to reflect timely data.

- We hired 3 TRIO Ambassadors that are still currently working with us this current year. Theresa, Karla and Stacie have made tremendous strides to help build up our TRIO community.
- We increased and met our funded number of students served surpassing 165 students to serving 182 in 16-17 school year.

- We graduated and transferred 28 students.
- We began doing more outreach for students applying for scholarships by requiring personal statements as part of their program requirements. That year we collected 30 personal statements.

Veterans' Resource and Opportunity Center (VROC)

V-ROC is very proud to be the only college in the district to have consistently provided book vouchers, meal vouchers, and parking permits (not all semester due to funding) every semester. We are also proud to mention that there have been an increase in usage of the center in the past three years. More and more student veterans and dependents are utilizing our space even coming from CSM and Skyline. Integration and synergy with other programs, like STEM and DRC, are also key in a student veteran's success. Collaborating with other programs are essential tools for success.

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.

Increased services:

Veteran's Day Reveille Ceremony

Bridge to Opportunities Peer Mentorship Program (BTO)

- Hosted a successful Bridge to Professionals mixer where students, BTO mentors and Mentees were able to meet with and mingle with professionals from a variety of fields.
- Worked closely with STEM to start a new segment of mentorship centered on STEM focused students and resources.
- Collaborated with the Learning Center to help facilitate new student Learning Center Resource and Technology Orientations.
- Worked closely with the COLTS I and II summer enrichment programs to help new entry level and returning student familiarize themselves with the college and its resources.
- Addition of a BTO designated counselor.
- Supported students in need of information through "Personal Statement Writing" sessions
- Worked with the Basic Skills Retention Specialist to serve as a "point of contact" for students participating in Proactive Registration for both Fall and Spring semesters
- Participated with tutors and other campus student leaders in training sessions to improve our knowledge and sensitivity to Dreamer students and students with learning challenges

Reflection on Data

TRIO Upward Bound (UB)

- While 86% of students reported that they understood the A-G requirements, 36% of students were able to identify the A-G requirements. This may be due to the way we structured the survey. Some students reported

academic subjects needed to fulfill A-G requirements (i.e. History/ Social Science, English, Math, College Preparatory) but failed to list how many years needed to take in each year (i.e. 2 years- History/ Social Sciences, 4 years English, 3/4 years Math, 1 year College Preparatory).

- Upon reflection on our data, we realized we need to differentiate the terms “extracurricular activities” and “extracurricular factors”. While extracurricular activities include sports, volunteer work and leadership roles, extracurricular factors also include: Academic grade point average, scores in ACT/ SAT, special talents, achievements and awards in a particular field and outstanding performance in one or more specific subject areas.
- UB staff is doing an effective job motivating students to get involved in their communities.
- Saturday College, tutoring, and volunteer opportunities are highly utilized during the academic year. In addition, students reported the significance of mentoring and peer/staff support UB provides.
- Generally, UB students reported being content with their experience and wouldn’t change anything about it. The SAFE program at Sequoia High School provides food for students who stay after school.

Survey 2: Upward Bound summer reflections

Qualitative data was collected July 2017 to measure student experiences and satisfaction in the Upward Bound summer program. Major Findings of the July 2017 survey:

- In general, UB summer participants reported being satisfied with their classes which included: SAT test prep, Math (i.e. Geometry and Algebra I), College Preparatory (3 sections were offered), Writing (2 sections were offered), Science (i.e. Physics, Bio-Chemistry), and Computer Animation.
- UB summer participants also reported being satisfied with the student run electives which included: P.E., Lyricism, and Arts and Crafts.
- When asked, “What did you enjoy about the program and why?” 50% students reported, “Yes, I made new friends” and “the amazing teachers and support.”
- When asked, “What could the staff do to improve the program?” 50% students reported similar responses to “Nothing, the staff is doing great.”
- When asked, “What qualities did you like in this year’s UB staff? What is something for us to look in future staff?” 92% of students reported similar responses to, “I liked how the staff cared about our work and helped us improve” and “This year’s UB staff were really nice and funny people who were well-educated and always answered my questions. I would recommend looking for similar people.”
- 100% of students reported that they would recommend the summer program to other students in their community because, “it’s fun and you learn” and “they [staff] help [students] achieve our future goals and dreams.”
- The staff that was recruited and hired proved to be resourceful and relatable with our student participants. UB summer participants reported being satisfied with their courses and teachers.
- Continue to hire and recruit teachers/ staff who enjoy working with youth and understand the challenges historically underrepresented communities face.

TRIO Student Support Services (SSS)

Looking back on 2016-2017 school year, this was year where we had to make huge strides to recruit a new type of student. While TRIO SSS has been around since 2006, year 1 of our new grant cycle in 2015-2016 had its own set of challenges from staffing restructuring to recruiting different kinds of students to letting go key services such as one on one tutoring in the past. With each new grant cycle comes a new set of standards to which TRIO SSS must incorporate with the familiar challenge of staying fiscally conservative with either a reduce budget or a level funded budget. Also with each current administration on a federal level, come different political views on how to best support or not support TRIO programs across the nation. Our TRIO SSS program was triumphant in that we served over 165 students and still

managed to carry our key services to our students. As mentioned earlier, our Annual Performance Review (APR) report is not due until March 23, 2018 so we will include more details of that report once it is complete.

In the 2016-2017 school year, our Program Services Coordinator position was then again reorganized to now cover 20% TRIO and 80% S.O. or Learning Center Grant. It was still a 100% position during the Fall 2016 semester until Spring 2017; the person filling that role, Pat Sehl, wished to work at 80% thus working a 4 day work week as opposed to the 5 work week. This slight change had no bearing in her completing her tasks and duties.

Veterans' Resource and Opportunity Center (VROC)

Bridge to Opportunities Peer Mentorship Program (BTO)

6. Impact of Resource Applications

Describe the impact to date that each new resource (staff, non-instructional assignment, equipment, facilities, research, funding) has had on your program/department/office and measures of student success or client satisfaction. (N/A- no additional resources were requested since the last program review)

TRIO Upward Bound (UB)

N/A no additional resources were requested since the last program review.

TRIO Student Support Services (SSS)

Because we are in shared space within the Learning Center itself, this poses challenges for students to build their own TRIO community within the Learning Center. Space is political on majority of campuses but it would be nice if all of student services had our own building, and a few shared community spaces where students can study, work on projects and/or use this a flex space for study groups and workshops. I imagine more students would feel inclined to stay and study if such a space was made available for them. At CSM, there is this shared space of combined programs such PUENTE, EOPS, etc.. where students can gather and study together.

Veterans' Resource and Opportunity Center (VROC)

Funding is the major catalyst in the program's success or failure. By providing the tools and resources to student veterans eases the burden of books, supplies, or transportation cost which eventually release most the stressors one may encounter. It is beneficial for students not to worry about these financial hurdles and we insist of having these services available all year round. Having access to up to date desktop computers and printers, and few additional amenities, like microwave, water dispenser and refrigerator prove to be valuable assets for uplifting their quality of life and experience on campus.

Bridge to Opportunities Peer Mentorship Program (BTO)

During the last Program Review cycle, BTO requested a table cloth that can be used during tabling events and information sessions. The BTO Program was able to purchase a table cloth that has afforded us the ability to table and share information with the students and campus community members.

Current State of the Program

6A. State of the Program - Observation

Describe the current state of the program (include strengths and challenges).

TRIO Upward Bound (UB)

The program staff have successfully written for and been funded for the next 5 years. In spite of challenges, such as the threat of reduced federal funding, staff has been able to do more with less. The strength of the program is the quality and dedication of the staff and the emphasis on community. Both staff members have experience collaborate with similar programs to bring resources and services to the Upward Bound students. Staff develops community collaborations to strengthen program offerings and create awareness about the needs of low-income and first-generation students. Last, all staff are expected to continuously to develop their skills and work with students to meet individual, educational, and programmatic goals.

TRIO Student Support Services (SSS)

The TRIO SSS grants ends in 2020 so we are hopeful amidst the interesting political climate that TRIO SSS will be along for many more years to come. As UB mentioned, we as a federal program are up for the challenge of successfully meeting our program objectives despite having less resources. Our continued collaborations with programs across our campus is also what keeps TRIO relevant to our students. TRIO's vested interest in partnering with new programs and using creative ways to increase retention is part of what appeals to our students. While we may not have as many incentives to offer students like other programs, our efforts to connect and stay connected to our students is what appeals to them most.

Veterans' Resource and Opportunity Center (VROC)

The main challenge/s that the center is facing are V-ROC does not have a Program Services Coordinator for many months now and funds are diminishing every year.

6A. State of the Program- Observation

The program needs someone who can do more coordinating within the campus community and external resources as well. We do not have someone facilitating right now other than a student assistant who is also taking a fulltime class load. However, the climate within the veteran community, and our relationship with regular students and other programs, have been positively strong, supportive and fluid.

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 an 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 2017-18, one part-time student assistant who took on the role of Interim 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 reconsidered to work towards increasing support for veterans who are disproportionately impacted student population at Cañada.

Bridge to Opportunities Peer Mentorship Program (BTO)

- The BTO program is currently in a state of flux. With the loss of the PSC, the program currently faces a lack of leadership.
- Many mentors will be transferring and new mentors will need to be hired and trained.
- The BTO program also needs a better system for collecting and analyzing its performance data.

6B. State of the Program - Evaluation

What changes could be implemented to improve your program?

TRIO Upward Bound (UB)

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.

TRIO Student Support Services (SSS)

Perhaps institutional support to provide incentives for opportunity drawing and other events would be a great addition to our students. Also, possibly providing food such as pizzas at workshops as a way to increase student involvement. While food and incentivized items can be an expense that is questionable due to its value and/or purpose, these are the items that our students notice. Even for staff, food is always a way to draw people into an event or meeting. Also, covering the cost of program t-shirts and graduation stoles would make our students feel proud to belong to a program and especially, feel accomplished and appreciated wearing a graduation stole.

Veterans' Resource and Opportunity Center (VROC)

Overall, the center functions efficiently despite of the decline in funding support. More and more student veterans are being connected to resources on and off campus. Many veterans that I know have benefitted from the network V-ROV have established over the years i.e. disability claims, educational benefits, county and state benefits, etc. There is a conscious effort by the center that our mission statement is aligned with the schools objective and mission.

Bridge to Opportunities Peer Mentorship Program (BTO)

- **Fill the position overseeing the mentors (PSC)**
- **Better tracking, data collection and analysis of program performance.**
- Outreach to local high schools and continuing adult schools to engage students with mentorship prior to enrolling at Cañada.
- Develop an online system allowing mentors to submit their weekly mentor reports electronically
- Purchasing of an official mentoring uniform of vest that can be used by students to easily and consistently identify peer mentors
- Improved technology for the peer mentors that can be used to support their students such as a high capacity printer, surface tablets that mentors can use to work with students

7A. Current SAOs and SLO's

State your current year Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs).

TRIO Upward Bound (UB)

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.

TRIO Student Support Services (SSS)

- As a result of attending TRIO counseling appointments student will be able to use some resources to help them decide on a major.
- TRIO provides comprehensive services that has helped me gain successful tools and tips.

Veterans' Resource and Opportunity Center (VROC)

There is every effort by the program to connect incoming, continuing, and transferring students to all possible programs and services as applicable. The integration of V-ROC with other programs help us achieve this. More and more student veterans have been using services such as tutoring, mentorship, DRC, study sessions, library, etc. The learning outcomes are very positive in my view. I do see how dedicated and motivated student veterans to become academically successful and well connected.

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.

Bridge to Opportunities Peer Mentorship Program (BTO)

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

Students are aware of what it takes to be successful and transfer

Students are engaged and participate in campus activities and programs

Students are engaged with faculty and understand the value of building a relationship with them

7B. SAO Assessment Plan

Describe your program's SAO Assessment Plan.

TRIO Upward Bound (UB)

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)

TRIO Student Support Services (SSS)

The following are statements we created to measure a TRIO student's opinion on the counseling services they have received. From January 16- February 16, we sent a novi survey link in an email asking students for their feedback. Their information remained confidential as we did not ask for their names or G#'s. A likert scale and write in responses were used.

1. TRIO provides the help I need to help me accomplish my educational goals.

Strongly Agree/ Agree/Undecided/Disagree/Strongly Disagree

2. After attending TRIO counseling appointments, the counselor(s) helped me understand the requirements for graduation.

Strongly Agree/ Agree/ Undecided/Disagree/Strongly Disagree

3. After attending TRIO counseling appointments, the counselor helped me understand the process for transfer to a 4 year university.

Strongly Agree/ Agree/Undecided/Disagree/Strongly Disagree

4. TRIO counselors have also helped me in other areas such as _____.

(FILL IN THE BLANK)

5. Whenever I have a quick question and inquire in the TRIO area, the staff has been helpful at helping me find the answer.

Strongly Agree/ Agree/Undecided/Disagree/Strongly Disagree

6. The TRIO program encourages and promotes students to attend other events and/or workshops on campus that relates to graduation, transfer, social justice issues, financial literacy such as scholarships, financial aid, loans, etc..

Strongly Agree/ Agree/Undecided/Disagree/Strongly Disagree

7. TRIO progress reports are a useful tool in letting me know how I am doing in my classes.

Strongly Agree/ Agree/Undecided/Disagree/Strongly Disagree

8. Being a part of TRIO has helped me feel more connect to the campus.

Strongly Agree/ Agree/Undecided/Disagree/Strongly Disagree

Veterans’ Resource and Opportunity Center (VROC)

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 6 classes 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 2019.

Bridge to Opportunities Peer Mentorship Program (BTO)

One of the ways that we have been able to assess the impact of peer mentoring is through our academic preparation programs and transfer readiness program: Colts Academy 1, Colts Academy 2 and Colts Academy 3. These programs are designed on the foundation of peer mentorship as a tool to promote student academic and personal success.

COLTS Academy 1		COLTS Academy 2		COLTS Academy 3	
2016	2017	2016	2017	2016	2017
31	33	27	15	39	30

COLTS Academy was designed to meet the objectives outlined in Cañada’s mission by providing a learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning.” The program cultivated a supportive environment for first-year students to increase their understanding and access to navigate through the college institution.

COLTS Academy 1 is a free 4-day program that supports students who are new to Canada College.

The Program Outcomes for the COLTS Academy 1 are:

- A. Connect to campus/Sense of Belonging.
- B. Connect to campus resources/faculty.
- C. Academic Preparedness.
- D. Learn about Transfer.

Evaluation Methods

This Evaluation Report focuses on the extent to which participants meet program outcomes. Three methods are utilized to evaluate the program: **(a) Program pre- and post-survey, (b) Daily pre- and post-survey, and (c) Logistics debriefing.**

Table 1 below highlights the recommended Evaluation Plan.

Table 1: Evaluation Plan

COLTS 3 Evaluation Plan	Session Level Evaluation		Program Level Evaluation
Program Outcome	Session Items that address Program Outcomes	Logistics: Room, Location, Length etc.	Survey that assess Program Outcomes
By the end of the COLTS 1 program, students will:	Session Items		Pre and Post Survey
A. Connect to campus/Sense of belonging.	1, 2, 3, 4, 5, 19	√	1, 2, 4, 10
B. Connect to campus resources/faculty.	4, 5, 8, 9, 13, 14, 15, 16, 20	√	1, 5, 6, 7, 8
C. Academic Preparedness.	6, 7, 8, 10, 11, 12, 13	√	3, 4
D. Learn about Transfer.	7, 17, 18	√	9

The COLTS Academy 1 was held July 25th through 28th, 2016. A total of 30 students participated in the event. These students were given a pre-survey at the beginning of the first day of the academy, and-post survey at the end of the fourth day. This pre- and post-survey is utilized to assess the change in participant's knowledge and skills related to key desired outcomes of the academy.

COLTS Academy 2 is a free 3-day program that supports students who are at the Staying Strong stage/level of their Cañada College life.

The Program Outcomes for the COLTS Academy 2 are:

- E. Connect to campus/Sense of Belonging.
- F. Connect to campus resources/faculty.
- G. Academic Preparedness.
- H. Learn about Transfer.

Evaluation Methods

This Evaluation Report focuses on the extent to which participants meet program outcomes. Three methods are utilized to evaluate the program: **(a) Program pre- and post-survey, (b) Daily pre- and post-survey, and (c) Logistics debriefing.**

Table 1 below highlights the recommended Evaluation Plan.

Table 1: Evaluation Plan

COLTS 2 Evaluation Plan	Session Level Evaluation		Program Level Evaluation
Program Outcome	Session Items that address Program Outcomes	Logistics: Room, Location, Length etc.	Survey that assess Program Outcomes

By the end of the COLTS 2 program, students will:	Session Items		Pre and Post Survey
E. Connect to campus/Sense of belonging.	1, 2	√	1, 2, 9
F. Connect to campus resources/faculty.	7, 9, 10, 11, 13, 14, 15, 16	√	1, 5, 6, 7
G. Academic Preparedness.	3, 4, 5, 6, 7, 8, 14	√	3, 4, 7
H. Learn about Transfer.	12, 13, 14	√	8

The COLTS Academy 2 was held August 2nd through 4th, 2016. A total of 23 students participated in the event. These students were given a pre-survey at the first day of the academy, and-post survey at the end of the third day. This pre-and post-survey is utilized to assess the change in participants' knowledge and skills related to key desired outcomes of the academy.

7C. SAO Assessment Results and Impact

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

TRIO Upward Bound (UB)

1. Upward Bound students (92%) 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 "The College Tour I enjoyed the most was going to USF. I enjoyed this the most because I always wanted to visit it and I discovered it's a University I would like to go to."
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 goals.
3. Upward Bound staff coordinated workshops and guest speakers to acquaint participants with careers choices. Academic year workshops were well attended with 71% of students participating on average. Additionally, parents took part in workshops to discuss Cañada resources like SparkPoint, Financial Aid, and the Priority Enrollment Program. 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. Staff were able to utilize the curriculum provided by the career center and the community partner Jobs for Youth to create their own resume and cover letters. Of those students who took the summer college prep course 93% could identify resources at college campuses they would like to attend in the future.
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 22% to 63% participation each day. Additionally 88% of all participants completed or exceeded their weekly tutorial requirement of 3 hours a week. This led to only 1 Upward Bound students going onto academic probation for having less than a 2.5 GPA. By the end of the semester all students were on track to progress to their next academic year level (i.e. 9th to 10th).

TRIO Student Support Services (SSS)

RESULTS FROM NOVI SURVEY- 33 responded to the survey

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
#1-The TRIO program at Cañada College provides...	<u>Answer:23</u> <u>69%</u>	<u>Answer:</u> <u>8, 24%</u>	<u>Answer: 1,</u> <u>0.03%</u>	<u>Answer:</u> <u>1, 0.03%</u>	<u>Answer: 0</u>
#2- After attending TRIO counseling apts... requirements for graduation and/or transfer	<u>Answer:</u> <u>26, 78%</u>	<u>Answer:</u> <u>5,15%</u>	<u>Answer: 2</u> <u>0.06%</u>	<u>Answer: 0</u>	<u>Answer: 1</u>
#3- After attending TRIO counseling appointment.... Understand process to transfer to a 4 year	<u>Answer:</u> <u>22, 66%</u>	<u>Answer:</u> <u>7, 21%</u>	<u>Answer: 4</u> <u>12%</u>	<u>Answer: 1</u> <u>0.03%</u>	<u>Answer: 0</u>
#4- TRIO Counselors has helped me in other areas such as _____*	PLEASE LOOK BELOW FOR RESPONSES TO THIS				
#5- Whenever I have a quick question and inquire in theTRIO area....	<u>Answer:</u> <u>25, 75%</u>	<u>Answer:</u> <u>7, 21%</u>	<u>Answer: 1,</u> <u>0.03%</u>	<u>Answer:</u> <u>1, 0.03%</u>	<u>Answer: 0</u>
#6- The TRIO program encourages	<u>Answer:</u> <u>24, 72%</u>	<u>Answer:</u> <u>8, 24%</u>	<u>Answer: 1,</u> <u>0.03%</u>	<u>Answer:</u> <u>1, 0.03%</u>	<u>Answer: 0</u>
#7- TRIO progress reports are a useful tool...	<u>Answer:</u> <u>18, 54%</u>	<u>Answer:</u> <u>12, 36%</u>	<u>Answer: 3</u>	<u>Answer: 0</u>	<u>Answer: 0</u>
#8- being a part of TRIO has helped me be more connected to the Cañada College Campus	<u>Answer:</u> <u>Yes- 29,</u> <u>87%</u>	<u>Answer:</u>	<u>Answer:</u> <u>Undecided-</u> <u>3, 0.09%</u>	<u>Answer:</u>	<u>Answer:</u> <u>NO- 2, 0.06%</u>

#4 Responses- TRIO Counselors has helped me in other areas such as _____

***All responses listed here were typed just exactly as it was on the novi survey submitted.**

- transfer, personal statements, housing info, fafsa
- financial determination, personal issues, being an open ear
- Haven't met with TRIO counselor yet.
- Melissa has been amazing at helping me find information on transferring out of state.
- Recommend resources available for me as a student for ca Cañada College to transfers schools.
- Staying motivated to stay in school/ comw back the following semester and try again.

- Seeing what classes I should be taking and helping me find the right scholarships for me.
- helping me plan beyond undergraduate work and planning for graduate school too.
- Advise on which career to pursue or explore. Introduced programs applicable to me on campus.
- "In the beginning, TRIO was the first program I got involved in before I got involved in other programs. TRIO helped me select my classes for upcoming semesters. Also, TRIO counselors have helped me apply to scholarships by writing my letters of recommendation.
- I worked for TRIO as a student assistant. In that position, I learned how to make formal phone calls, serve customers properly, produce an "elevator speech" and operate computer softwares such as BLUMEN, SARS, and Microsoft Excel. All of these experiences are essential for a student employee, and they were experiences I take with me in my current jobs."
- My student ed plan
- scholarships
- Finding out more about the colleges that has the major I am studying for.
- Courses articulating
- James mcale
- helped lay out the classes I need for GE ad transfer.
- my personal needs that have become overwhelming and could interfere with my education. sometimes just talking helps to let go of fears and invites new ideas to the forefront.
- transfer, study abroad, scholarships, out of state transfer, financial aid, progress/dismissal/reinstatement process
- personal, time management
- hearing me out when I have a bad day; encouraging me not to give up
- Help me get connected in scholarships.
- appeals, looking for classes to cover my general education.
- not sure
- application submission, scholarships and different schools to apply to
- emotional support and kind words as well as figuring out obscure transfer questions
- Getting helped on any question that I need help on or even resources. The TRIO counselors has helped me on trying to get the correct classes for me to transfer to a university.
- To be informed about school events that benefits students.
- signing up for DSS

Veterans' Resource and Opportunity Center (VROC)

1. This is the fourth year in the implementation of the VROC Vet Voucher Program.
2. 25 participants applied for the book voucher.
4. 26 received \$100 book vouchers for the semester.
5. 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.

Bridge to Opportunities Peer Mentorship Program (BTO)

Evaluation Results

Colts Academy 1 Survey Results and Outcomes

Table 2: Pre-and Post-Survey Program Outcome Results Colts 1

COLTS 1 Evaluation Plan		Program Level Evaluation	
Program Outcome	Survey Item	Pre- Survey Results*	Post-Survey Results*
By the end of the COLTS 1 program, students will:		Mean	Mean
A. Connect to campus/Sense of belonging.	1, 2, 4, 10	2.66	3.63
B. Connect to campus resources/faculty.	1, 5, 6, 7, 8	2.19	3.53
C. Academic Preparedness.	3, 4	2.75	3.68
D. Learn about Transfer.	9	2.37	3.33

Evaluation Results

Table 2: Pre- and Post-Survey Program Outcome Results Colts 2

COLTS 2 Evaluation Plan		Program Level Evaluation	
Program Outcome	Survey Item	Pre- Survey Results*	Post-Survey Results*
By the end of the COLTS 2 program, students will:		Mean	Mean
A. Connect to campus/Sense of belonging.	1, 2, 9	2.67	3.93
B. Connect to campus resources/faculty.	1, 5, 6, 7	2.50	3.88
C. Academic Preparedness.	3, 4, 7	2.64	3.93
D. Learn about Transfer.	8	2.26	3.71

*Survey scale is a 4-point Likert scale, 1=strongly disagree, 4=strongly agree.

7D. SLO Assessment Plan

Describe your program's SLO Assessment Plan.

TRIO Upward Bound (UB)

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

TRIO Student Support Services (SSS)

We focused on SAO's and not SLO'a.

Veterans' Resource and Opportunity Center (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.

Bridge to Opportunities Peer Mentorship Program (BTO)

BTO will continue to assess students who participate in our academic preparation programs as a way to determine the impact of peer mentoring on student success. We will also start to survey and evaluate student participants and mentees that participate only in the BTO Peer Mentorship Program. We will utilize data dashboard as a tool to access data around student, mentor and mentee completion and success.

Evaluation Methods for our academic preparation programs

This Evaluation Report focuses on the extent to which participants meet program outcomes. Three methods are utilized to evaluate the program: **(a) Program pre- and post-survey, (b) Daily pre- and post-survey, and (c) Logistics debriefing.**

Table 1 below highlights the recommended Evaluation Plan.

Table 1: Evaluation Plan

COLTS 2 Evaluation Plan	Session Level Evaluation		Program Level Evaluation
Program Outcome	Session Items that address Program Outcomes	Logistics: Room, Location, Length etc.	Survey that assess Program Outcomes

By the end of the COLTS 2 program, students will:	Session Items		Pre and Post Survey
A. Connect to campus/Sense of belonging.	1, 2	√	1, 2, 9
B. Connect to campus resources/faculty.	7, 9, 10, 11, 13, 14, 15, 16	√	1, 5, 6, 7
C. Academic Preparedness.	3, 4, 5, 6, 7, 8, 14	√	3, 4, 7
D. Learn about Transfer.	12, 13, 14	√	8

The COLTS Academy 2 was held August 2nd through 4th, 2016. A total of 23 students participated in the event. These students were given a pre-survey at the first day of the academy, and-post survey at the end of the third day. This pre-and post-survey is utilized to assess the change in participants' knowledge and skills related to key desired outcomes of the academy.

7E. SLO Assessment Results and Impact

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?

TRIO Upward Bound (UB)

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 2.4) at the beginning. However, at the end of the workshop 90% had improved their understanding of the purpose of SEPs and reported that they knew when to meet with a counselor (mean 3.0). 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.
2. 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.
3. 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. Of those, 88% of Summer program participants were successful in maintaining their academic goals of a C or higher in summer courses completed.

TRIO Student Support Services (SSS)

Out of the 33 surveys administered anonymously online, most of the responses for the 7 likert scale questions responded with the answer: Strongly Agree. The 2nd highly rated response was Agree. The fill in the blank response for question 4 mostly yielded positive feedback as seen above with commentary such as:

- "Recommend resources available for me as a student for Cañada College to transfers schools."
- "Staying motivated to stay in school/ come back the following semester and try again"
- "Seeing what classes I should be taking and helping me find the right scholarships for me."

- “helping me plan beyond undergraduate work and planning for graduate school too.”
- “Advise on which career to pursue or explore. Introduced programs applicable to me on campus.”
- “financial determination, personal issues, being an open ear.”
- “my personal needs that have become overwhelming and could interfere with my education. Sometimes just talking helps to let go of fears and invites new ideas to the forefront.”

Of course, it would have been nice if more students were able to fill out the survey but I feel we made concerted efforts to make sure students fill out their survey, send out weekly emails and making constant announcements at our events and whenever students came by for appointments and drop-ins.

All in all, an average of 71% of students “strongly agreed” with the 7 statements we asked of them. To note, there about 2-3 students out of the 33 that were not benefiting from our counseling and TRIO services. Even though that is a tiny number, I still feel that as a Director and Counselor that it would have been nice to know what we could have done differently to help them understand or feel more connected to our services. Another area we need to take a look at more closely to improve is our use of progress reports.

Students only rated that area of 54% of strongly agreeing that they are useful. Early Alert and progress reports as a campus wide issue is still something that is widely underutilized by teaching faculty. Perhaps the process could be made easier if it were an online tool attached to canvas and then shared with programs such as TRIO< EOPS, STEM, Promise Program, DRC, etc...

Veterans’ Resource and Opportunity Center (VROC)

Veterans have utilized and exhausted all book vouchers rolled out in the amount of \$100 per individual. 26 veterans took advantage of this initiative. Counseling services have also been utilized by students.

Bridge to Opportunities Peer Mentorship Program (BTO)

While there hasn’t been any evaluation of students who participated in the BTO Peer Mentor Program only, there are a number of evaluations of peer mentorship that as an effective tool through our academic preparation programs. Based on the survey results that we have so far, we can tell that students value the information that they receive through the programs but we need to focus more on academic preparation and less on leadership and engagement.

Looking Ahead

7F. SAOs and SLOs for the Next Review Cycle

State your SAOs and SLOs for the next review cycle. Describe how you will address identified opportunities for improvement.

TRIO Upward Bound (UB)

Program Cornerstones/ Goals:

1. To prepare students to be competitive candidates for post-secondary education through course selection, GPA, test scores, and social factors which include community involvement, leadership development, and diversity of thought/values.
2. To educate students on anticipated support needs when transitioning to post-secondary institutions and developing skills necessary to succeed in higher education (e.g. time-management, goal-setting, and study skills).
3. To develop student’s educational goals and awareness of post-secondary institutions, majors/minors, degree types, and career options.
4. To develop community youth leaders that participate in service activities and understand the impact of diversity on a school campus and community.

TRIO Upward Bound (UB)

Program Learning Outcomes:

1. Students will be able to identify high school course requirements needed to be eligible for admission to a public California Postsecondary Educational Institution. [G1,G3]
2. Students will be able to identify co-curricular factors colleges consider for admissions and enrollment (including: leadership experiences and social factors). [G1, G3, G4]
3. Students will be able to identify personal strengths and areas for improvement in relation to their study skills. [G2]
4. Students will be able to set academic goals and identify action plans to hold themselves accountable. [G2]
5. Students will be able to identify and articulate the different post-secondary systems. [G3]
6. Students will articulate an educational plan for their intended career path. [G2]
7. Students will be able to articulate issue awareness and the significance of participating in service activities [G1, G4]

TRIO Student Support Services (SSS)

For the next upcoming year, TRIO will continue to working on requiring intentional program requirements such as personal statements and updated comprehensive Student Educational Plans (SEPs), Also, we will work on increasing the number of progress reports returned by 10% as well as increase by 10% the number of students who attend counseling appointments. We may also choose to continue measuring the same SAO's from this program review to continue to create benchmark goals.

1. I understand the importance and value of creating a personal statement
2. I understand why it is important to update my SEP with my counselor.
3. TRIO will increase the number of progress reports submitted by 10%
4. TRIO will increase the number of students counseling appointments by 10%.

Veterans' Resource and Opportunity Center (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. In addition, V-ROC will put in the effort to provide workshops that would cover academic success and community integration.

Bridge to Opportunities Peer Mentorship Program (BTO)

As we move forward with the hiring of a coordinator, the primary goal is to maintain the current services that are being delivered through BTO. Along with that, we realize that there is tremendous need to recruit mentors to replace the mentors that will be graduating from Canada College.

- 1) Focus on data and the impact of peer mentoring on student success completion, transfer and retention
- 2) Highlight the benefits of peer mentorship college wide

3) Improved transparency in programming and delivery of service

9. Program Improvement Initiatives

How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review? What research or training will you need to accomplish these plans? What supplies, equipment, or facilities improvements do you need? Please do not include a written response here. Rather, use the Planning module of SPOL to create your Strategic Action Plans.

PLANNING MODULE

Note: Program Improvement Initiatives from the Looking Ahead section of Program Review are entered into SPOL through the Planning module. The following three generic "Objectives" have been created for each of the programs. Users should be able to add "Action Plans" to each objective. They can then request budget resources and assign responsible parties to the action plans.

Objective: Equipment, technology and facilities requests

Use this objective to request supplies, equipment, technology or facilities improvements.

To request equipment, Edit the "Purchase equipment" Action Plan and click the "Request Resources" button to enter the details of your equipment request. Be sure to indicate whether additional space will be needed to accommodate the requested equipment, or whether it will require maintenance agreements and or support personnel.

Facilities requests may be for changes to custodial services, maintenance, remodeling, or new construction. Create a new Action Plan for each facilities request. In the description/justification be sure to indicate whether the request is for ADA or safety-related concerns.

Objective: Personnel Requests

Use this objective to submit your New Position Proposal. Upload your proposal to the document directory.

Objective: Strategic Action Plans

Use this objective to describe the action plans that your program intends to implement. Scroll to the "Action Plan and Required Resources" section and click the Add button. Describe your plan. Be sure to describe any research or training you will need to accomplish these plans. Then select PRIE and/or Professional Development in the "Units Impacted" section.