



# **Comprehensive Program Review**

**TRiO Student Support Services  
U.S. Dept of Education  
Federal Grant**

Romeo O. Garcia, Program Director  
Karen Suple, Office Assistant  
Melissa Alforja, Counselor  
Emily Munson, Instructional Aide  
Pat Sehl, Instructional Aide

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## Program Review Team Members and Approval

### Program Review Team Chair:



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Romeo O. Garcia, TRiO-SSS Director

### Program Review Team Members:

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Pat Sehl, TRiO-SSS Instructional Aide

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Emily Munson, TRiO-SSS Instructional Aide

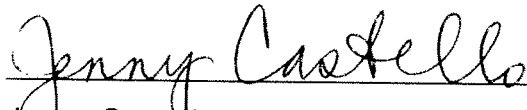
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Melissa Alforja, TRiO-SSS Counselor

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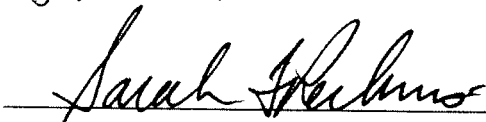
Karen Suple, TRiO-SSS Office Assistant

### Approvals:



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Jenny Castello, Interim Dean of Humanities



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Sarah Perkins, Vice President of Instruction &  
Acting Vice President of Student Services

## **Section I. Executive Summary**

The Federal TRIO Programs are Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to doctorate programs. TRIO also includes a training program for directors and staff of TRIO projects.

According to the Department of Education, the Student Support Services Program provides grants for projects designed to—(a) Increase the retention and graduation rates of eligible students; (b) Increase the transfer rate of eligible students from two-year to four-year institutions; and (c) Foster an institutional climate supportive of the success of low-income and first generation college students and individuals with disabilities through services (Authority: 20 U.S.C. 1070a–11 and 1070a–14).

TRiO-SSS at Cañada College first grant cycle is for 2005-2010 and has progressively increased program participation throughout the years with a requirement to serve 165 students per year. TRiO-SSS has shown significant progress towards the Federal standardized objectives for persistence, good academic standing, and graduation and/or transfer of program participants.

Funding for TRiO-SSS is through the U.S. Department of Education with a base amount of \$220,000 per year. No significant increases have occurred, and the program remains level-funded for the 2010-2015 grant cycle despite increasing operational cost. Linked with the Federal Pell grant, TRiO-SSS at Cañada College provides a total of \$5,000 for direct Grant Aid awards to help offset financial unmet need for students who receive Financial Aid via the institution. Awards had to be at least the minimum Pell Grant amount. In 2009, a one-time increase specifically to just Grant Aid was allocated by the U.S. Department of Education to increase the total awards to \$28,372. TRiO-SSS is not funded through College General Funds; however, the program receives various in-kind support from the institution via advocacy and supervision of

administrators, facilities and equipment, and collaboration with other campus departments.

The 2010 Comprehensive Program Review cycle will be the first time that TRiO-SSS has participated. Built into the grant requirements; however, TRiO-SSS submits an Annual Performance Report to the U.S. Department of Education which tracks the progress of program participants and the progress towards meeting standardized objectives. TRiO-SSS purchased the database, StudentAccess, which helps to track student participation, demographics, and other pertinent data that must be collected in order to successfully submit an Annual Performance Report.

The Comprehensive Program Review Team has identified the following areas of Program Improvement:

- Expanded collaboration with EOPS, MESA, and similar categorical programs to support each other without being duplicative in services.
- Expanded collaboration with Skyline TRiO programs.
- Research on feasibility of offering transferable .5 unit course for First Generation Practicum for TRiO participants.
- Professional Development opportunities for tutoring, counseling, classified staff, and program management.
- Continued coordination with Basic Skills on Summer LEAP orientation as a vehicle to expose students to TRiO and other campus resources.
- Increased professional development opportunities for Advocacy and Strategies for working with students with Learning Disabilities. 2009-2010, TRiO-SSS participated in a National Conference with Association on Higher Education and Disability, facilitated a Brown Bag discussion with DSPS and Alternate Media Center, and hosted a Professional Development workshop for Cañada College Faculty and Staff during March 2010 Flex Days.

## **Section II. Program Overview**

### **A. The 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, supplemental instruction, financial aid advising, college visits, and educational, social and cultural enrichment activities.

### **B. Historical Background**

From the national context, the history of TRiO is progressive. It began with Upward Bound, which emerged out of the Economic Opportunity Act of 1964 in response to the administration's War on Poverty. In 1965, Talent Search, the second outreach program, was created as part of the Higher Education Act. In 1968, Student Support Services, which was originally known as Special Services for Disadvantaged Students, was authorized by the Higher Education Amendments and became the third in a series of educational opportunity programs. By the late 1960's, the term "TRiO" was coined to describe these Federal programs. The TRiO programs have now developed into eight distinct programs that advocate from 6<sup>th</sup> grade all the way up to the doctorate level.

TRiO-SSS is a Federal program funded by the U.S. Department of Education through a competition. Cañada College received the award in Fall 2005, and was recognized for being in the top 10 percentile for exemplary grant proposals; therefore, the grant cycle was extended from 4 years to 5 years. The program began operating in Spring 2006 to secure staffing and a student cohort of the required 165 participants that meet the low-income, first generation, and students with disability criteria.

There are several unique characteristics of the program:

1. Standardized Federal objectives of ensuring that our students persist from one academic year to the next, stay in good academic standing as defined by our institution, and graduate and/or transfer to a 4-year institution.
2. Objectives expanded from three to six by including an objective to identify, select, and intake new participants by a particular date, assess the academic need of all participants, and to assist students with securing as much financial aid and assistance as possible.
3. Cohort-based community of 165 students that receive wrap-around services, mentorship, and student self-and collective advocacy.
4. Student Education Plans (SEP) are designed for every participant.
5. Minimum requirements for program participation of two required counseling appointments per semester, two activities (tutoring, student leadership, study skills workshops, college tours, etc.) per semester, and an early alert progress report every semester.
6. Partnerships with existing campus programs and District TRiO programs to maximize funding, staff capacity, and to foster inclusive programming.
7. Opportunities for the academic and cognitive development of students via study skills workshops, college tours, and cultural enrichment fieldtrips.

#### **A. Progress since the last Program Review**

This is the first program review for our TRiO-SSS program. The program began in 2005 and was scheduled for a 2010 presentation according to the Student Services cycle. On the Federal level, TRiO-SSS is required to submit an Annual Performance Report (APR) as part of the mandated reporting for all Federal TRiO programs. TRiO-SSS fully participated in campus Student Learning Outcomes activities and is participating in the development of an Annual Program Plan process for Student Services under the leadership of Academic Senate.

Because this is a new project, the time period of 2005-2010 was dedicated to building an infrastructure for the program. New policies, procedures, and initiatives were developed to provide a framework to offer services, to document and assess student

achievement, and to be in compliance with Federal regulations and District regulations for student programming, budget management, and staffing and professional development.

- Implementation of applicant worksheet to verify and document eligibility based on Federal guidelines for low-income students based on tax forms, parent educational attainment via self-reporting, and disability via accommodation documentation.
- Implementation of Student Access database to track and document student demographic information, eligibility, contact hours, services consumed, early alert notices, academic standing, persistence, and graduation and transfer information.
- Coordination with Counseling department on SARS appointment system to track student appointments and counselor notes.
- Improved book-keeping and documentation of program accounts, expenses, and overall budget via district-wide BANNER system.
- STAR Points tracking system of program participation
- TRiO Student Advisory Council
- Student Assistant/Work Study partnership with Financial Aid
- Counseling Internship with local universities: College of St. Mary's and San Francisco State University
- Early Alert Progress Reports
- Efficient distribution of Grant Aid funds and verification in partnership with Financial Aid
- Transfer & Graduation Recognition Ceremony
- Financial Literacy Month
- Campus Tours and Transfer Coffee Hours:

## **B. Current strengths, opportunities, and challenges**

### *Program Strengths*

- Cohort-based community building among participants.

- Compliance with mandated activities
- Innovation and creativity for academic and cultural enrichment activities
- Dedication and continuity of staffing
- Peer leadership via TRiO Student Advisory Council
- Early Alert progress reports
- Visibility and centralization within the Learning Center
- Open communication, supervision, mentorship and leadership of Student Services and Instructional Deans, Vice Presidents, and President.
- Resourcefulness in bridging the Federal TRiO programs with other campus programs via co-sponsorship with ASCC, EOPS, Skyline College. Etc.
- Grant Aid & Financial Literacy

#### *Program Opportunities*

- Expanded collaboration with EOPS, MESA, and similar categorical programs to support each other without being duplicative in services.
- Expanded collaboration with Skyline TRiO programs.
- Research on feasibility of offering transferable .5 unit course for First Generation Practicum for TRiO participants.
- Professional Development opportunities for tutoring, counseling, classified staff, and program management.
- Continued coordination with Basic Skills on Summer LEAP orientation as a vehicle to expose students to TRiO and other campus resources.
- Increased professional development opportunities for Advocacy and Strategies for working with students with Learning Disabilities. 2009-2010, TRiO-SSS participated in a National Conference with Association on Higher Education and Disability, facilitated a Brown Bag discussion with DSPS and Alternate Media Center, and hosted a Professional Development workshop for Cañada College Faculty and Staff during March 2010 Flex Days.

#### *Program Challenges*

- *Federal TRiO programs are level-funded for next year: Consequently, the*

TRIO funding has been stagnant for the past seven years. Meanwhile, the cost of services has continued to increase. As a result, TRIO programs have lost nearly 40,000 students since Fiscal Year 2006. (Council for Opportunity in Education)

- *Stringent Federal eligibility requirements:* limit the program to serve only 165 students with 120% maximum of that threshold. Next grant cycle will not allow us to increase number of students served.
- *Limited staffing:* Director is only full-time staff. The rest are part-time staff.
- *California Budget cuts:* 1) The drastic reductions on Disabled Students Programs & Services (DSPS) can greatly impact the coordination between DSPS and TRiO in identifying and selecting eligible students. Since Fall 2009 and implemented as of Spring 2010, assessments for Learning Disability are no longer offered via DSPS. Due to budget cuts in DSPS, this presents challenges with finding low-cost and/or free sources for students to obtain a learning disability assessment external to the College. This would cause a delay in students being eligible for TRiO. 2) The reduction in class offerings and courses may lengthen the period for students to complete their graduation and transfer coursework to meet our standardized objective.

### **Section III: Review Report**

#### **1. What are the program's primary service offerings?**

The program provides the following services:

*Active Counseling:* The goal of active counseling is to provide a high degree of structure for the SSS participant regarding assessment, selection of courses, counseling appointments, and intervention strategies needed to retain them and help them graduate and/or transfer. These services will be provided most intensively over a three to four semester timeline. The first and second semester counseling activities will focus on assessment and orientation to Cañada. The third and fourth semester, the emphasis will be on career interest exploration and assessment. Finally, during their third and for some fourth year in the project, Active Counseling will culminate in working with other departments, such as the University Center, the Transfer Center and MESA to assist students to graduate and/or transfer.

Counseling was done primarily by the Academic Counselor. The Academic Counselor also co-supervised a Counseling Intern provided in-kind by local universities that offer graduate programs in Counseling. Through the program, the Academic Counselor, The Counseling Intern, and Program Director will monitor and update the students' SEP/IEP's, as well as network with other project staff and the faculty to insure that students are progressing toward their educational goals.

Perhaps the most critical aspect of Active Counseling is frequent, culturally sensitive advising. Active counseling provides a high degree of structure for participants regarding assessment, course selection, developing a Student Education Plan and gaining information about the Transfer process. However, all of these tasks are not fulfilled unless participants meet frequently with the

Academic Counselor and Project Director in their roles as counselors, so participants will be required to see their counselors a minimum of two times a semester.

*Assessment:* For student success, comprehensive assessment needs to be coupled with Active Counseling. Recognizing that each participant's needs vary according to their academic background, career interests, and personal goals, the Academic Counselor and the Project Director will meet individually with newly enrolled and continuing students by October 1st of each academic year to determine their needs for academic and social support. Students with specific learning/physical disabilities were assessed by the DSPS and Learning Disabilities Specialists until Spring 2009 (confirm). Assessments are unfortunately no longer available; however TRiO-SSS and DSPS still coordinate to verify documentation of disability. Additionally, the Academic Counselor and the Project Director will meet with participants at least 4 times a year to perform ongoing assessment of their needs for services.

*Major/Career Exploration:* Choosing a major and performing career exploration are essential to graduation and/or transfer. All participants received counseling assistance to insure they are taking appropriate coursework to pursue their goals, and some students may need intensive guidance to select major/career exploration. Since individual needs vary greatly, assigning assessment and interpreting results in these areas are coordinated by the Academic Counselor and Project Director. The Director and Counselor then refer students to appropriate campus resources, such as career classes, workshops, Transfer Center, and Career Center.

*Transfer Preparation:* The area of transfer preparation is the highlight of Active Counseling and degree-seeking SSS participants are well-supported. The University Center on Cañada's campus provides opportunities for students to continue their education without having to commute to CSU East Bay, San

Francisco State University, and Notre Dame de Namur. The Program Director continues to serve on the Transfer Advisory Board in consultation with colleagues from the Transfer Center, Counseling, Admissions, Financial Aid, the Learning Center, and other Student Services. This Board coordinates university representative visits on campus, a Transfer Day that hosts all university representatives on campus for students to visit, and collaborative college tours to nearby universities. TRiO-SSS has developed a strong relationship with the Transfer Center to ensure that students receive individualized consultation and assistance with transfer admissions guarantees, transferable courses, etc. Additionally, students interested in the fields of math, engineering or science receive the additional support of the Math, Engineering, and Science Achievement Program (MESA) Director as they make their transfer plans.

*Master Tutoring:* Master tutors/Instructional Aides are available for one-on-one tutoring for specifically the SSS participants. Tutoring is provided in the core subjects of Math and English along with inter-disciplinary tutoring.

*Study Skills Workshops:* The Project Director coordinates with TRiO-SSS staff to present workshops especially relevant to the needs of SSS eligible students, such as personal statement workshops, Math Anxiety Workshops, Career Exploration workshops, etc. TRiO-SSS has collaborated with the Learning Center and Library to present workshops that are open for the entire student body. The Project Director and TRiO-SSS staff continue to offer workshop specifically designed for TRiO participants to offer “above and beyond” as mandated by Federal regulations, such as Financial Literacy, First In the Family Discussion series, and cultural enrichment activities.

*Enrichment Activities:* The Project Director and other SSS staff work with students to plan field trips to campuses, enrichment activities and events that explore, demonstrate and celebrate academic excellence and cultural diversity, thereby fostering a climate supportive of participant success. The plan to provide

services is well-researched and coordinated with in-kind campus resources to ensure participant success. To make transfer opportunities more tangible, students participate in campus tours at local CSU, UC, and private 4-year institutions to visit academic departments, engage with faculty, and interact with the student body. For cultural and personal enrichment, students visit local cultural venues such as the theater, opera, and museums. For personal enrichment and community building, students participate in leadership workshops and other activities that build self-confidence, foster group solidarity, and enhance their identity as active and engaged students.

**2. How does the program/department meet the needs of Cañada’s diverse community?**

In Fall 2009, Cañada College had a total student enrollment of 6561. Out of the total population, 5122 of those students are eligible for TRiO in accordance to the federal eligibility guidelines; therefore 78.1% of our entire population. The number and percentage of Cañada students who are eligible for Student Support Services are high, specifically in regards to low-income, first generation college students and/or students with disability and even with students that have a combination of these criteria.

TRiO-SSS employs a careful selection process when we build our cohorts and our program participants reflect the various cross-sections of diversity that is reflected on campus. The following is a demographic snapshot of our participants:

Table 1. Total number of students served in TRiO-SSS				
2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
111	134	142	166	171

Federal regulations require that we maintain 165 students per year. The cohort has gradually increased throughout the years. The initial year had a slow start in

recruitment and visibility of the program. Following years had an increase in program participation at the required 165; however, students who leave the College or who are still at the College but are not actively utilizing TRiO services are coded as *Prior Year Participant No Longer Enrolled* or *Prior Year Participant Still Enrolled but no Longer Seeking Services*. The latter must still be counted in the reporting, whether they seek services or not and can dramatically affect program numbers and objectives statistics.

The careful selection of program participants in our first 5 years was shaped by our federal regulations. According to our Department of Education Guidelines and Regulations,

“A student is eligible to participate in a Student Support Services project if the student meets all of the following requirements:

(a) Is a citizen or national of the United States or meets the residency requirements for Federal student financial assistance.

(b) Is enrolled at the grantee institution or accepted for enrollment in the next academic term at that institution.

(c) Has a need for academic support, as determined by the grantee, in order to pursue successfully a postsecondary educational program.

(d) Is—

(1) A low-income individual;

(2) A first generation college student; or

(3) An individual with disabilities.” (Authority: 20 U.S.C. 1070a–14)

Our eligibility breakdown for the past 5 years is detailed below:

Table 2. Eligibility Breakdown of students served in TRiO-SSS					
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Disabled	9	12	11	13	16
Disabled and Low Income	8	11	9	10	13
First Generation Only	34	31	25	22	19
Low Income & First Generation	56	74	94	119	120
Low Income Only	4	6	3	2	3
<b>Total Number of Students</b>	<b>111</b>	<b>134</b>	<b>142</b>	<b>166</b>	<b>171</b>

Moreover, every TRiO-SSS program must provide the following assurances in its selection of applicants:

(a) At least two-thirds of the students it will serve in its Student Support Services project will be—

- (1) Low-income individuals who are first generation college students; or
- (2) Individuals with disabilities;

(b) The remaining students it will serve will be low-income individuals, first generation college students, or individuals with disabilities;

(c) Not less than one-third of the individuals with disabilities will be low-income individuals; and

(d) Each student participating in the project will be offered sufficient financial assistance to meet that student's full financial need.

(Approved by the Office of Management and Budget under control number 1840-0017)

(Authority: 20 U.S.C. 1070a-14)

Table 3. Ethnicity Breakdown of students served in TRiO-SSS					
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
American Indian or Alaskan Native	2	1	2	1	2
Asian	11	8	7	8	7
Black or African American	11	20	24	29	33
Hispanic or Latino	47	50	57	84	91
More than one race reported	6	12	9	5	4
Native Hawaiian or other Pacific Islander	10	11	9	9	4
No response/Unknown	0	0	1	2	2
White	24	32	33	28	28
<b>Total Number of Students</b>	<b>111</b>	<b>134</b>	<b>142</b>	<b>166</b>	<b>171</b>

In our 2008 data, our student body is composed of the following ethnic, racial, or cultural background percentages: 43.9% Latino/Hispanic, 32.5% White, 6.3% Asian, 3.4% African American, 3.2% Filipino, .4% Native American and 10.3% who identify as Other. TRiO demographics represent a similar ethnic breakdown to that of the College. Cañada College also has the distinction as a Hispanic Serving Institution, and the high percentage of Latino students in the College is also represented in the program. A significant number of Black/African American students and White students are also represented in our program. A notable absence of students would be the Native Hawaiian and other Pacific Islanders in the TRiO program and the College considering that our local target areas of East Palo Alto, Menlo Park, and other surrounding communities have significant and thriving Pacific Islander communities. The Project Director has started conversations with a few Pacific Islander students in TRiO to brainstorm ways to connect with this community about College.

Table 4. Gender Breakdown of students served in TRiO-SSS					
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Female	82	98	99	106	110
Male	29	36	43	60	61
<b>Total Number of Students</b>	<b>111</b>	<b>134</b>	<b>142</b>	<b>166</b>	<b>171</b>

The gender breakdown reflects the same trend within the College.

**3. How does the program coordinate, impact and/or interact with other programs/departments, divisions, or departments in Student Services and Instruction?**

The TRiO-SSS program works very closely with other campus departments to ensure that students receive as much support and as many resources as possible. Close coordination also creates visibility for TRiO-SSS, fosters innovation in shared programming, and prevents duplication of services. The following table highlights how TRiO-SSS interacts with other departments:

Table 5. TRiO-SSS Campus Collaborations	
Administration	-Advocacy at District level -Public Relations within the community
Admissions & Records	-Review class schedules -Discuss withdrawals, appeals, and other course concerns -Coordinate degree audits
Associated Students and Office of Student Activities	-Leadership training and opportunities for TRiO Student Advisory Council -Shared cultural enrichment activities -Shared transfer activities/campus tours -Shared service learning projects
Basic Skills Initiative Committee	-Referrals -Orientation via Summer LEAP

	<ul style="list-style-type: none"> <li>-professor coordination regarding specific student concerns</li> </ul>
Business Office/Cashier's Office	<ul style="list-style-type: none"> <li>--Assistance and advising on budget narrative</li> <li>-Advising on day to day expense bookkeeping and accounting</li> <li>-Coordination with District Grant Office and Indirect Costs</li> </ul>
Counseling Department	<ul style="list-style-type: none"> <li>-Referrals</li> <li>-Career Courses</li> <li>-Learning Communities</li> <li>-Shared review of Student Education Plans</li> <li>-Counseling coordination at Department meetings</li> </ul>
DSPS	<ul style="list-style-type: none"> <li>-Referrals</li> <li>-Disability documentation &amp; verification</li> <li>-Accommodation Letters</li> <li>-Referral and coordination with Alternate Media Center</li> <li>-Strategizing for best practices and advocacy for students with disability</li> </ul>
EOPS	<ul style="list-style-type: none"> <li>-Referrals</li> <li>-Shared cultural enrichment activities</li> <li>-Shared transfer activities/campus tours</li> <li>-Coordination with Early Alert Progress Reports</li> <li>-Shared review of Student Education Plans</li> </ul>
ESL/Humanities & Social Science Division	<ul style="list-style-type: none"> <li>-Referrals</li> <li>-Coordination and integration of Student Services with Instruction</li> <li>-Updates on course offerings, sequence completions, and curriculum that may affect graduation/transfer completion for TRiO participants</li> </ul>
Financial Aid	<ul style="list-style-type: none"> <li>-Assistance in ensuring that students unmet need is offset by maximizing grants and fee waivers as applicable.</li> <li>-Disbursement of TRiO Grant Aid</li> <li>-Verification of Pell eligibility</li> <li>-Assistance with Financial Aid appeals</li> <li>-Workshops on Financial Literacy, money management, FAFSA</li> </ul>

	<ul style="list-style-type: none"> <li>-FAFSA clinics</li> <li>-Scholarship assistance</li> </ul>
Learning Center	<ul style="list-style-type: none"> <li>-Referrals</li> <li>-Shared tutorial services</li> <li>-Shared study skills and academic enrichment workshops</li> <li>-Shared technology, computer access</li> </ul>
Library	<ul style="list-style-type: none"> <li>-Referrals</li> <li>-Workshops on research and library skills</li> <li>-Orientation Tours</li> </ul>
Math Engineering Science Achievement (MESA)	<ul style="list-style-type: none"> <li>-Referrals</li> <li>-Science, Technology, Engineering internship opportunities</li> <li>-Scholarship assistance</li> </ul>
Outreach Department	<ul style="list-style-type: none"> <li>-Referrals due to TRiO Federal limitations for program staff prohibiting outreach at high schools.</li> <li>-Public Relations within the community</li> </ul>
Transfer Center	<ul style="list-style-type: none"> <li>-Assistance with Transfer Admissions Guarantees with 4-year institutions</li> <li>-Updates on admission, transfer, and enrollment policies of 4-year institutions</li> <li>-Shared review of Student Education Plans</li> <li>-Transfer support coordination via Transfer Advisory Board</li> </ul>
Phi Theta Kappa	<ul style="list-style-type: none"> <li>-Referrals</li> <li>-Motivation to ensure good academic standing for TRiO students</li> <li>-Shared service learning projects</li> <li>-Shared student leadership opportunities</li> </ul>
Veterans Affairs	<ul style="list-style-type: none"> <li>-Referrals</li> </ul>

#### 4. What methods are used for evaluation?

TRiO-SSS uses various instruments and methods to measure the effectiveness of the program. The quantitative methods are 1) the Annual Performance Report that

measures the aggregate success on objectives, 2) the sign-up sheet to verify student numbers and participation, 3) Student Access and SARS monthly reporting on student contacts, no-shows, and frequency of counseling and tutoring appointments. The qualitative methods are 1) the Student Learning Outcome results, 2) evaluation narratives at the end of every activity and workshop, and 3) immediate and direct student feedback at TRiO Student Advisory Council bi-weekly meetings.

*Formative Evaluation:* This enables us to determine if the project is on target for day-to-day work, so the project can be enhanced and tailored to the specific needs of our participants. Cañada College has a strong culture of inquiry which is fostered by the ongoing evaluation by the Office of Research, Planning, and Student Success. In this respect, the Director continues to conduct formative evaluation of the project to assess the extent to which and the quality with which the proposed activities were implemented. A critical instrument in gathering and reviewing such data is our internal database StudentAccess, which monitors contacts, services, and specific notes regarding TRiO participants. Via this database, we are able to document eligibility and service delivery on a daily basis and closely monitor program participation.

In addition to the aggregated data and statistics from our database, our program utilizes other means of formative evaluation to collect qualitative data gathered from and about participants and staff through sample surveys and evaluations. Every academic enrichment workshop for study skills workshop, financial literacy, and transfer preparedness is linked with a participant evaluation at the completion of the workshop. Counseling and tutoring services are evaluated by the students via a hardcopy evaluation, so our staff can get immediate student feedback on satisfaction and quality of the interaction. Other instruments include Student Learning Outcome surveys, case studies, and participant interviews. We utilize the database designed for gathering quantitative information about the project and set it up to accommodate all information needed to evaluate the structuring and implementation of our objectives. All formative data gathered will then inform us on how we can make immediate and responsive changes in respect to the dynamic needs of our participants.

*Summative Evaluation:* Our program uses summative evaluation, which will enable the project and the institution as a whole to determine objectives from a broader perspective. The Director annually conducts the Annual Performance Report which measures the 6 Objectives to determine how participants are doing relative to the Institution’s baseline data in terms of GPA, retention, graduation, and transfer metrics. Quantitative data will be gathered from the internal StudentAccess database, SARS (counseling contacts and notes) and BANNER to cross-refer and validate student progress and data. The following chart outlines this process.

**Table 6: Evaluation Methods, Documentation, and Timeline**

<b>Objectives</b>	<b>Data Collection</b>	<b>By Whom?</b>	<b>By When?</b>
<b>1.Enrollment:</b> Identify, select, and enroll by October 1st of each year eligible Cañada students to be new project participants so that the project will serve a total of 165 students.	Count the number of returning participants (September). Count the number of newly admitted participants (October 1 <sup>st</sup> ). Compare total to 165.	Director	August to October 1 <sup>st</sup> each year
<b>2.Assessment:</b> Initially assess by October 1st of each year new project participants’ need for academic and social support and orient them to the project’s services. Provide each participant a minimum of four structured assessment sessions per year.	Attendance lists for Orientation programs are kept, assessment results and documentation of assessment sessions placed in student’s file. Compare the number of new participants to the number who have completed all of the assessments and have participated in orientation by October 1. Compare the number of participants who have had at least four assessment sessions to 165.	Academic Counselor  Director	August to October 1 <sup>st</sup> each year
<b>3.Financial Aid:</b> Ensure that Cañada offers aid sufficient to meet the full financial need of each SSS participant and demonstrates a commitment to minimize dependence on student loans by committing institutional resources to the extent possible.	Listing of Budget, Expected Family Contribution (EFC), aid offered and paid for each participant. Compare determined need to total package offered; determine percentage of each package that is loans.	Director  Financial Aid Director	Year-Round

<p><b>4. Persistence:</b> At least 80% of each entering cohort will be retained from Year 1 to Year 2 and at least 60% of each cohort will persist, transfer or graduate year 2 to year 3.</p>	<p>SSS students are coded as such in the college's student information system (such as BANNER and WEBSMART). Compare the number of students in each cohort who are retained and persist each year to the number in the cohort at entry. Compare SSS cohort retention and persistence rates to those of SSS-eligible, but not served, and Cañada students generally for the same cohort year. Enter all information onto Student Access database and record for Annual Performance Report.</p>	<p>Office Assistant  Director</p>	<p>August to November 30th each year</p>
<p><b>5. Academic Standing:</b> At least 80% of SSS participants will be in good academic standing as defined by the College at the end of each semester.</p>	<p>Academic standing figures are analyzed and reported each semester and validated through academic transcripts. Compare the number in good academic standing to the total number of participants. Enter all information onto Student Access database and record for Annual Performance Report.</p>	<p>Office Assistant  Director</p>	<p>August to November 30th each year</p>
<p><b>6. Graduation:</b> At least 30% of each entering cohort will graduate and/or transfer within three years of enrolling in the project.</p>	<p>Graduation &amp; persistence data updated by Jan 15<sup>th</sup> for the Fall semester and by June 15<sup>th</sup> for the Spring semester of each project year. Compare the number of students in each cohort who graduate or successfully transfer within three years to the number in the cohort at entry. Compare SSS cohort graduation rates to those of SSS-eligible, but not served, and Cañada students generally for the same cohort year. Enter all information onto Student Access database and record for Annual Performance Report.</p>	<p>Office Assistant  Academic Counselor  Director</p>	<p>August to November 30th each year</p>

**5. What are the program's strengths and weaknesses?**

(Please see section II, Part B, Pgs 8-10)

**6. If the unit has an advisory board, describe its role.**

TRiO-SSS created the TRiO Student Advisory Council (TSAC) in 2005-2006 so that the program participants can offer immediate and direct feedback on program services and activities. TSAC is co-advised by the Director, Romeo O. Garcia and one of the

Instructional Aides, Emily Munson. TSAC has a constitution and bylaws which is registered with the Office of Student Activities. TSAC is governed by an Executive Board of student leaders who facilitate the biweekly meetings that are open to any TRiO student member. TSAC is instrumental in informing the Director and the program on what type of activities, workshops, and events they would like to see. TSAC also coordinates immediate qualitative evaluation on recent past events. TSAC is responsible for creating student leadership opportunities, service learning projects, and for promoting upcoming TRiO activities.

The following is the 2009-2010 TSAC Executive Board:



### 7. How has the SLOAC helped improve the unit's program and services?


The 2008-2009 academic year was the first year that TRiO-SSS participated in an SLO cycle. In coordination with TRiO Upward Bound and EOPS, we identified that we wanted to measure student confidence/self-efficacy in regards to the Student Education Plan (SEP). The TRiO staff was trained on the objectives for SLO via the SLOAC committee, advised on setting up a survey, and guided on how to interpret the results. TRiO-SSS completed the cycle and submitted the findings to the campus community, which is included as Appendix D. This SLO informed us that:

- 93.3% of survey participants have a long-term concrete educational goal and career objective, and can direct themselves and other students to resources and services to identify SEP and educational goals.
- Discrepancy in data is that 6.0% of survey participants have not identified a goal nor know the purpose of the SEP, and an additional 16.7% of the students have limited understanding of the SEP and its purpose.
- The sample was relatively small, only 30 completed surveys.

Moreover, the SLOAC process helped us fine-tune our counseling services more by securing a counseling intern to offer more appointments for students to meet, to create more visibility for our Early Alert Progress Reports to ensure that students are successfully persisting through their courses, and to increase hours for our adjunct counselor. We now implement an introduction of the SEP at every intake orientation so that students are familiar with the document. Since this SLOAC cycle, we saw an increased return rate on progress reports, more participation from students, and more awareness regarding their SEP. TRiO-SSS is also in discussion with Humanities to explore the possibilities of offering a .5 unit career course for TRiO students so that they can meet regularly with the Program Director and/or adjunct counselor to discuss career and major goals in relation to their SEP.

We identified that our first SLO cycle in Spring 2009 did not yield robust findings. Our current cycle for this Spring 2010, our TRiO-staff is in the process of identifying a more measurable SLO that can be supported by concrete data rather than anecdotal findings.

**Table 7. TRiO SSS 2008-2009 Results**

<p><b>Department/Program Name:</b> TRiO Student Support Services</p>	<p><b>Program Mission Statement:</b> The program provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their postsecondary education; thus, increasing the college retention and graduation rates of its participants and encouraging students to make the transition from one level of higher education to the next.</p>
 <p><b>TRiO</b> STUDENT SUPPORT SERVICES</p>	

<b>SLOAC Year:</b> Spring 2009	<b>Contact Person:</b> <b>Romeo O. Garcia</b> Program Director	<b>Outcomes/Themes:</b> Persistence, and Academic Achievement; Interpersonal and Intrapersonal Competence; Knowledge, Acquisition, Integration, and Application; Cognitive Complexity; Civic Engagement; Practical Competence		
<b>Student Learning Outcome</b> <i>Students should be able to:</i>	<b>Methods of Assessment</b> <i>Participants will be assessed by these assessment methods:</i>	<b>Indicators of Success</b> <i>Learning success will be measured based on these measurement criteria:</i>	<b>Summary of Analysis Data</b> <i>What did you learn from the results?</i>	<b>Plan of Action</b> <i>How will the results be used?</i>
<b>1. Identify an educational goal by following a Student Education Plan (SEP) and to meet with a counselor to update their plan.</b>	<p style="text-align: center;">Survey (via email and hardcopy) with Rubric</p>	<ul style="list-style-type: none"> <li>- Students have identified a goal, but may have no knowledge of the purpose of SEP and how it works.</li> <li>- Students have some understanding of an SEP plan and its purpose, but have not identified an educational goal.</li> <li>- Students have identified an educational goal following an SEP plan and have met with a counselor to update that plan.</li> </ul>	<ul style="list-style-type: none"> <li>- 93.3% of survey participants have a long-term concrete educational goal and career objective, and can direct themselves and other students to resources and services to identify SEP and educational goals.</li> <li>- Discrepancy in data is that 6.0% of survey participants have not identified a goal nor know the purpose of the SEP, and an additional 16.7% of the students have limited understanding of the SEP and its purpose.</li> <li>- The sample was relatively small, only 30 completed surveys.</li> <li>- Most of the surveys were completed by our persistent students. The underserved students who we rarely see weren't outreached to in an effective and thorough manner.</li> </ul>	<p>The survey has triggered:</p> <ul style="list-style-type: none"> <li>- brainstorming on the feasibility of early registration so students can begin mapping out their educational coursework earlier.</li> <li>- efforts to build a more structured first-year TRiO experience to inform students early about the SEP and our available services.</li> <li>- more frequent degree audits and SEP check-ins to review academic progress.</li> <li>- more compassionate, intrusive advising to outreach to underserved students and ensure that all participants are aware of the SEP.</li> </ul>

**8. What Programs & Services recommendations might be needed to make this program/department more effective?**

(Please see Section II, Part B under Program Opportunities, Pg 9)

**A. Curriculum**

TRiO-SSS has not offered any courses in our first five years, but the Director and counselor are researching the feasibility of a .5 unit First Generation Practicum for TRiO students. TRiO-SSS is also researching the possibility of offering a coop unit via Business and Workforce department to give students credit hours for their leadership development, community service projects, and bi-weekly trainings and assignments offered through TRiO Student Advisory Council. Federal regulations prohibit the charging of tuition to a TRiO-specific course, so the Director needs to coordinate more research on how to comply with regulations in the development and offering of these courses. The Director is measuring the pros and cons of a .5 unit class compared to the existing workshop structure.

As allowable academic enrichment activities, TRiO-SSS has offered several one-hour workshops that include:

- Personal Statement Writing
- Career Exploration
- FAFSA clinics
- Applying for the CSUs
- Applying for the UCs
- Transfer Coffee Hours with local 4-year university representatives

In preparation for the new mandated Financial Literacy component in the 2010 Grant competition, TRiO-SSS began a Financial Literacy Month in the 2008-2009 academic year. During the month of February, students participate in workshops such as:

- Getting to Know your Financial Aid Staff
- One-on-one FAFSA clinics
- Scholarship Assistance
- Scholarship Personal Statement Writing and Peer Review
- Credit Cards, debts, and loans, Oh-my! Money Management Workshop
- IDA Savings Grant Program via Opportunity Fund
- Online Workshop – How to ask for a Letter of Recommendation

**B. Staffing and Organizational Structure**

**1. Describe the administrative/classified/faculty staffing structure of the program. How does this staffing structure affect the program’s ability to fulfill its mission and goals?**

The project is staffed by a full-time Director, part-time Office Assistant; adjunct faculty counselor and three short-term, temporary Instructional Aides. A chart outlining the time commitments of key project staff follows:

<b>Position</b>	<b>Months and Percentage of Time</b>	
TRiO Director	10	100%
Academic Counselor	10	67%
Administrative Assistant	12	48%
Master Tutors	10	48%

The TRiO Director is a Faculty Coordinator, with a specialty in Education, counseling, or a similar field. The Director is at 100%, 10 month employee who reports directly to the Vice President of Student Services. The TRiO Director has full responsibility for overseeing all aspects of the SSS project. The director serves as a role model to participants and is a proven leader and advocate for the project within the college community and with external organizations and individuals. Our grant indicates

that the director will have at least a Master's degree in counseling, education, psychology, or special education to ensure the necessary combination of theory and practical experience in education to effectively and credibly interact with the diverse student population and campus community.

Kathy Sammut was the first Director of TRiO-SSS in 2005-2006. She transitioned out, and Jason Sese became the interim Director for 2006-2007. Since January 2007, Romeo O. Garcia is the current TRiO Director and has a Masters of Arts in Education with a concentration in Equity and Social Justice. Romeo is a first generation student from an immigrant family, and has benefited from a similar outreach program that talked to him about college in his final two years of high school. Romeo is one of six children of working class parents and has financed his education through consistently applying for financial aid, book vouchers, and through work study. In his advocacy for low-income, first generation students, and students with disability, Romeo has worked in college outreach programs for thirteen years and specifically with TRiO for six years.

Romeo has designed the TRiO-SSS project to include holistic student support through academic counseling, tutoring, mentoring, career planning, graduation and transfer support. Romeo serves as a co-advisor for the student –initiated club, the TRiO Student Advisory Council which advocates for student leadership and active involvement. Lastly, Romeo has managed the project budget and has successfully submitted the TRiO Annual Performance Report and various student learning outcome reports within the College. He is well qualified and is expected to be the full-time director of the Student Special Services project if we are funded. A 100% Director greatly impacts the coordination among counseling, tutoring, and administrative staff to ensure the cohesive delivery of services; the envisioning of short term and long term goals for the program; and a greater visibility of the program as the Director participates in various campus committees and activities.

### **Job Responsibilities**

- Designs and implements plan to identify and select SSS participants.

- Develops and implements plan to assess participants' academic, career, financial, and learning style needs.
- Coordinates with DSPS to provide for participants' disability needs.
- Designs, monitors, and adjusts individual educational plan for each participant.
- Promotes participant leadership skills by developing a TRiO Student Advisory Council (TSAC).
- Designs and implements an Early Alert Program through mid-semester progress reports.
- Hires, trains, and supervises Supplemental Instruction Tutors for language arts and math.
- Coordinates with Learning Center and Library staff to provide academic and study skills workshops, Reading Circles, peer tutoring, and technology-based supplemental instruction.
- Coordinates participants' links to appropriate campus student support services.
- Plans and coordinates cultural events and award ceremonies for participants.
- Coordinates with California baccalaureate institutions and with University Center to transition participants to on-campus four-year programs.
- Develops and conducts appropriate evaluations to assess program effectiveness.
- Manages and balances the project budget in compliance with allowable costs and activities.
- Understands federal grant requirements and prepares appropriate reports.

**Academic Counselor:** The Academic Counselor is required to have at least a Bachelor's degree in Education, Human Services, or a related field, a Master's degree is preferred, so that s/he may effectively serve a student population seeking to earn the baccalaureate. The Academic Counselor is required to have formal training in educational theory, advocacy, curriculum development, career development, counseling techniques, crisis management, and academic advising so that s/he can address the participants' needs for academic and personal support. The major responsibilities of the Academic Counselor is to provide academic, career, personal counseling and advocacy for project participants; s/he must have at least two years of experience in an

educational setting involving counseling and/or academic advising. The academic counselor has an understanding of the nature of advising within an active counseling model.

**Master Tutors/Instructional Aide:** Reporting directly to the TRiO Director, the Master Tutors are responsible for designing and offering instructional support services that meet the needs of developmental and lower level college English and math participants. The Master Tutors are knowledgeable in their relevant subject matter, have been trained and have had experience in tutoring and in leading small and large group discussions, and are reflective of the population being serviced.

**Office Assistant:** Under supervision of the TRiO Director, the Office Assistant is a 50%, 12 month position responsible for providing support and clerical assistance to the SSS project. The Office Assistant has good oral and written communication skills, experience in data and word processing, and be knowledgeable about budget control. Knowledge of the community college system, Student Services programs, and the target population is desirable.

The San Mateo County Community College District, to which Cañada College belongs, is committed to equal employment opportunity and the full recognition of the diversity of cultures, sexual orientations, ethnicities, language groups and abilities that are represented in its surrounding communities and student body. The District as well as Cañada monitors the success of equal opportunity in its recruitment, selection, retention and promotional policies and procedures by monitoring outcomes. Cañada College fully supports the effort to seek and select candidates who have backgrounds similar to the students it is trying to impact in this SSS project.

**2. How does your program address the need for staff to continually improve their effectiveness in serving the diverse student population?**

TRiO-SSS strives to ensure that services offered via our staff are relevant, timely, culturally-sensitive, and effective. As a practice started in 2008, all program staff receive yearly performance evaluations. The Program Director coordinates yearly performance evaluations of the Office Assistant to offer timely praise and feedback. Moreover, the Director and the Office Assistant meet every Monday morning to discuss budget, program updates, and to offer immediate feedback.

An evaluation and shadowing of the adjunct counselor is offered every year as well. With the student's permission, the Director observes the interaction and offers feedback that pertains to counseling pedagogy. In addition, the Director and the TRiO counseling team meet every Wednesday morning to discuss specific student concerns as well as general ethnographic observations of counseling our low-income, first generation population and our students with disability.

Evaluations, shadowing, and student reviews are coordinated once a year with the Instructional Aides. The Director observes the interaction at a tutoring session and offers feedback on tutoring pedagogy and approaches. Instructional Aides encourage about 8-10 student to complete a Tutee Satisfaction Survey that the Director and the Instructional Aide review together.

All TRiO staff meet every week for a one-hour staff meeting to discuss upcoming TRiO activities, specific student concerns, and to re-affirm TRiO pedagogy and student development theory. TRiO staff participate in yearly Flex Days for professional development. The Office Assistant participates in BANNER and other classified training as they become available. The adjunct counselor has participated in workshops for CSU admissions and at a TRiO conference, but there is still room to offer more professional development opportunities for our TRiO counselor and counseling intern. The Instructional Aides can benefit from tutor training which can either be hosted by TRiO, the Learning Center, or another training entity. The Director participates in local, regional, and national conferences to stay current with TRiO legislation and regulations and to fellowship with other Directors regarding effective practices.

### **3. What steps could be taken to improve this program's organizational efficiency within its current budget?**

Steps have been taken to examine the effectiveness of the 3<sup>rd</sup> Instructional Aide position, since the years of 2005-2008 demonstrates that most students are being served currently by our existing Math and Writing tutor. The Director decided to not fund the 3<sup>rd</sup> Instructional Aide position so those funds can be better allocated to increase counseling hours. In previous years, the adjunct counselor had 15-16 hours per week to serve students and we were noticing that the wait for an appointment was very long for students.

In Spring 2010, the Director increased the adjunct counseling hours to 20 hours so that students have more appointment offerings and so that the counselor can offer more structured support for first-year students, transfer/graduate students, and early alert students via individual counseling and/or group workshops that she facilitates.

**4. What staffing and organizational recommendations might be needed to make this program more effective?**

**Recommendation 1:** The program would greatly benefit from a full-time, 100% Office Assistant so that administrative logistics can be taken care of in a more timely manner.

**Recommendation 2:** The program would greatly benefit from a full-time, 100% Academic counselor so that students can be served in a more effective manner.

**C. Leadership and Governance**

**1. Describe the leadership roles of the faculty and staff in your program/department.**

TRiO-SSS staff are committed to fully participating in leadership opportunities within our program. As a hybrid role of tutor and mentor, our Instructional Aides are much more engaged in the academic and social development of our students within our learning community. Concretely, our Instructional Aide, Emily Munson, has dedicated the last 5 years in developing the TRiO Student Advisory Council (TSAC). With her leadership and vision, this informal group of two students in 2005 has developed into a full-fledged,

registered student organization with an executive officer team of 10 students and a consistent participation of 16-20 students at every TSAC meeting. Emily has offered various leadership and facilitation training workshops, partnered with Office of Student Activities regarding conflict management and leadership development workshops, and had initiated various meaningful community service projects.

Our adjunct counselor, Melissa Alforja, has led our team in the Early Alert efforts to ensure that our students maintain good academic standing. Melissa coordinates with the EOPS program to ensure the timely dissemination of progress reports and to ensure student awareness of the deadline. Once the progress reports are returned, Melissa then coordinates with the TRiO staff to ensure that students who are in danger of failing a course receive adequate and immediate tutoring and counseling support.

Our Office Assistant, Karen Sukle, has taken the lead in ensuring effective visibility and marketing of our program. Karen developed a quarterly newsletter, updated our website, and created our bulletin boards to inform students, faculty, and staff about the latest developments in our program.

## **2. How does the faculty and staff in your program participate in the governance processes of the College/District?**

Except for the Project Director, the rest of the TRiO-SSS Staff are adjunct and therefore have challenges in making the meetings set forth by shared governance committees for the College and the District. During Spring 2008 and Fall 2009, our Office Assistant, Karen Sukle, participated in the Student Services Planning Council. Since 2005, our adjunct counselor, Melissa Alforja, has participated in the all-counselors department meeting. In Fall 2009, Instructional Aide Emily Munson, began visiting Basic Skills Committee meetings; however, her schedule presented challenges in making the meeting times.

Since 2007, the Director has served on various committees to participate in shared governance, organizations, and committees:

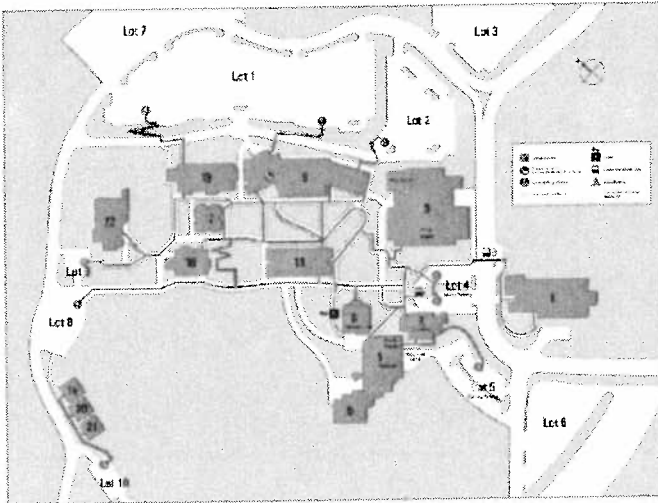
<b>Table 9. Leadership &amp; Shared Governance</b>		
<b>Campus Organizations</b>	<b>Academic Year</b>	<b>Leadership Roles</b>
Diversity Committee	2007-2008	Faculty Representative
	2008-2009	Co-Chair
	2009-2010	Co-Chair
Transfer Advisory Board	2008-2009	TRiO Representative
	2009-2010	TRiO Representative
College Planning Council (Formerly College Council)	2008-2009	Student Services Representative (Until CPC restructured membership)
Student Services Planning Council	2008-2009	TRiO Representative
	2009-2010	TRiO Representative
TRiO Student Advisory Council	2007-2008	Co-Advisor
	2008-2009	Co-Advisor
	2009-2010	Co-Advisor
Filipino American Club	2007-2008	Co-Advisor
	2008-2009	Co-Advisor
Basic Skills Committee	2008-2009	Sumer LEAP Coordinator
	2009-2010	Summer LEAP Coordinator (until reduction in funding)
Freshman Connection/Parent Orientation Subcommittee of SSPC	2009-2010	Committee Member

**3. What recommendations might be needed to enhance/improve leadership skills?**

-Advocate for more hours for adjunct staff to not only serve students, but to also serve on committees to enhance awareness and visibility of TRiO, and ensure that student perspectives are being voiced at committees. More opportunities for adjunct staff to become involved in committees.

- Develop innovative ways for committees to convene, share ideas, and get feedback from constituents via technology, webinars, teleconferences, etc.

#### D. Facilities, Technical Infrastructure, and Resources



Cañada College is fully committed to providing all necessary and appropriate facilities and space needed to implement and carry out the goals and objectives of the project. The College has completed construction on a new, state-of-the-art Learning Resources/Student Services building, approved for construction in a local bond election, further demonstrating its commitment to SSS

students. The Center is the environment in which most of the College community (students and faculty) spends time for tutoring, for using computers and other technology, for working in collaborative learner groups, and for meeting during office hours. The three-level, 72,526-square foot building, estimated to cost \$25,000,000, provides ample resources for academic study as well as a central environment for connecting with one another. Student Support Services personnel have offices and sufficient space to conduct counseling and advisement, to provide supplemental instruction, and to hold group and team meetings and workshops. In addition to space, the area is fully furnished in-kind by Cañada as a portion of our commitment to the project.

As a recommendation, TRiO-SSS suggests that more defined student spaces and lounges are created for students to congregate, meet, and to share fellowship. Particularly for our commuter population, establishing a centralized 'hub' for students to meet engenders community-building. A Student Lounge for instance, would promote

student creativity as students decorate and define their spaces which in turn defines their collective identity as first-generation college students. To prevent creating a silo or exclusiveness, a shared space for ALL students and not only TRiO students is recommended, and this will probably be remedied with the renovation of Building 5 and 6. Small, medium, and large meeting rooms could be used and shared by various clubs and student organizations with bulletin boards and other decorations to create group solidarity.

## **ii. Equipment**

In the new Learning Center, the College provided furnishings and equipment sufficient for the work of the project. There is office equipment, including four new computers available for the use of the TRiO Director, Academic Counselor and Office Assistant. Additionally, there is a printer and a copier a few feet away. The Alternate Media Center is also in the same area with four DSPS computers, Zoom-Text, Kurzweil 3000, JAWS software, a Braille printer and high-speed scanners. Participants have access to three computer labs in the area, with a minimum of five stations designated for their use only. A Smart Classroom is on the floor above and available with advance scheduling. TRiO-SSS utilizes the equipment that the College provides and suffices for our program needs.

## **iii. Supplies**

Minimum standard office supplies, along with provisions for educational software, are included in the SSS budget. Publications and forms necessary to advise and register students are provided through the Admissions and Records Office. Catalogues, scholarship publications, resume writing books, and career planning materials are located in the nearby Counseling Center, Transfer Center, and Financial Aid Office.

## **Section IV: Appendices**

Appendix A – Cañada College Mission, Vision, and Values Statement

Appendix B – TRiO-SSS Organizational Chart

Appendix C – Supporting Data – Annual Performance Report

Appendix D - Professional Development

Appendix E – Yearly Budgets and Increases in Grant Aid

## **Appendix A: Cañada College Mission, Vision and Values Statement**

### **Mission Statement**

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.

### **Vision**

Cañada College ensures success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.

### **Values**

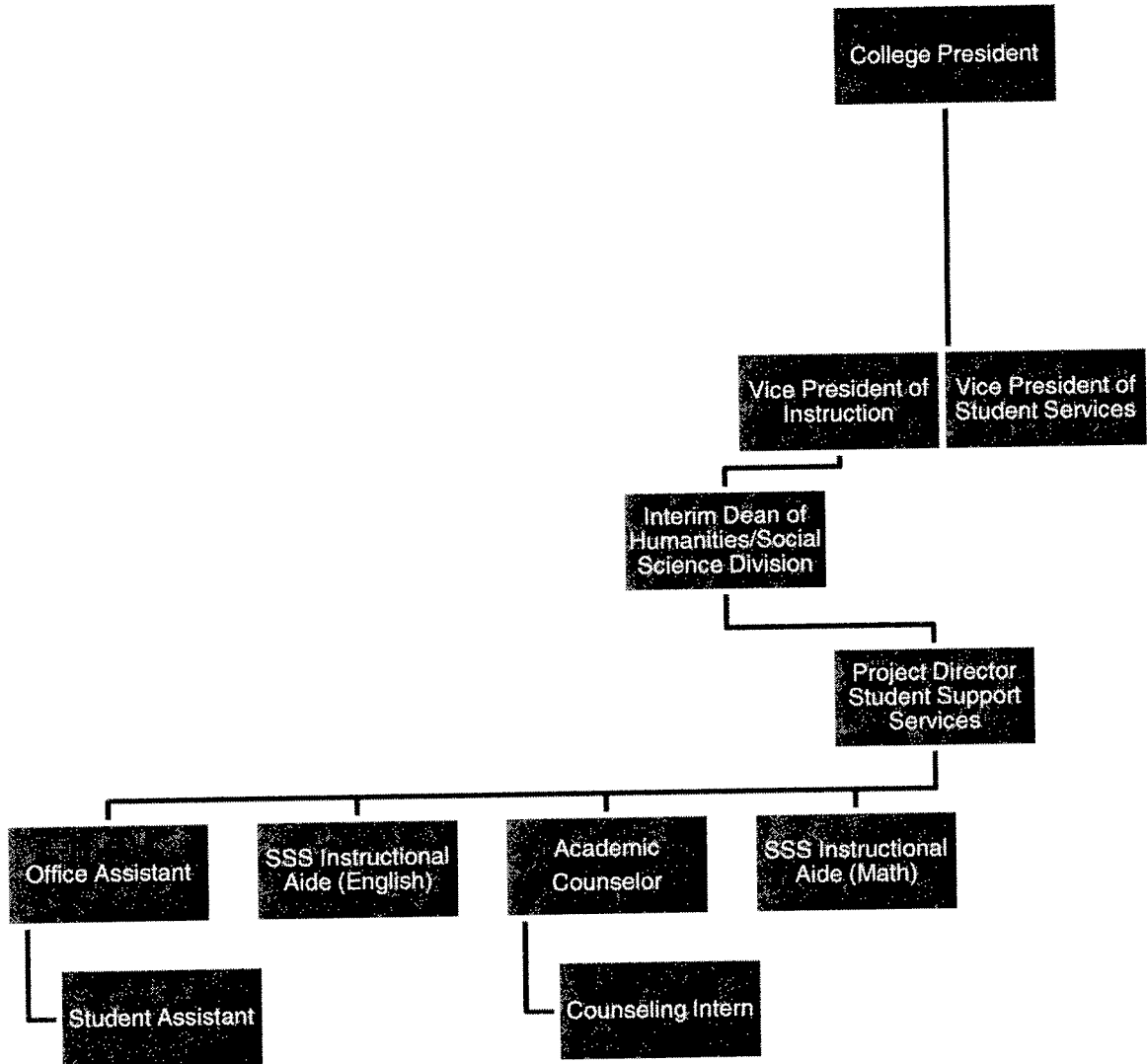
Striving to produce responsible, life-long learners who become resourceful, adaptive, independent and productive employees, employers, and members of their community, Cañada College values and actively promotes:

- personalized instruction and service
- active learning and interaction
- high standards of excellence
- increased student access
- diversity in staff, student body, and curriculum
- partnerships with business, schools, colleges and universities, governments, and community based organizations

### **Student Services Mission Statement**

Fully engaged in Student Services programs and departments, students will develop the skills and knowledge necessary to successfully navigate Cañada's programs, services, and various offerings; will achieve their personal, professional, and academic goals; and will be more fully equipped to contribute to society.

**Appendix B – TRiO-SSS Organizational Chart (Current as of 2009-2010)**



**Appendix C – Supporting Data**  
**Annual Performance Report (APR) Results**

OBJECTIVE	Results	
<b>Enrollment:</b> Identify, select, and enroll by October 1st of each year eligible Cañada students to be new project participants so that the project will serve a total of 165 students.	2005-2006	116 (Including 5 Summer 06 students)
	2006-2007	134
	2007-2008	142
	2008-2009	166
	2009-2010	Not Yet Reported, Will Report Nov '10
<b>2 Assessment:</b> Initially assess by October 1st of each year new project participants' need for academic and social support and orient them to the project's services. Provide each participant a minimum of four structured assessment sessions per year.	2005-2006	100% of participants coded as new or continuing. Does not Include Prior Year Participants or dismissed students
	2006-2007	100% of participants coded as new or continuing. Does not Include Prior Year Participants or dismissed students
	2007-2008	100% of participants coded as new or continuing. Does not Include Prior Year Participants or dismissed students
	2008-2009	100% of participants coded as new or continuing. Does not Include Prior Year Participants or dismissed students
	2009-2010	Not Yet Reported, Will Report Nov '10
<b>3 Financial Aid:</b> Ensure that Cañada offers aid sufficient to meet the full financial need of each SSS participant and demonstrates a commitment to minimize dependence on student loans by committing institutional resources to the extent possible.	2005-2006	
	2006-2007	
	2007-2008	
	2008-2009	
	2009-2010	Not Yet Reported, Will Report Nov '10

<b>Persistence:</b> At least 80% of each entering cohort will be retained from Year 1 to Year 2 and at least 60% of each cohort will persist, transfer or graduate year 2 to year 3.	2005-2006	97.41%
	2006-2007	76.12%
	2007-2008	79.58%
	2008-2009	81.33%
	2009-2010	
<b>Academic Standing:</b> At least 80% of SSS participants will be in good academic standing as defined by the College at the end of each semester.	2005-2006	86.21%
	2006-2007	84.33%
	2007-2008	82.39%
	2008-2009	85.54%
	2009-2010	Not Yet Reported, Will Report Nov '10
<b>Graduation:</b> At least 30% of each entering cohort will graduate and/or transfer within three years of enrolling in the project.	2005-2006	28.18%
	2006-2007	23.91%
	2007-2008	Not Yet Reported, Will Report Nov '10 So far, 12.33%
	2008-2009	Not Yet Reported
	2009-2010	Not Yet Reported

## Appendix D - Professional Development

Academic Year	Conference Name	Description	Participant
2005-2006	Legislation/Regulations for TRiO Managers – Council for Opportunity in Education	Dept. of Education hosted workshops on laws governing program design and implementation, EDGAR and OMB Cost Circular Workshops	Kathy Sammut, Former Program Director
2006-2007	Western Association of Educational Opportunity Personnel -WESTOP	Regional Coordination meeting of Bay Area TRiO programs	Jason Sese, Former Program Director
2006-2007	Legislation/Regulations for TRiO Managers – Council for Opportunity in Education	Dept. of Education hosted workshops on laws governing program design and implementation, EDGAR and OMB Cost Circular Workshops	Romeo O. Garcia, Program Director
2007-2008	PERSIST Training, ECMC Foundation	Guide for Student Success in Higher Education	Romeo O. Garcia, Program Director
2007-2008	Annual Performance Report Training- University of Washington TRiO Training	Annual Performance Report (APR) and data collection training	Romeo O. Garcia, Program Director
2007-2008	Annual Conference – Council for Opportunity in Education	Program Updates, Professional Development, Networking	Romeo O. Garcia, Program Director & Melissa Alforja, Counselor
2008-2009	SSS Proposal Writing Workshop – Council for Opportunity in Education	(Funded by Dean of University Center since grantwriting workshop is a non-allowable TRiO expense)	Romeo O. Garcia, Program Director
2008-2009	SSS Proposal Writing Workshop – Council for Opportunity in Education	Peer Review of Proposals (Funded by Vice President of Student Services since grantwriting workshop is a non-allowable TRiO expense)	Romeo O. Garcia, Program Director

2008-2009	CSU Community College Counselor Conference	Updates on CSU admission & transfer policies (Funded by Counseling Department)	Melissa Alforja, Counselor & Tom Nguyen, Counseling Intern
2009-2010	Annual Conference – Council for Opportunity in Education	Program Updates, Professional Development, Networking	Romeo O. Garcia, Program Director
2009-2010	Association on Higher Education and Disability	Working with Students with Disabilities in TRiO Programs	Romeo O. Garcia, Program Director

**Appendix E – Yearly Budgets and Increases in Grant Aid**

<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
\$220,000	\$220,000	\$220,000	\$231,550 Plus 5.25% increase	\$231,550 Plus one-time Grant Aid increase of \$20,650 and second disbursement of \$2,722 = \$254,922