Cañada College

COMPREHENSIVE PROGRAM REVIEW REPORT

TRiO Student Support Services

Program Context (suggested word limit 400)

Mission (100 word limit)

1. How does your program align with the college and district mission? https://smccd.edu/dpgc/files/dsgc-DistrictMission.pdf https://canadacollege.edu/about/mission.php

The mission of the TRIO SSS Program is to provide educational support services to traditionally underrepresented students who are first generation, low-income and/or disabled. The program assists students as they work toward obtaining a certificate, associate degree, and/or transfer to a four-year college/university. The vision of TRIO is to serve as a resource for students as they strengthen their educational and social justice perspectives and learn how to navigate this institution as well as other pursuits in higher education. This is in alignment with the SMCCCD Mission parts 1, 5, and 7 as well as the Cañada College Mission to “engage and empower students in transforming their lives and communities through quality education."

Program Description (500 word limit)

2. Provide a brief description of your program, what does your program do and who does your program serve?

The TRIO SSS program serves 165 college students who are low-income, first-generation, and/or have physical/learning differences. In a welcoming environment, the program offers participants a variety of support services such as academic and career advising, mentoring, tutoring, financial aid advising, college visits, and educational, social and cultural enrichment activities. Each student receives individualized attention and action planning regarding the services the campus/community/program offers.

Assessing Program Impact on Diverse Student Populations (Suggested word limit 750)

3. How many students are served by your program?

165

4. How does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. Black and/or Indigenous People of Color; Gay, Lesbian, Bisexual, Transgender, Queer, Intersex, and Asexual; 1st Gen; Foster; Homeless; Undocumented; Veteran; Low-Income; or other disproportionately impacted student populations identified in our Student Equity data, etc.)? Support this with data.

Our motto is “Empowering Minds. Inspiring Resilience. Rooted in Diversity.” The purpose of our program is supporting students who are underrepresented, disproportionately impacted or racially minoritized. Initiated during President Johnson’s War on Poverty but born from the Civil Rights Movement, TRIO SSS is a stalwart advocacy program to serve those traditionally ignored by the US government, society, and institutions of higher education. We intentionally recruit, enroll, and develop program processes, procedures, workshops, literature, and campus culture for the inclusion of our most underserved students. TRIO staff were involved in different student-facing organizations on campus, such as the Black Student Union, Womxn of Color Collaborative, and the Brave Space Collective (a taskforce created to train employees on how to create safety for our LGBTQIA+ community on campus). These opportunities created connections for students from underrepresented, disproportionately impacted, and racially minoritized communities who saw TRIO staff members actively supporting and uplifting one or more of their identities, creating trust and, therefore, likelihood for students to apply for TRIO.

5. How has student access, retention, and completion changed (where applicable) for this program during this review cycle?

In the last 3 years the district has slowly come back to base line enrollments similar to those prior to the 2020 pandemic. However, TRIO SSS has always met the 165 student numbers required from our Federal TRIO Grant guidelines. During this time we have had to be more adaptable as students come to campus in very

different ways. Our retention has been steady at 91% for the last 3 years, with an overall trend of maintaining since 2020 in our last grant cycle. Additionally, we have seen an average of 56% graduation and college completion rates for our students based on data received through the National Student Clearinghouse.

6. How does your Student Services program deliver its services to ensure accessibility and effectiveness for all students? Please detail the range of delivery methods offered (e.g., in person, online, hybrid, evening, in the community, etc.)

While we have been fully back on campus since 2021, our students still require virtual and online access to program offerings and staff. Our students were able to get services in the quantity and style that best suited their needs. The program offered hyflex workshops that students attended in-person, on zoom, and accessed at a later time through our Canvas page asynchronously. In reviewing student need and access, the program plans to continue to offer services in all of these modalities as TRIO students have unique needs, schedules, and it provides the greatest benefit to students.

Academic Year	Number of Workshops	In-person	Zoom	Asynchronous
23-24	7	63%	25%	12%
24-25	5	54%	4%	42%
25-26	6	63%	2%	35%

7. What is the breakdown of students you serve by educational goal disaggregated by race? How does your program support transfer students towards achieving their goal?

Our students are self-selecting to join TRIO SSS and often we are meeting our students at 90% low-income and first generation, rather than our grant-required objective of 66%. We also note that over this three year review cycle our TRIO program houses primarily students of color at 92%, with 76% identifying as Latinx. Additionally, our students are coming with a variety of learning differences and mental health needs with 88% of our low-income students reported also seeking services at our Disability Resources Center.

Race/Ethnicity	AA/S & 4 yr Transfer	AA/S Only	Vocational Only	Other
AANHPI	3	1	1	0
Black	8	3	0	0
Latinx	78	19	10	3
Muliti Race	7	1	0	0
Unknown	2	2	1	0
White	7	2	0	1

When a student gets closer to their transfer goal unit requirements our TRIO Counselor reaches out to them to schedule time to review their educational goals, match to transfer requirements for universities they're looking to attend, and outline the fastest and most reasonable way to achieve their goals within a reasonable timeline. Transfer workshops, financial aid workshops, and college tours have all been offered to TRIO students through collaborations with partners on and off campus. Our current graduation rates are 56% and transfer rate at 44% over this three year review cycle.

8. What data and/or feedback do you use to evaluate the success of these delivery methods?

Data for our workshops is collected through Poll-Everywhere and is also provided through online-only homeworks for students who are watching the asynchronous videos available the week after workshops are provided. Additionally, students are able to provide feedback to staff through more casual methods at Teatime with TRIO, twice a month. Additionally, students provide their opinions and requests to us through Canvas feedback questionnaires and our open-door office policy. What we are finding is that students feel they are able to connect with staff and faculty at TRIO in a way that suits their time and modality. It also shows that they are appreciating the way and quality of change they see in the program based on their feedback.

9. Provide examples of your on-campus and/or off-campus community partnerships and how they support student success.

As mentioned previously, TRIO staff work with other campus programs and staff to provide seamless support in a variety of areas, espeically through the CREW at Cañada. There we work to support retention and collaboration with Instruction and Student Services. Additionally, the TRI-Program meetings, with EOPS and Promise at all SMCCD colleges, and district wide collaborations have fostered a strength and connection not seen at our sister campuses. We have worked to develop a TRI-program application to connect students to our programs seamlessly. Additionally, we have collaborated on procedures regarding student incentives-card processes as well as mid-semester progress reporting. Transfer workshops, financial aid workshops, and college tours have all been offered to TRIO students through collaborations with partners on and off campus. However, the area that has the most traction for our students in Sparkpoint. TRIO students engage in Cañada Cash, financial counseling, food pantry, and the food distribution Tuesdays. Whenever a student completes a TRIO intake, they are signed up to do a Sparkpoint intake as well. There is a vital and cohesive connection to support for our students in community programs as well through HIP housing and the shelter network through Sparkpoint and our liaison at the Fair Oaks Community Center in Redwood City.

10. How does your program support Cañada College as a Hispanic-Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) designated institution? Please support your answer with qualitative or quantitative data and/or specific examples

We are lucky enough to have TRIO staff that reflects the HSI and AANAPISI designation, so students can look to staff and directly see their belongingness on campus. This is also true for our Black students, with a direct connection to local and community based organizations that staff work with regularly. However, the way to best show the support of our BIPOC communities on campus is through the specific and intentional collaboration of our Cultural Center. We know our staffing is small, but through the collaborations of programs at the Cultural Center like Brothers Achieving Milestones, Womxn of Color Collaborative, and the STAR program, we have been able to connect TRIO students to resources that instill their collective belonging and reinforce what we teach at workshops regarding Community Cultural Wealth.

Looking Back: Accomplishments and Challenges (Suggested word limit 400)

11. Describe major accomplishments since the last program review cycle.

Some of our major accomplishments include:

- In Summer of 2025 we were informed that our TRIO SSS won the coveted TRIO grant competition. Therefore we would continue to serve students from 9/1/2023 - 8/31/2030, with an overall budget of $572,218.
- Reopening of the TRIO Social Justice Lounge in 9-215, in collaboration with the Project Change program. This shared space is a haven for students and clubs that both programs support.

- Gained an additional office space to relieve overcrowding in the shared spaces. TRIO participation has always been high, however, in-person participation has remained steady at 63% therefore in-person space has always been at a premium.
- Helped develop the Womxn of Color Collaborative, which was the vision of a TRIO student.
- Collaborated to bring amazing presentations and speakers to campus through the Latinx Heritage Month, Black History Month, Latinx Graduation, and bringing students to the District Black Excellence Celebration.
- Student Leadership has always been a priority in TRIO. In the last 2 years half of the Associated Students of Cañada College leadership have been TRIO students.

12. How did your accomplishments help to close the opportunity gap for disproportionately impacted, underserved or racially minoritized students as identified in the current SEAP plan? Support this with qualitative and quantitative data.

TRIO SSS is a program specifically designed to help close equity gaps in strategic ways. Through dedicated programming, staffing, and space on campus and online, students who identify as low-income, first-generation, and/or students with disabilities have access to resources that are stretched thin in other areas of campus. We know that the continuation of this work from 2005 to today, only supports areas of campus that are challenging for students to navigate. Our Program Services Coordinator, Candice Johnson, has been shouted out as a reason two different groups of students speaking at Flex Day stayed in school. Additionally, our Director, Maria Huning, was shouted out at 2026 Commencement by the Mayor of Redwood City as a reason he stayed in school. Between retention rates (91%), participation rates (63%), and graduation rates (56%) that are higher than that of the college's overall rates, TRIO continues to close these gaps on campus one student at a time. However, due to the cap of 165 total students served each year and governmental mandates, we can only move the needle so much for the campus.

TRIO is in a difficult situation where our campus wants us to work towards supporting racially minoritized students and yet, it is not allowable to specifically call out students or recruit students from these areas per Trump Administration goals and mandates. This means that while we can provide this information on our students, we cannot specifically create goals or measures for this work. We will need to be strategic about providing opportunities to our students outside of our specific TRIO spaces. Currently ¾ of our Latinx students in TRIO are aiming to transfer to a 4 year program and 100% of our Black students in TRIO aim for at least an AA/S degree.

13. Describe major challenges since the last program review cycle. How have these challenges contributed to the expansion or continuation of equity gaps?

The greatest challenge to our TRIO program is financial. Our budget has not grown in the last decade and even if we requested more funding, it would come with an additional number of students to serve at a lower cost rate. While TRIO programs have been promised a 4% increase via Congress, we have seen the Department of Education continually break promises to our staff and students through stricter regulations and greater scrutiny. It's a challenge to do more with less, as our staffing goes down and the cost of everything goes up. The country is at a precipice where soon the cost of living will force more of our students to determine if education is worth the cost of time and effort, especially when they cannot afford to live in this area. The impact on our TRIO students, of which 90% are low-income and first-generation college students, will only continue to showcase the equity gaps at our institution.

14. Please list the goals you worked on during the previous program review cycle and describe any progress towards achieving those goals?

TRIO staff worked to strengthen our relationships with Umoja and Puente in an effort to support both students and staff in those programs. Since all programs share some students, a collaborative relationship

was believed to bring more support and a deeper sense of belonging to our students, as well as more support for staff. TRIO staff lead collaborative programming between student support programs for 4-year campus visits. This effort led to more synergy amongst our programs, thus creating a more well-rounded and supportive environment for our students. We have a stronger relationship with our MESA, Puente, and Project Change programs through this collaboration. Additionally, through strategic connections via the CREW, our staff were able to provide more holistic and well rounded support to students over the past 3 years.

Impact of Resource Allocations Process (Suggested word limit 250)

15. Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved.
TRIO SSS requested budget augmentations to continue support via the program, specifically to cover the COLA and contracted increases in Salary and Benefits. This was provided but seems to consistently be a problem as the costs go up, but federal budgets remain the same over decades. We will ask for this funding again in this program review, as the contracted salary increases for Faculty and Staff are not factored into the current TRIO budget.

16. How have these resources (or lack of resources) affected disproportionately impacted students/clients?
The previous budget augmentation has allowed us to continue to support students through the pay of our Program Services Coordinator and Counseling hours for our longstanding TRIO Counselor. The consistency of these staff in the program not only allow for maintenance of institutional knowledge, their unique experience and understanding of TRIO students allows us to anticipate the challenges and support students at any point in their academic or career education. Unfortunately, without another budget augmentation, we will not be able to afford to keep the long-standing staff who have been with TRIO for decades. Additionally, there was no cost savings from the departure of our Instructional Aid II as that staff was an institutional match from Fund 1. The District Board of Trustees indicates that they are not interested in filling many of these support roles that have left this summer/fall 2026 as it is a cost savings measure for them. Reductions in staffing and support of students will lead to decreases in the excellent numbers of retention, participation, and graduation that are hallmarks of our TRIO program. This will only exacerbate the equity and achievement gaps for disproportionately impacted students on campus.

SAOs and SLOs (Suggested word limit 250)

17. State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) for this program review cycle.
TRIO SAOs are:

- TRIO-SSS students will persist from the Fall to Spring semesters after meeting with an academic counselor.
- TRIO-SSS students will gain tools to counter systems of oppression in the educational system through workshops and events.

This will be measured through:

- Pull numbers of students with complete/up-to-date SEP. PRIE data of persistence based on Fall/Spring enrollment.
- Pre/Post surveys of student understanding at workshops and events.

18. Describe how your program assessed your SAOs and/or SLOs. Share your SAO/SLO data findings

We found that students did persist at greater rates from Fall to Spring semesters, per our TRIO grant objectives at 86% persistence. Our students have a 100% rate of keeping an up to date SEP. We measured this persistence and completion through the completion of SEP with a counselor. We were able to meet these objectives through the DHSI grant and support for counseling hours in the learning center from our TRIO counselor. However, with this funding ending it will be challenging to have the previous number of counseling hours per semester. Additionally, TRIO staff and counselors utilized the Program Mapper to help students plan and consider next steps. With this app no longer being available, we cannot anticipate how this will affect students who are able to think beyond the immediate campus schedule.

When we are looking at our goal to help students gain tools to counter systems of oppression, we really moved the needle on this. Overwhelmingly, students felt that the workshops helped them identify and move towards fighting systems of oppression. They indicated that they didn't feel confident before the workshops but did after the workshops.

Year workshops held	Percent indicating Confidence in tools gained
2023-24	63%
2024-25	65%
2025-26	77%

The challenge is that the workshops were so very different that we couldn't always identify apples to apples, even when the topic was similar because the tools taught were different semester to semester to keep the topics fresh for students.

Looking Ahead: Goals and Program Improvement Initiatives (Suggested word limit 400)

19. State your program goals for the next 3 years. What strategies would you use to address challenges that hinder the expansion or continuation of the equity gaps (from question 12)?

TRIO SSS already undergoes an Annual Program Review from the Department of Education each year. Through the objectives identified in the grant.

Table 9: SUMMARY of Cañada College Student Support Services OBJECTIVES

Persistence Rate: 80% of all participants served in the reporting year by the SSS project will persist from one academic year to the beginning of the next academic year, or earn an associate degree or certificate at the grantee institution and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year.

Need for Objective	Why It is Ambitious	Activities to be Attainable
The fall to fall persistence rates are low: 58% of TRIO SSS eligible students persist from semester to semester.	The fall to fall persistence rate is very low and the 80% persistence or graduation/transfer rate would be a significant increase.	? Transfer Center Workshops ? Financial Coaching ? TRIO Smart Study Series ? First Generation discussion group ? SMART Goal Setting ? Progress Reports

Objective 2. Good Academic Standing Rate: 85% of all enrolled SSS participants served will meet the performance level required to stay in good academic standing at the grantee institution.

Need for Objective	Why It is Ambitious	Activities to be Attainable

The average GPA for TRIO SSS eligible students is low (2.7). Of eligible students, 16.7% are not in good academic standing.	There are twice the amount of TRIO SSS eligible students not in good standing and often on academic probation.	? Math Jam and Word Jam to improve skills ? (Re) Orientation to prepare new students for college ? Progress Reports ? Peer to Peer Mentoring ? First Generation Discussion Group

Objective 3. Graduation and Transfer Rates:
1. 40% of new participants served each year will graduate from the grantee institution with an associate degree or certificate within four (4) years; AND
2. 20% of new participants served each year will receive an associate degree or certificate from the grantee institution and transfer to a four-year institution within four (4) years.

Need for Objective	Why it is Ambitious	Activities to be Attainable
The graduation rate for TRIO SSS eligible students was 26% and transfer rate was 4.5%.	Given the low number of students who transfer or graduate within four years, this is a significant increase	? Transfer Events- Transfer Day, Campus Tours, Transfer workshops ? Career Center Activities ? TRIO Recognition Award ceremony

While these goals are lofty, TRIO SSS is able to move the needle and make these numbers grow for each of the objective areas over time. The challenge will be implementing change that affects systemic issues that students are unable to individually fight through with self determination. These include challenging paperwork, such as the petition for graduation. TRIO has designed a couple of goals based off our previous cycle SAOs to help improve our student's understanding and completion of impactful areas that they truly have control over. TRIO SAOs are:

- Students will create a SEP with a transfer goal or graduation goal within their 3rd semester.
- Students will identify the tools and community cultural wealth that is supporting them through each semester.

This will be measured through:

- Pull numbers of students with complete/up-to-date SEP. PRIE data of transfer/graduation petition rates based on successful transfer meetings with counselors.
- Pre/Post surveys of student understanding at workshops and events.

20. With an equity and antiracism lens, what are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment? Please include meaningful action plans to improve student access and success.

SAO Student Educational Plans - We recognize that SEPs are vital now that Federal Funding has been tied so heavily to Course Program of Study (CPOS). Therefore we want to be strategic with the way that we engage students in setting their SEP up for transfer and graduation. However, we do not have the bandwidth to meet with all the students who need updated SEPs and therefore relied on our General Counselors or Program counselors from partner programs to meet with students as well. We need additional funding and counseling hours for our students. Currently we have 10 hours of dedicated TRIO time for our Adjunct Counselor. It is insufficient for the needs of our students and program. However, we do not currently have the funding to pay for these hours and are therefore asking for additional funding for these hours in recognition of the vital work and the increase in salary and COLA that our district is undergoing.

SAO Community Cultural Wealth - This SAO is designed to provide a deeper look into how our students face and address racism and other “isms” in their classroom and in their lives. It asks us to identify the strengths and wealth that our students already have based on their experiences, culture, and community. Students will then create tools to combat racism and live more antiracist lives. This is completed through workshops designed to address these issues by staff who also reflect their experiences and can provide guidance, community, and leadership in finding resources. We cannot complete this SAO without the support of our Program Services Coordinator and the expertise that she brings regarding Community Cultural Wealth. However, due to the increase in fringe, COLA, and salary the current TRIO budget must be augmented to maintain services. Our staff is vital for the continued support of our students and their educational and career goals.

21. How did your program’s SAO/SLO assessment address equity and antiracism?

SAO Systems of Oppression is providing a deeper look into how our students face and address racism and other “isms” in their classroom and in their lives. It asks us to identify and create tools to combat racism and live more antiracist lives. This is completed through workshops designed to address these issues by staff who also reflect their experiences and can provide guidance and leadership in finding resources. This is also done by ensuring a more equitable way of managing documents that are upholding systemic “isms” through making them required for graduation, but not imbedding the guidance to successfully complete the documentation. Through connecting with transfer counselors and understanding that they have the navigational wealth to complete the documentation by pulling together their resources, we believe we will see a greater uptick in successful graduation/transfer rates in TRIO SSS students.

22. How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?

The greatest challenge TRIO SSS faces right now is a budget that is not sustainable for programming that is necessary to support students in a holistic way. We rely heavily on our sister programs and partners on and off campus. This is not inherently wrong, however, we know that within a few years we will not be able to afford the dedicated counseling hours. We will not be able to afford trips and college tours dedicated to TRIO students. However, through annual reviews and updates we can see areas that need additional support and provide greater clarity on what is or isn’t working in real time. TRIO is a community of fighters and we will continue to fight to improve and provide quality support to our students in need.

TAL informed SAOs and SLOs for the Next Review Cycle (Suggested word limit 100)

23. With the TAL Framework in mind, state your SAOs and/or SLOs for the next review cycle. Click here for Transformational Antiracist Leadership (TAL) refresher.

TRIO SSS is focused on the goals and future aspirations of our students. Many times when we are looking at improvement, we are focused too heavily on deficit instead of aspirational goals. Our main goal in TRIO is to help students find their place on campus, in the classroom, and in the world. Through the concepts of Community Cultural Wealth, we are hoping to help students view their lives as full and inspirational to make the moves needed to be successful in their lives. To this end we are adjusting our goals to meet the needs of the students as well as remain rooted in the concept that they already have the wealth and power within themselves to succeed in their goals.

Program Context

Mission (100 word limit)

1- How does your program align with the college and district mission? https://smccd.edu/dpgc/files/dsgc-DistrictMission.pdf https://canadacollege.edu/about/mission.php

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Program Description (500 word limit)

2- Who does your program serve?

The TRIO SSS program serves 165 college students who are low-income, first-generation, and/or have physical/learning differences. In a welcoming environment, the program offers participants a variety of support services such as academic and career advising, mentoring, tutoring, financial aid advising, college visits, and educational, social and cultural enrichment activities. Each student receives individualized attention and action planning regarding the services the campus/community/program offers.

a. How many students are served by your program?

165

b. How does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. Black and/or Indigenous People of Color; Gay, Lesbian, Bisexual, Transgender, Queer, Intersex, and Asexual; 1st Gen; Foster; Homeless; Undocumented; Veteran; Low-Income; or other disproportionately impacted student populations identified in our Student Equity data, etc.)?

Our motto is “Empowering Minds. Inspiring Resilience. Rooted in Diversity.” The purpose of our program is supporting students who are underrepresented, disproportionately impacted or racially minoritized. Initiated during President Johnson’s War on Poverty but born from the Civil Rights Movement, TRIO SSS is a stalwart advocacy program to serve those traditionally ignored by the US government, society, and institutions of higher education. We intentionally recruit, enroll, and develop program processes, procedures, workshops, literature, and campus culture for the inclusion of our most underserved students.

3- How has student access, retention, and completion changed over the course of this program review cycle?

Since the last program review, the world and educational access has significantly changed due to the COVID-19 global pandemic. In direct relation to Cañada College enrollment, the TRIO program saw a large reduction in student access, retention, and completion. Students were able to utilize online learning and different resources from campus programming like laptops, hotspots, and the Sparkpoint food pantry. However, many students chose to return to work when the lockdown was lifted in order to meet their [families’] needs. This has meant a drastic shift in the services of the TRIO program and how students engage with staff, programming, and connect online.

4- What delivery method(s) does your program utilize to best serve students? (ie. in person, in the community, online, hybrid, hyflex, scheduled appointments, drop ins etc.). How does your program determine which delivery methods are most beneficial for students?

While the lockdown was in place, all TRIO services were held online via zoom, phone, or text messaging. TRIO Staff came back in person August 2021 and have been offering counseling, advising, workshops, and resources in hybrid modalities. Everything from intakes to transfer planning sessions have been offered as hybrid appointments, allowing for students to receive services at the times and modality that best suits their needs, schedule, and family commitments. The program offers hyflex workshops that students can attend in-person, on zoom, and access at a later time through our Canvas page asynchronously. In reviewing student need and access, the program plans to

continue to offer services in all of these modalities as TRIO students have unique needs, schedules, and it provides the greatest benefit to students.

5- What are your on and off-campus community partnerships and how are they operationalized to support students?
The TRIO program works closely with a variety of student services and programs on campus. There are direct pipelines to services such as Sparkpoint, Transfer, and Counseling on campus. However, the Program Director works closely with Redwood City and San Mateo County services in order to connect students to off campus supports. This can be seen through connections and resources to the Fair Oaks Community Center, Redwood City Together, PAL, and the Sequoia High School College and Career Center.

6- How does your program support Cañada College as an Hispanic-Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) designated institution?
As of Spring 2023 the State Chancellor's office in combination with UC Regents and CSUs received a waiver from the US Department of Education to no longer require citizenship for TRIO program participants until 2026. This has allowed the program to better serve our students who are not US citizens in the program. TRIO has begun outreach through the Dream Center, Umoja, Promise, and Puente Programs to impact students who might not have been served by TRIO otherwise. Additionally, the program moved its Tuesday Tea Time events to the Dream Center in order to serve students where they are, instead of having them come to us. It is an intentional way to impact students who may not know of the program or have had the time to make it to the TRIO offices. Additionally, we have specifically targeted and supported our Latinx students through volunteer work and strategic partnerships with community agencies via the OYE Latinx Youth Conference. The past and current Program Services Coordinators, Student Ambassadors, and Director have volunteered their time, effort, and organizational skills to support the implementation of the OYE conference during the pandemic as well as currently. We recruit students to participate as well as lead workshops, work at the event, and promote inclusivity to highlight that going to college is a universal challenge beyond racial designations. Our BIPOC, international, and mutli-racial students have all participated and felt seen at this conference. We are currently seeking out ways to support our ARC program on campus in better serving our AANAPI population on campus. At this time, 3 of the ARC Peer Mentors are TRIO students. We continue to recommend ARC services and activities through our workshops, CANVAS, and calendar.

Looking Back

7- Describe major accomplishments since the last program review cycle.
- Nurtured a TRIO Student Ambassador into the Student Trustee position. The Student Trustee created opportunities for student participants to earn income for their time and effort in these challenging, time-consuming positions.
- Launched the TRIO Canvas page. It created an archive of TRIO workshop recordings that allows students to access content, regardless of their live attendance.
- Initiated the statewide TRIO waiver in recruiting and supporting undocumented students. Created individualized, holistic support for this student population and created an inclusive documentation process.

a. How did your accomplishments help to close the opportunity gap for disproportionately impacted, underserved or racially minoritized students?
The above accomplishments all opportunities for students who are disproportionately impacted to access services that were previously unavailable to them. In addition, the individual holistic approach humanizes the student experience in higher education. We have seen an impact on undocumented students, Latinx students, youth of a variety of ages, and an impact on low-income students specifically from the above accomplishments.

8- Describe major challenges since the last program review cycle. Have these challenges contributed to the expansion of or continuation of equity gaps?
Since the last comprehensive program review in 2019-2020, we have had a change in Program Director. Thankfully, this has not affected the Program or Students much. The new director is knowledgeable of and responsive to TRIO student needs. During this recent cycle we have had a global pandemic (COVID-19) and 2 years of recovery. This has cause a decrease in student population district- and campus-wide, which has led to a decrease in TRIO student

participation. This means less students receiving vital services and an expansion of equity gaps specifically for our black and brown students, students who are low income, and those with housing insecurity. Additionally, we found that all program staff and students faced challenges with mental health and connecting to mental health services. In 2022 a senior staff member took leave of absence and this changed the continuity of services. Students still received vital services, because the new director was able to hire for a detail position. She hired someone who is knowledgeable of student population needs and capable of wrap-around support. While we continue to face equity gaps, the TRIO program is addressing them head on.

Impact of Resource Allocations Process (250 word limit)

9- Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved.
In the previous cycle, 2019-2020, the TRIO program requested additional Counseling hours due to an ever shrinking Federal Budget as well as funding for additional Professional Development.

a. What impact have these resources had on your program/department/office and measures of student success or client satisfaction?
As to the Professional Development funds, due to the global pandemic we did not utilize them as there was no travel or conference costs. We requested instead in the last annual update funds for Council for Opportunity in Education Institutional membership. This allows us to continue to have "free" webinars on TRIO specific populations and services.

b. What have you been unable to accomplish due to resource requests that were not approved?
One of the more impactful services TRIO offers is academic counseling. The program works with an adjunct counselor who has limited hours to contribute due to funding. While TRIO has been strategic about when the hours are offered, it leaves the counselor out of important activities such as staff meetings, workshops, and events. As a result, the program is missing the input of a vital resource in our planning processes and student interactions.

c. How have these resources (or lack of resources) specifically disproportionately impacted students/clients?
As mentioned previously, the program is missing input from our adjunct counselor as well as connections with students who could benefit from more counseling opportunities including group counseling.

SAOs and SLOs (100 word limit)

10- State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).
SAO Student Educational Plans - As a result of attending TRIO counseling appointments, students will be able to use some resources to help them decide on a major.
SAO Systems of Oppression - TRIO Students will gain tools to counter systems of oppression in the educational system through workshops and activities.

11- Describe how your program assessed your SAOs and/or SLOs.
SAO Student Educational Plans - We reviewed Counseling Notes and SEP completion records to confirm students had up to date SEPs. Additionally, PRIE pulled the SEP "due dates" for completion dates to compare and see if they were out of date. We hoped to find that the number of students completing SEPs increased over time and through intervention.
SAO Systems of Oppression - We utilized Quantitative and Qualitative Survey via PollEverywhere. Students responded via phone or app. Through pre and post surveys we hoped to find change in student response indicating their access to tools to combat systems of oppression in Higher Education.

12- Summarize the findings of your program's SAO/SLO Assessments.
SAO Student Educational Plans - We worked hard to increase the number of counseling appointments and SEP completion throughout the 2022-2023 academic year. We have been monitoring the number of TRIO students who

have current SEPs. As of Summer 2023 we had 7 left of our 165 who had out of date SEPs. We are in the process of connecting with these students to update their SEPs in the Fall 2023 semester.
SAO Systems of Oppression - All students indicated that after taking today's workshop they felt that they have obtained tools to counter systems of oppression in Higher Education. Students indicated that they felt prepared to resist tools of oppression as they work toward their transfer goals.

a. What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment? Please include meaningful action plans to improve student access and success.
SAO Student Educational Plans - We recognize that our timing for the SEP review isn't perfect and we need to update when we pull the data. Additionally, we do not have the bandwidth to meet with all the students who need updated SEPs and therefore relied on our General Counselors or Program counselors from partner programs to meet with students as well. We need additional funding and counseling hours for our students. Currently we have 10 hours of dedicated TRIO time for our Adjunct Counselors. It is insufficient for the needs of our students and program. However, we do not currently have the funding to pay for these hours and rely on a partnership with other grant sources to provide this counseling during evening hours.

b. How did your program's SAO/SLO assessment address antiracism?
SAO Systems of Oppression is providing a deeper look into how our students face and address racism and other "isms" in their classroom and in their lives. It asks us to identify and create tools to combat racism and live more antiracist lives. This is completed through workshops designed to address these issues by staff who also reflect their experiences and can provide guidance and leadership in finding resources.

c. How did your program's SAO/SLO assessment address equity?
SAO Systems of Oppression is directly tied to workshop series on equity and antiracism through skill building and community building in TRIO. These workshop topics were developed through surveying students and discussions with TRIO Ambassadors on current needs in the community. Additionally, the format of the workshops remains hybrid in order for students who are unable to attend in-person to participate. Finally, we offer videos of these workshops to students on our canvas page in order for them to be able to access them when they are available. We know that many of our students work due to the high cost of living in the area. This allows them to participate and feel part of the community through accessing information at their pace. It also has transcripts and documents from the event available in the canvas module so that they can access it in the manner and program that works best for them if they have learning differences.

Looking Ahead

SAOs and SLOs for the Next Review Cycle (100 word limit)
13- State your SAOs and SLOs for the next review cycle. Describe how you will address identified opportunities for improvement. Discuss how you will address antiracism in the next program review cycle. Discuss how you will address equity in the next program review cycle.
TRIO SAOs are:
* TRIO-SSS students will persist from the Fall to Spring semesters after meeting with an academic counselor.
* TRIO-SSS students will gain tools to counter systems of oppression in the educational system through workshops and events.
This will be measured through:
* Pull numbers of students with complete/up-to-date SEP. PRIE data of persistence based on Fall/Spring enrollment.
* Pre/Post surveys of student understanding at workshops and event

Program Improvement Initiatives/Resource Requests (250 word limit)
14- With an equity and antiracism lens, what changes could be implemented to improve your program? Please include meaningful action plans to improve student access and success.
TRIO would like to strengthen our relationships with Umoja and PUENTE in an effort to support both students and staff in those programs. We know that we already share some students, so a collaborative relationship can bring more support and a deeper sense of belonging to our students, as well as more support for staff. TRIO is already

leading a collaboration between student support programs for 4-year campus visits. We hope that this effort will lead to more synergy amongst our programs, thus creating a more well-rounded and supportive environment for our students.

15- How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?

One of the biggest areas of change for this cycle has been our Service Area Outcomes. Previously we wrote that specific actions would have results that didn't match up. We have redesigned our SAOs and reexamined our methods for collecting data. We realize that this is an iterative process and will continue to stop and reflect on the SAOs and their methods in order to answer the question, "how is this supporting our students?" This also applies to the other issues that we have found through writing this Comprehensive Program Review. We must always ask ourselves if our activities and intentions are truly serving the students.

a. What additional antiracism training do you/your program need in the upcoming year?

While our program staff have attended antiracism and equity-focused training in the past, we would like to continue our learning and understanding to better serve our students. Some of our staff have attended and continue to attend webinars from COLEGAS, and eagerly await the IDEAL training from the District. Another opportunity we look forward to is for some of our staff (and hopefully Student Ambassadors) to attend NCORE in 2024. We've heard of the impact the conference has had on employees and programs, and we'd love the opportunity to experience it ourselves, for our students.

b. What research or training will you need to accomplish these plans?

We have requested and need consistency in paying the Council for Opportunity in Education Intuitional Membership fee. It varies from year to year and therefore we will need a more flexible budget for these important training and advocacy services.

c. What supplies, equipment, or facilities improvements do you need?

We need color printing to match the vibrancy of our community. We would like consistent funding to pay for color ink for our printers and access to funds for Skyline Print services for marketing materials.

If your program is requesting resources, please go to "STEP 2: Resource Request (OPTIONAL)" and submit your specific requests there.

Non-Personnel Item (2023 - 2024)

Requested Year
2023 - 2024

Program Requesting Resources
TRIO Student Support Services

Item Requested
Budget Augmentation

Item Description
Budget Augmentation due to increase in Salary, COLA, and Fringe

Program Goals this Request Supports
Federal Requirements for maintaining student participation numbers

Status
New Request - Active

Type of Resource
Non-Instructional Expenses (over $5,000) e.g., equipment

Cost
87,385

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
TRIO serves marginalized students and bringing them into the program is challenging without qualified staff. The TRIO budget has remained the same without major increases, which causes a disparity in services and staff available to provide support to some of the most needy and deserving students on campus. With annual Step increases, COLA, recent raises, and increases to Fringe we are asking the college to cover this cost in order to support TRIO staff and students. We have broken it down to $45,546 needed for adjunct counseling hours and an additional $40,036 for our Program Services Coordinator. Both of these amounts include fringe benefits in their calculations. Again, these staff positions are vital for the students we serve who are low income, first generation to college, and students with disabilities. TRIO staff have specialized education, training, and similar experiences and background to our students which make them more understanding, better resources, and inspirations to the students they serve.

Critical Question: How does this resource request support Latinx and AANAPISI students?
TRIO supports students who identify as Latinx and AANAPI at our college. Through well qualified staff who also come from the BIPOC community, we are able to provide representation and mentorship to students that are Latinx, AANAPI, and Black identifying. We anticipate having more students and better serving students when we are able to pay TRIO Staff.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?
Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers
Strengthen K-16 pathways and transfer

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year
2023 - 2024

Program Requesting Resources
TRIO Student Support Services

Item Requested
Money

Item Description
Field Trip funding for student transportation and meals

Program Goals this Request Supports
Transfer Support

Status
New Request - Active

Type of Resource
Non-Instructional Expenses (over $5,000) e.g., equipment

Cost
6,500

One-Time or Recurring Cost?
One-time Cost

Critical Question: How does this resource request support closing the equity gap?
Allowing students to step foot on campus and see themselves as actual students at their transfer locations can mean the difference between applying and succeeding. If a student who has disabilities is unable to access the campus, they need to know before they even apply. Additionally, these kinds of transfer trips help students who are low-income, first-generation, and those who have trouble connecting with peers to access resources and know what is available to them at a new campus.

Critical Question: How does this resource request support Latinx and AANAPISI students?
Visiting colleges that students can transfer to allows them to see who is already on campus, identify affinity groups and programs, and access programs that will provide resources when they successfully transfer. Latinx and AANAPI students are more likely to attend schools when they have already visited and find their community is represented and well-supported.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections

Resource Requests

Which of Cañada College's Strategic Initiatives does this resource request support?
Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen K-16 pathways and transfer

Non-Personnel Item (2026 - 2027)

Non-Personnel Item (2026 - 2027)

Requested Year
2026 - 2027

Program Requesting Resources
TRIO Student Support Services

Item Requested
Budget Augmentation - Coordination

Item Description
Budget Augmentation due to increase in Salary, COLA, and Fringe

Program Goals this Request Supports
These funds support the goals of the TRIO program in increasing retention, participation, and completion rates. These staff are integral in student success, belongingness, and transfer. These are also included in our Federal Requirements for maintaining student participation numbers.

Status
New Request - Active

Type of Resource
Non-Instructional Expenses (over $5,000) e.g., equipment

Cost
44,170

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gaps as identified in the current SEAP plan?
TRIO serves marginalized students and bringing them into the program is challenging without qualified staff. The TRIO budget has remained the same without major increases, which causes a disparity in services and staff available to provide support to some of the most needy and deserving students on campus. With annual Step increases, COLA, recent raises, and increases to Fringe we are asking the college to cover this cost in order to support TRIO staff and students. There is a gap of $44,170 needed for our Program Services Coordinator due to these increases which include fringe benefits in the calculations. Again, these counseling hours are vital for the students we serve who are low income, first generation to college, and students with disabilities. The TRIO counselor has specialized education, training, and similar experiences and background to our students which make them more understanding, better resources, and inspirations to the students they serve.

Critical Question: How does this resource request support LatinX, AANHPI, and Black and African American students?
TRIO supports students who identify as Black, Latinx and AANAPI at our college. 90% of our TRIO students identify as BIPOC. Through well qualified staff, who also come from the BIPOC community, we are able to provide

representation and mentorship to students that are Latinx, AANAPI, and Black identifying. Without staff and counselors we cannot serve our students.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?
Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers
Strengthen K-16 pathways and transfer

Non-Personnel Item (2026 - 2027)

Non-Personnel Item (2026 - 2027)

Requested Year
2026 - 2027

Program Requesting Resources
TRIO Student Support Services

Item Requested
Budget Augmentation - Counseling Hours

Item Description
Budget Augmentation due to increase in Salary, COLA, and Fringe

Program Goals this Request Supports
These funds support the goals of the TRIO program in increasing retention, participation, and completion rates. These staff are integral in student success, belongingness, and transfer. These are also included in our Federal Requirements for maintaining student participation numbers.

Status
New Request - Active

Type of Resource
Non-Instructional Expenses (under $5,000) e.g., printing services, printing, supplies, etc.

Cost
35,340

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gaps as identified in the current SEAP plan?
TRIO serves marginalized students and bringing them into the program is challenging without qualified staff. The TRIO budget has remained the same without major increases, which causes a disparity in services and staff available to provide support to some of the most needy and deserving students on campus. With annual Step increases, COLA, recent raises, and increases to Fringe we are asking the college to cover this cost in order to support TRIO staff and students. We have broken it down to $35,340 needed for adjunct counseling hours which

include fringe benefits in the calculations. Again, this staff position is vital for the students we serve who are low income, first generation to college, and students with disabilities. TRIO staff have specialized education, training, and similar experiences and background to our students which make them more understanding, better resources, and inspirations to the students they serve.

Critical Question: How does this resource request support LatinX, AANHPI, and Black and African American students?

TRIO supports students who identify as Black, Latinx and AANAPI at our college. Through well qualified staff, who also come from the BIPOC community, we are able to provide representation and mentorship to students that are Latinx, AANAPI, and Black identifying. Without staff and counselors we cannot serve our students.

Map Request to College Goals and Strategic Initiatives