TRiO Student Support Services

Program Review - Comprehensive Review

2023 - 2024

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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

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 to arm themselves with the educational and social justice perspectives to learn how to navigate and achieve their educational 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- 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

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.

TRiO Student Support Services - Resource Request

Non-Personnel Item (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?

Community Connections,Equity-Minded and Antiracist College Culture,Student Access, Success, and Completion

TRiO Student Support Services - Resource Request

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,Better share what Cañada offers,Strengthen K-16 pathways and transfer,Create and sustain an inclusive, antiracist, and equity-minded campus culture