Educa

**TRIO – Pre-college**

**Program Review**

June 2017

Modesto Junior College

Student Services Area Program Review
August 2017

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# Student Services Area Overview

## The Mission of Modesto Junior College

*MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.*

Provide a brief overview of the student services area and how it contributes to accomplishing the Mission of Modesto Junior College. (Overview Suggestions: How consistent is the student services area with the institutional mission, vision, core values and/or goals? How are aspects of the institutional mission addressed within the student services area? Is the student services area critical to the pursuit of the institutional mission?)

Through partnerships with Modesto, Patterson, Ceres and Riverbank K-12 school communities, we aim to create a culture of educational success by motivating and encouraging low income, First Generation College bound students to enroll in a post-secondary education program of study and pursue general education, university transfer and/or a vocational/technical degree. Funded by the United States Department of Education, the TRIO Pre-College Programs consist of three special funded programs: Educational Talent Search (ETS), Upward Bound (UB) and Upward Bound Expanded (UB EXP).

As a department we contribute to the college mission by identifying support services that promote student success; define effective study/life skills; review the college enrollment process and assist in the completion and submission of the financial aid forms.

## Program Overview

Please briefly list the core student support services provided by this area.

Funded by the United States Department of Education, the TRIO Pre-College Programs consist of three special funded programs: Educational Talent Search (ETS), Upward Bound (UB) and Upward Bound Expanded (UB EXP). Overall, we serve two middle schools: Mark Twain Jr. High and Hanshaw Middle School, and seven high schools. Modesto High, Downey High, Elliot Alternative Educational Center, Johansen High, Ceres High, Patterson High and Riverbank High School. Each year, the TRIO Pre-College Programs serves over 900 students. These programs provide students the educational support needed to enhance their educational success and contribute to their intellectual, social and cultural development.

**Program Services:**

Educational Talent Search

* Advising (Academic and Career)
* Workshops (college readiness workshops, study/life skills, career exploration, college enrollment, financial aid, scholarships, etc.)
* Tutoring
* Field Trips (campus’ tours to Modesto Junior College and colleges/universities with in California such as: UC Merced, CSU Chico, and Stanford)

Upward Bound and Upward Bound EXP

* Advising (Academic and Career)
* Workshops (college readiness workshops, study/life skills, career exploration, college enrollment, financial aid, scholarships, etc.)
* Tutoring
* Field Trips (campus tours to Modesto Junior College and colleges/universities with in California such as: UC Merced, CSU Chico, and Stanford)
* Saturday Academies (supplemental instruction in mathematics, English, science, and social science)
* Six-Week Academic Summer Enrichment Program (includes a 1-week residential experience at a university)

**Program Objectives:**

The TRIO Educational Talent Search Program works to achieve its 5 goals to consider its efforts a success. These objectives are:

**1)** **Secondary School Persistence**: 95 percent of non-senior participants will complete the current academic year and continue school for the next academic year, at the next grade level.

**2) Secondary School Graduation**: 90 percent of seniors served during the project year will graduate during the project year with a regular secondary school diploma, within standard number of years.

**3) Secondary School Graduation (rigorous, A-G):** 65 percent of seniors served during the project year will complete a rigorous secondary school program of study and will graduate within the standard number of years.

**4) Postsecondary Education Enrollment**: 80 percent of participants who have graduated with a diploma will enroll in an institution of higher education by the fall semester immediately following high school graduation.

**5) Postsecondary Degree Attainment**: 65 percent of participants who enrolled in an institution of higher education, will complete a program of postsecondary education within six years.

TRIO Upward Bound and Upward Bound Expanded work to achieve its 6 goals to consider its efforts a success. These Objectives are:

**1)** **Academic Performance-Grade Point Average**: 80 percent of participants served will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.

**2) Academic Performance on Standardized Test**: 65 percent of seniors served will have achieved at the proficient level on state assessments in reading/language arts and math.

**3) Secondary School Retention and Graduation:** 95 percent of participants served during each project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.

**4) Secondary School Graduation (rigorous secondary school program of study)**: 80 percent of all current and prior year participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will complete a rigorous secondary school program of study and graduate in that school year with a regular secondary school diploma.

**5) Postsecondary Education Enrollment:** 80 percent of participants, who have graduated with a regular secondary school diploma, during the project year, will enroll in an institution of higher education by the fall semester immediately following high school graduation or will have received notification, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester.

**6) Postsecondary Degree Attainment**: 68 percent of participants who enrolled in an institution of higher education, will complete a program of postsecondary education within six years.

All three programs report annually to the U.S. Department of Education. The Annual Performance Report (APR) is due in December, after the completion of the fiscal year. For the Academic Year 2015-2016, Educational Talent Search reported on four of the five objectives. ETS met or exceeded its objective goals and will report on objective six in the 2017-2018 APR. Upward Bound and Upward Bound Expanded reported on all six objectives and met or exceeded program goals in five out of the sixth objectives. Both programs did not meet the Postsecondary Degree Attainment objective. Both programs are working on alumni outreach to assist students in completing their college degree.

**TRIO Student Engagement**

Aside from the general program activities, TRIO Pre-College participants participated in various activities that contribute to their academic, career, and social development. Such activities include:

On Campus Activities:

10/08/2016 - TRIO FAFSA and College Application

11/19/2016 - TRIO FAFSA and College Application

12/03/2016- TRIO Career Day

02/11/2017 – African American Education Conference

02/24/2017 - 3/31/2017 - MJC Guidance 110 Course

03/18/2017 – Hispanic Education Conference

04/15, 4/22, & 4/29 - SAT Seminar Class

05/03/2017 – Senior Graduation Banquet

Field Trips:

10/15/2016 - CSU East Bay Campus Visit

11-19/2017 – Cal Maritime Preview Day

12/10/2016 - SFMOMA and Pier 39

1/21/2017 - San Jose State Campus Visit

02/4/2017 - CSU East Bay Educational Summit

03/20 - 03/22 - Junior Trip (Campus Visits to CSU Bakersfield, UC Riverside, CSU Los Angeles, Cal Poly Pomona, and UCLA)

04/17 - 4/19 - Junior Trip (Campus Visits to CSU Bakersfield, UC Riverside, CSU Los Angeles, Cal Poly Pomona, and UCLA)

05/06/2017 - State Capital Visit and Adventure Quest Scavenger Hunt

05/13/2017 - EVITA Play

Workshops:

**Middle**  **Schools** **High Schools**

September: TRIO Program Overview September: Road to College

October: Goal Setting October: Career Assessment & College Application

November: Study Skills November: Career Assessment & Financial Aid

December: Self Esteem December: California Post-Secondary Systems

January: Peer Pressure January: Financial Aid/Scholarships

February: Anti- Bullying February: A-G Requirements & Housing Application

March: Diversity March: Value of College & Financial Award Letters

April: California College Systems April: Concurrent Enrollment

May: Team Building Activity

**Saturday Academies:** Upward Bound students attended Saturday Academies on the following dates: 9/24, 10/22, 11/5, 1/28, 2/11, 3/11, 4/29. Courses offered this year: Argumentation, Literature and Composition I, II, III; Math Studies, Secondary Math I, II, III, Pre-Calculus, and Calculus, Biology, Chemistry and Sociology. The average student attendance was 77.

**Summer Academic Enrichment Program:** Every year, Upward Bound students and 20 Educational Talent Search students participate in a six-week summer program, 6/5 to 7/14/2017. This summer, students took two MJC courses, Guidance 111 and Computer Graphics 202. In addition, students also received supplemental instruction in the following subjects: Secondary Math I & II; Literature and Composition I & II; Sign Language and Dance. We are grateful to the staff in the Magic Lab for supporting our students learning as they worked through the Computer Graphics 202 assignments. In addition, students participated on field trips to Pinecrest; Summer Jam and Discovery Kingdom. The last week of the summer program is the residential component. This year we visited San Francisco State University. Students had an opportunity to experience college life by living in the dorms and eating at the Dining Commons. In an effort to bring college awareness, students visit UC Berkeley, Sonoma State University, and San Francisco State University. Other cultural enrichment activities included a visit to the Exploratorium, Pier 39, we walked the Golden Gate Bridge, and took a ferry to Angel Island. In addition, students participated in team building activities. For many students, this was the first time visiting these schools.

**MJC Outreach and Community Engagement**

In partnership with participating TRIO High Schools, TRIO staff worked to bring MJC core matriculation services to the high schools. The following services took place at each high school:

|  |  |
| --- | --- |
| Ceres High School | Johansen High School |
| 10/27/2016 - MJC Application & Orientation11/02/2016 - Financial Aid Application  (FAFSA and DreamAct)11/09/2016 - College Night01/20/2017 - MJC Application & Orientation01/30/2017 - MJC Assessment Day03/09/2017 - Advising  (Abbreviated Educational Plans) | 10/27/2016 - MJC Application & Orientation11/04/2016 - Financial Aid Application (FAFSA and DreamAct)11/15/2016 - MJC Application & Orientation11/22/2016 - MJC Application & Orientation01/17/2017 - MJC Assessment Day01/1782017 - MJC Assessment Day02/23/2017 - Advising  (Abbreviated Educational Plans) |
| Downey High School | Elliot Alt. Edu. Center |
| 11/08/2016 - MJC Application & Orientation02/02/2017 - MJC Application & Orientation02/09/2017 - MJC Assessment Day03/03/2017 – MJC Advising  (Abbreviated Education Plans) | 10/27/2016 - MJC Application & Orientation11/03/2016 – MJC Application & Orientation |
| Modesto High School | Riverbank High School |
| 11/14/2016 - MJC Application & Orientation02/01/2017 - MJC Application & Orientation02/15/2017 - MJC Assessment Day02/22/2017 - Financial Aid Application  (FAFSA and DreamAct)02/23/2017 - Advising  (Abbreviated Educational Plans) | 10/12/2016 - Spanish Financial Aid Night 10/13/2016 - Financial Aid Application  (FAFSA and DreamAct)11/09/2016 - MJC Application & Orientation12/08/2016 - MJC Presentation Parent Committee01/23/2017 - MJC Assessment Day02/15/2017 - Financial Aid Application  (FAFSA and DreamAct)03/01/2017 - Advising  (Abbreviated Educational Plans) |
| Patterson High School |  |
| 08/23/2016 - MJC Presentation09/20/2016 - MJC Concurrent Enrollment Presentation10/25/2016 - MJC Application & Orientation10/27/2017 - Spanish Financial Aid Application  (FAFSA and DreamAct)10/25/2016 - MJC Application 10/25/2016 - MJC Application10/25/2016 - MJC Orientation01/25/2017 - MJC Assessment Day02/22/2017 - Advising  (Abbreviated Educational Plans) |  |

Data below represents the number of Non-TRIO students who received core services at their high school.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MJC Outreach: By the Numbers  | Ceres HS | Downey HS | Elliot Alt. Edu. Center | Johansen HS | Modesto HS | Patterson HS | Riverbank HS | Total |
| Applications | 121 | 75 | 108 | 68 | 100 | 55 | 63 | 590 |
| Orientation | 121 | 75 | 108 | 68 | 100 | 55 | 63 | 590 |
| Assessment | 96 | 64 | 0 | 54 | 70 | 27 | 42 | 353 |
| Advising  | 71 | 64 | 0 | 37 | 70 | 21 | 27 | 290 |

Students who did not complete the Assessment and/or Advising were encourage to attend Core Saturday or New Student Day to complete core steps. Due to the lack of computers at Elliot Alternative Education Center, TRIO was not able to proctor an MJC Assessment, nor provide an Advising Session. However, students were encouraged to participate in Core Saturdays and/or New Student Day. Furthermore, MJC offered a Guidance 111 class at Elliot; TRIO staff assisted students with completing concurrent enrollment packages for the spring 2017.

As a department we support the colleges efforts in assisting students to complete the core matriculation steps, application, orientation, assessment and advising by participating in the campus wide New Student Days on 04/08 and 05/20/2017.

**Program Accomplishments**

1. The TRIO Pre-College department reapplied for both Upward Bound Grants. Grant applications were due in November 2016. In May 2017, the Department received notification that both grants were funded for another five years. Which allowed for program services to continue uninterrupted at all participating schools.
2. TRIO College Application and Financial Aid Day – Two Saturdays, 10/08 and 11/19, were set aside to assist TRIO seniors in completing their college applications and Financial Aid. The day included an overview of the FAFSA application, MJC openCCC, and CSU Mentor application processes. Parents and students were encouraged to attend. A total of 93 seniors and their parents attended the event. The goal of the day was for all students to submit their FAFSA and at least one college application. TRIO will continue to offer this event in the upcoming academic year.
3. TRIO Career Day – For being the first time TRIO offered such an event, it was a success. A total of 80 students attended the event. TRIO staff secured presenters for the following majors/careers: NASA, Construction Management, MJC Nursing; Global Arts Department from UC Merced; MJC Fire Science/EMT, Resume Builder, and Architecture. TRIO will continue to offer this event for the upcoming academic year.
4. Peer Mentor Program
	1. Middle School Robotics Class – We recruited four TRIO Alumni to work with the middle school students. A total of 11 middle school students attended the Saturday Robotics Class. They had an opportunity to learn about circuits, programing, and build a robot. Student attended a total of 5, 3 hrs. sessions, on Saturdays. The program provided breakfast and lunch for students. This event was so well attended by students, that we will continue the program. This year, TRIO plans on inviting 25 middle school students for a total of 9 Saturdays.
	2. Girls Club – In partnership with the Girls Scout, TRIO students met once a week at their schools. The Girls Club facilitator was a TRIO Alumni who led activities designed to introduce students to topics such as sense of self, healthy relationships, careers in STEM, goal setting, budgeting, and financing a college education. We had a total of 10 students at each middle school participate in this activity for a total of 8 sessions.
5. Concurrent Enrollment – For the first time, Summer Enrichment Academic Program participants had the opportunity to take two MJC classes. A total of 92 student enrolled in Guidance 111 and Computer Graphics 202 for a total of four transferable college credits. 90 students completed both classes successfully with a C or higher. A total of 98% course completion, including two students with documented learning disabilities.
6. College Acceptance Rates and FAFSA completion-- 100% of senior level participants graduated from high school, and 98% of program seniors applied for post-secondary school admissions and financial aid. Out of the 184 seniors who graduated, 88% enrolled in a post-secondary institution. These goals are required through our grant and will need to be fulfilled on a yearly basis.

|  |  |
| --- | --- |
| **2016-2017 Senior Post-Secondary Enrollment**  |  |
| **University of California** | 18 | 11% |
| **California State University** | 53 | 32% |
| **Community College\*** | 72 | 43% |
| **Private University**  | 2 | 1% |
| **Vocational/Technical** | 1 | 1% |
| **Other** | 20 | 12% |

# Student Achievement and Completion

## College Goal for Student AchievementIncrease Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 43% to 53% on the **CCCCO Scorecard Completion Rate for Degree and Transfer [**[**view**](http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=592)**] by 2022.** The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units).**

As you answer the questions below, please consider how your student services area is helping the college complete this aspirational goal of increasing the MJC Degree, Certificate, and Transfer Completion rate by 10% on the CCCCO Scorecard by 2022.

## Success

The following questions refer to data produced by the MJC Office of Institutional Effectiveness, and may also pull from the [**Success Rate Data Dashboard**](http://www.mjc.edu/instruction/outcomesassessment/programreview/prdashboard/success.php), the [**CCCCO scorecard**](http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=592), and the [**Program Awards Dashboard**](http://mjc.edu/general/research/dashboards/drilldown/awards_drilldown.php).

After examining your student services area data, are these rates what you expected? Are there any large gaps? Is there anything surprising about the data? What do you see in the data?

|  |
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|  |

If there are differences in success across groups, how will your student services area help to close achievement gaps across student populations, and how will it contribute to overall success? In other words, how do you plan on closing achievement gaps across student populations and raise completion/degree rates? How will your area help to increase the CCCCO Scorecard Completion rate to 53%?

|  |
| --- |
|  |

# Student Learning and Outcomes Assessment

Please review your Learning Outcomes data located on the [**MJC Student Learning Outcomes Assessment**](http://www.mjc.edu/instruction/outcomesassessment/programreview/prdashboard/lo_data.php)website in regards to any applicable Program, Institutional, and General Education Learning Outcomes. After you have examined your rates and disaggregated data, reflect on the data you encountered. Please address your Student services Unit Outcomes (AUO) and the College Institutional Learning Outcomes (ILO) in your analysis.

## SSLO, SAO, and ILO Assessment

**Support Service Learning Outcomes (SSLO) and Service Area Outcomes (SAO)**
Review and provide a synopsis of your disaggregated SSLO and SAO data. What is your set goal for SSLO and SAO success? Do your overall rates meet this goal?

The TRIO Pre-College department has agreed on the following Service Area Outcomes (SAO) and two Support Service Learning Outcomes (SSLO).

**Service Area Outcomes (SAO)**

1. Students will understand college application and financial aid processes.

**Support Service Learning Outcomes (SSLO)**

1. Program participants will demonstrate understanding of student responsibilities as an MJC college student.
2. Program participants will understand financial aid terminology and the FAFSA completion process.

Students who attended a TRIO led MJC orientation session, at their high school, were asked to complete a quiz at the end of the orientation. The quiz consisted of 10 questions regarding topics discussed during the orientation. The quiz was intended to capture students’ understanding of their responsibilities as an MJC student. The department’s bench mark was set at 70%. If students received 70% or higher on their quizzes, they met the learning objective. Five out of the six groups surveyed met or exceeded the bench mark; hence, they accomplished the SSLO successfully.

|  |  |
| --- | --- |
| **TRIO Pre-College SSLO1** |  |
| Ethnicity | No | Yes | Success |
| Asian | 1 | 15 | 94% |
| Black, African American | 1 | 6 | 86% |
| Hispanic | 37 | 140 | 79% |
| Native American | 1 |  | 0% |
| Pacific Islander |  | 2 | 100% |
| White, non-Hispanic | 7 | 21 | 75% |

**Institutional Learning Outcomes (ILO)**
Review and provide a synopsis of your disaggregated ILO data. What is your set goal for ILO success? Do your overall rates meet this goal?

The TRIO Pre-College department has agreed to two SSLOs’. SSLO results are link directly to the departments SAO. There exists a one to one relationship between our SSLOs’ and SAO. Therefore, the department’s SAO bench mark is also set for 70%. TRIO staff has agreed that our department’s SAO links directly to the Institutional Learning Outcome: Personal and Professional Development.

The Personal and Professional Development (ILO) states that:

Students will develop skills that aid in lifelong personal growth and success in the workplace. Students will be able to:

* Identify and assess individual values, knowledge, skills, and abilities in order to set and achieve lifelong personal, educational, and professional goals.
* Practice decision-making that builds self-awareness, fosters self-reliance, and nourishes physical, mental, and social health.
* Apply skills of cooperation, collaboration, negotiation, and group decision-making.
* Exhibit quality judgment, dependability, and accountability while maintaining flexibility in an ever-changing world.

TRIO Pre-College SSLO data directly feeds into our departments SAO. Similarly, SAO data feeds into the Institutional Learning Outcome (ILO); therefore, 70% success rate is the department’s goal for the ILO. As described in the previous session, the department has a success rate of 75%. Therefore, our overall rates exceed the ILO success rate.

**Equity, Success, and Continuous Quality Improvement**
If your rates for success for any SSLOs, SAOs, and ILOs are lower than your goals, what are your plans to improve them? Additionally, do your rates for your SSLOs, SAOs, and ILOs vary across student populations?  How you do you plan on addressing issues of equity? In other words, how do you plan on closing the learning gaps across student populations?

The Native American group did not meet the SSLO success rate of 70%. At this time, the department does not have a plan on how to address the gap among the Native American group.

# Additional Support Service Area Program Data (optional)

## Additional Program Data

You may be asked to include additional data—or want to include additional data—regarding your service area. Please include your data below or attach it to your program review, set a goal regarding your data that would indicate success, and develop a plan for any improvements.

**Additional Program Data**
Please include your data in the box below or via an attachment. Write a brief description of the data, why it is important, and what it shows about your program. If you have different data sets, please identify and write about them separately.

The data below represents the TRIO Pre-College Programs Demographics. As a federal funded program, we are required to recruit students who meet program eligibility requirements. A minimum of 75% of program participants need to be first generation college students and low income, as defined by the U.S. Department of education.

**Program Enrollment Eligibility:**

|  |  |  |
| --- | --- | --- |
| **Program Enrollment** | 878 |   |
| **First Generation** | 93 | 10.6% |
| **Low- Income**  | 23 | 2.6% |
| **Both requirements** | 746 | 85.0% |
| **Neither** | 16 | 1.8% |

The male and female breakdown is important, since we continue to see a decline in the number of males that graduate high school, enroll in a postsecondary institution, and complete a college degree. In Stanislaus County the number of males completing a postsecondary degree is low compared to female degree attainment. As a TRIO program, we are working on addressing this gap.

|  |
| --- |
| **Student Gender** |
| **Males** | 352 | 40.1% |
| **Females** | 526 | 59.9% |

Looking at the high school demographics, TRIO students’ ethnic breakdown does represent the community it serves. As a Hispanic Serving Institution, MJC has adopted several high impact services and initiatives to meet the needs of under representative student populations.

|  |
| --- |
| **Student Ethnicity** |
| **Asian** | 19 | 2.2% |
| **African American** | 17 | 1.9% |
| **Hispanic/Latino** | 806 | 92.0% |
| **Pacific Islander** | 2 | 0.2% |
| **White** | 23 | 2.6% |
| **American Indian** | 7 | 0.8% |
| **Two or more races** | 2 | 0.2% |

The data below is an overall summary of Activities and Services rendered for Educational Talent Search and both Upward Bound programs for the academic year 2016-2017.

|  |
| --- |
| **Upward Bound and Upward Bound EXP** |
| **Type** | **Counts** |
| Academic Advising | 429 |
| ACT/SAT | 56 |
| Assistance with Admissions/Financial Aid | 85 |
| Career Planning | 69 |
| Campus Visits | 177 |
| Cultural Activity | 200 |
| Mentoring | 21 |
| Parent Involvement | 56 |
| Saturday Academy/Supplemental Instruction | 320 |
| Summer Program | 1591 |
| Tutorial Assistance | 1888 |
| Total Counts: | 4892 |

|  |
| --- |
| **Educational Talent Search** |
| **Type** | **Counts** |
| Academic Advising | 1803 |
| ACT/SAT | 358 |
| Assistance with Admissions/Financial Aid | 697 |
| Career Planning | 224 |
| College Info. | 351 |
| Counseling | 82 |
| Cultural Activity | 70 |
| TRIO Educational Plan | 179 |
| Field Trips | 203 |
| Goal Setting | 80 |
| Mentoring | 33 |
| Other follow Up | 570 |
| Parent Involvement | 70 |
| Self Esteem | 75 |
| Test Taking  | 79 |
| Tutorial Assistance | 6601 |
| Workshops | 963 |
| Total Counts:  | 12438 |

**Analysis**
Given the data you have provided, provide a set goal for success regarding the data, review your data, and provide a plan for improvement if needed. Also examine whether or not your data and rates vary across student populations. Discuss how you plan to address issues of success and equity.

TRIO Participants Gender Data– for the past two years, the department is actively working on increasing male participation in our program. The department is considering incorporating high impact services such as TRIO male alumni mentors, male guest speakers/presenters, strategic recruitment, and engagement through sports activities. The number of male students in TRIO has increase slightly in the past two years; however, our department is not satisfied with these numbers and will continue to recruit male students.

Student Ethnicity –All participating TRIO schools have a high percentage of Hispanic/Latinos. As a department, the ethnic breakdown is a representation of the high school student bodies we served. TRIO believes in meeting the students where they are, staff modify services as needed for all students.

# Program Analysis

## Program Personnel

Provide a narrative or diagram of your area and personnel. Report any recent changes and any future personnel planning.

Our department has seen a high staff turnover in the past two years. All staff, except for the Director, is new and has been working for the department less than two years. As you can see, both Upward Bound programs have one full time Program Technician, mainly due to the number of students each grant is funded to serve. The Upward Bound program is funded to serve 77 students and Upward Bound Expanded is funded to serve 62 students. The Educational Talent Search program has two full time Program Technicians and one part-time Program Assistant. This program was funded to serve 685 students. Our department counts on one full time Administrative Technician and one part-time Administrative Assistant that provide administrative support for all three programs. The salaries for these positions are split among all three programs. We are actively recruiting for a Program Technician for the Educational Talent Search Program. Our goal is to have all positions filled by December 2017.

**TRIO Upward Bound Expanded**

* Classified Staff
* Jorge Camarena, Program Technician

**TRIO Upward Bound**

* Classified Staff
* Nicole Eddlemon, Program Technician

**TRIO Educational Talent Search**

* Classified Staff
* Yuliana Jimenez, Program Assistant (50%)
* Benjamin Cimoli, Program Technician
* *Vacant, Program Technician*

**TRIO Pre-College Programs Support Staff**

* Classified Staff
	+ Maria Sanchez, Administrative Technician
	+ Elena Bernal, Administrative Assistant (50%)

# Long Term Planning and Resource Needs

## Long Term Planning

Provide a long-term outlook for your student services area, including any goals addressing equity, success, enrollment, or any additional information that hasn't been addressed elsewhere in this program review. You may include environmental scans for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Taking into account the trends within this student services area and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities, enrollments, breadth and locations of offerings, etc.

The grants are 100% federally funded which poses a challenge in the continuance of providing services to program participants. As a team, we are looking forward to planning and coordinating new program activities such as TRIO Senior Day and TRIO Career Expo. These activities assist us in meeting our program objectives and expectations as highlighted in our grant. We will continue to write grants and seek external funding. We plan to incorporate a scholarship component, headed by parents, to continue to provide scholarships to students. We will continue to promote the Guidance and First Time in College courses; these courses have been instrumental in the high school to college transition. Students who attend a Guidance or First Time in College course are aware of the college resources and support. We plan on working very closely with the Student Success Support Program and referred students to the Program Specialist. In addition, we are very excited with the Multiple Measures Initiative. Since its implementation, our students have experience first-hand the benefits of this initiative. The TRIO Pre-College department has set a five-year goal. The goal is for TRIO students to take full advantage of the concurrent enrollment opportunities at MJC and continue to take MJC courses. TRIO staff hopes that by the time students’ graduate from high school they have at least completed one semester of college courses or more.

## Resource Request and Action Plan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Priority | Name | Resource Type | Estimated Cost | Objective |
| 1. | Laptops | Equipment | $4,500.00 | To enhance core matriculation services at the high schools by allowing access to Datatel and better student tracking. |
| 2. | Robot Kits | Instructional Materials | $3,500.00 | To continue the peer mentor program and purchase 30 robot kits.  |

## Evaluation of Previous Resource Allocations

Below is a list of resource allocations received in previous Program Reviews. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? (<https://www.mjc.edu/governance/rac/documents/ielmallocationsummary20142015.pdf>)

The Evaluation / Measured Effectiveness can be typed in another program and pasted here, or typed directly in to the box below. The box will expand with additional text, and paragraphs (hard returns) can be added by using Ctrl+Enter.

|  |  |  |
| --- | --- | --- |
| Resource Allocated | PR Year | Evaluation / Measured Effectiveness |
| None |  |  |

# Appendix

## Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

What strategies do you use to recruit, support and retain students from disproportionately impacted groups?

All programs services assist in the recruitment, support and retention of students from disproportionately impacted groups. Program services include, academic advising, tutoring, peer mentoring, workshops, and filed trips. Program staff go out of their way to modifying services to meet students’ needs.

Does your student services area (or program) provide any training/mentoring for faculty to support the success of students at risk of academic failure?

No, our department does not provide any training/mentoring to faculty.

Is there a need for more classified professional support in your area, please describe this need. Indicate how it would support the college mission and college goals for success, and completion.

Yes, the department would benefit greatly from an additional support staff particularly during peak times in the year. This staff would focus on data gathering and tracking of MJC core services taking place at the high schools; as well as, TRIO alumni tracking.

What factors serve as barriers to recruiting active faculty to your program(s)?

Funding, TRIO Pre-College programs are federally funded and function with a limited budget.

## Review Process Feedback

Please share any recommendations for improvements in the Program Review process, analysis, and questions. Your comments will become part of the permanent review record.

# Executive Summary

Provide an executive summary of the findings of this program review. Your audience will be you’re the Student Services Division Program Review Group, the MJC Program Review Workgroup, and the various councils of MJC.

Funded by the U.S. Department of Education, the TRIO Pre-College Department consist of two Upward Bound Programs and one Educational Talent Search. These programs support low-income, first-generation, college bound, high school students who want to graduate high school, go to college, and become productive community members. All three programs have been successful in recruiting and retaining students at each participating TRIO school. Overall, we had 900 students enrolled and participated in our programs. We had a consistent number of students attending program services such as tutoring, academic advising, field trips, workshops, Saturday Academies and our six-week Summer Academic Enrichment program.

All three programs successfully submitted their Annual Performance Report and met all but one program objective. Regarding our SSLO's, TRIO was successful in meeting its goal of 70% success rate. TRIO staff worked very hard to insure that 70% or more of TRIO graduating seniors comprehended the college application and financial aid process. 98% of TRIO seniors completed the FAFSA, as well as, a college application. 88% of program seniors completed the matriculation process and enrolled in a post-secondary institution by the fall semester after high school graduation.

TRIO Pre-College Department is now using a free online application called "Remind." This application allows Program Technicians to connect with students via texting, allowing TRIO to better service students. The use of this application has increased communication to students and reduced the cost of paper and duplication cost since we are able to send flyers and calendars using "Remind."

TRIO resource request included equipment and instructional materials. Every year, participating TRIO schools are moving toward the use of technology in the classroom. TRIO is requesting lab tops to facilitate workshops, have access to Datatel at schools, and improve student tracking. The TRIO staff assist in the implementation of the four-core matriculation processes: application, orientation, assessment and advising at the TRIO participating high schools. Having lab tops will allow TRIO to improve services to students and increase the number of students who enroll at MJC. TRIO will continue the peer mentor activities, as stated in the grant, and is seeking funding for additional Robotic Kits.

The TRIO Pre-College department successfully submitted two Upward Bound Grants, in November 2016. The department was notified on May 2017 that both grants were funded for another five years. Program services will continue at Ceres, Johansen, Modesto, Patterson and Riverbank. As a department we are looking forward to working together to better service our students and community.