



Columbia College
 Student Support Services Program Review
 2016-2017

Each SSS program or service area engages in an ongoing process of reflection and assessment to improve delivery of services and program effectiveness. To capture that analysis and evaluation, and the program's goals and resources needed, please enter the details below along with program goals and improvements to be made as described by intended outcome(s).

PROGRAM DESCRIPTION

Student Services Program:

Manager:

This program's mission (include how it addresses the college Mission Statement):

Mission: to increase graduation and transfer rates of Columbia College students who are first-generation, low-income, and/or have a disability by providing peer mentoring, academic counseling, transfer readiness skills, financial/economic literacy, FAFSA and Scholarship application assistance.

Vision: All services are designed to propel students forward in their academic goals of graduation and transfer. The ultimate vision of self-sufficiency within the higher education system means students will be able to navigate college requirements, build a resource network, set and achieve long-term goals, and pay for higher education responsibly through multiple avenues at the completion of the SSS program.

Values: empowerment based learning; problem-solving skills development; leadership skills development; share community resources; goal setting skills; celebrate all achievements.

Describe the program, or service's staff:

Description/Function:
 Services provided to students consist of "core" and "optional" activities each term; students should complete all core services including: a semester orientation, two academic counseling appointments, one peer mentoring appointment, one tutoring session or consultation with TRIO SSS staff, and access a form of financial planning (literacy) service. Financial planning services can be accessed via workshop, appointments with a peer mentor or advisor, or through a comprehensive website linked to the Columbia College TRIO SSS website, called Cash Course. Enrolled TRIO SSS students are given priority registration and potential grant aid funds when they complete these core services each semester (fall and spring). The grant aid service will expire in this academic year, 2014-15, due to funding limitations.

Optional services can include additional peer mentoring sessions which can address stress management, time management, general problem solving, scholarship assistance, FAFSA assistance, university research assistance, or tutoring in academic and study skills. Other optional services include: Student Success Workshops (an online version is planned for the 2015-16 year), university tour field trips (with or without cultural events included), guidance towards developing an "academic resume" through advising by the project director, leadership projects on campus, learning new skills through campus events such as health and wellness fairs, and receiving advising from the TRIO SSS project director on topics such as career/university exploration and transitioning to a university.

Faculty/Staff:
 Anneka Rogers Whitmer-Project Director, Classified Manager, oversees daily operations, budget management, direct staff supervision, and complete administration of the program services other than Academic Counseling; direct representative to the ED for all grant purposes.
 Tracy Potts/Ramona Harris- Adjunct (part-time at a total of 60%) Academic Counselor(s) provide one-on-one academic counseling/advising to each trio-enrolled student; this includes full development of educational plans, updates to the educational plan each semester, career exploration, proper major selection, university research and comparisons, referrals to other services needed for success (tutoring, mental health counseling, other special programs, off campus resources, etc.), personal development, personal counseling pertaining to student success skills, stress management, and general welfare of students as it relates to reaching their overall academic goals. TRIO Counselor(s) may meet with students prior to enrollment in trio to help determine educational goals that are appropriate to trio objectives and thus prepare for enrollment in trio services. TRIO Counselor(s) may also meet in small groups with trio-enrolled or potentially trio-enrolled students to provide information on transfer readiness skills and preparation.

Peer Mentors (paid student worker positions, totaling 4-6 hires per semester)- meet directly with small groups or one-on-one with enrolled trio students to listen, assist and guide in study skills, problem solving, sharing of resources, and development of leadership opportunities. Peer Mentors are trained each semester in comprehensive three day training, totaling 15 hours. The training is in the process of being certified by CRLA but has already been cited as a "best practice" by other TRIO SSS programs through the sharing of the comprehensive training materials at TRIO conferences and professional organizations.

Office assistant(s) (paid student worker position, totaling 1-2 positions per semester) are hired each semester to perform general clerical tasks such as: answering phones, data entry into the trio tracking database (SADB), file, copy and collate forms and student instructional materials, and give directions to students passing through work area. These office workers can also be co-hired as peer mentors and therefore may provide mentoring services in the capacity of their office position as well.


Collaborations:
 Other college staff collaborations are a large part of the implementation plan (and success) of the TRIO SSS program. Specifically, all Student Success Workshops are planned and produced in conjunction with the Special Programs team (CALWORKS, EOPS/CARE, DSPS, and TRIO SSS). The Workshop series involves collaboration with college faculty/staff from across the campus; Student Financial Services is one of the most critical collaborations as they provide training to trio staff and direct workshops to students. Additionally, the Special Programs team plans/implements an End-of-the-Year Celebration together each April, to honor all student achievements. In addition to graduating students, we honor students who are deemed "rising stars" that have shown great improvement in their GPA and/or student success skills. Many other trio-related services/events on campus require collaboration, such as the scholarship application submission/selection process with our Foundation office.

ANALYSIS OF DATA & TRENDS

Students Served and Trends:

Number Served*:
 # students enrolled 2014-15 = 143 (100.03%)
 # students enrolled as First Generation & Low Income (must be at least 2/3 of total 140)= 107 (75%)
 # students enrolled as EOP/CS = 42 (29%)

If needed, attach a document with supporting information or data regarding student trends:

 00 2014-15 Program Review demographic graphs.pdf
 93.6 KB

Data Analysis:

Program success is defined as meeting or exceeding the Student Learning Outcomes (SLOs) in combination with student satisfaction survey results, exit interviews results, and direct feedback from students, staff, and supervisors.

FO-41: A minimum of 60% of TRIO SSS enrolled students will identify and complete goals of graduation with a degree.
 If needed, attach a document with supporting data analysis, e.g., survey summaries, screen shots of Data Mart, local worksheets, report, etc.


 00 Program Review- 2014-15_ due Fall 2015.docx
 74.86 KB

Click the little blue arrow below to add another analysis and trend section:

Students Served and Trends:

N/A

If needed, attach a document with supporting information or data regarding student trends:

 [Click here to attach a file](#)

Data Analysis:

Student Satisfaction:

After each 20-30 minute peer mentor session held individually, or in small groups with TRIO Peer Mentors and enrolled TRIO students (mentees) the Peer Mentor instructs the students to fill out a Peer Mentor Session Evaluation form. The form is confidential but is reviewed by the TRIO Director. The results are used to adjust the program. If needed, attach a document with supporting data analysis, e.g., survey summaries, screen shots of Data Mart, local worksheets, report, etc.

Click the little blue arrow below to add another analysis and trend section:

STRENGTHS AND CHALLENGES

Describe the program's strengths:

Strengths:

Overall our human-to-human approach with student workers at the hub of our program design is still the leading notation in most of our survey comments (see attached). Furthermore, the addition of a full-time (although shared with EOPS) TRIO Counselor in the 2015-16 school year will continue to increase the number of students who are served.

Describe the program's challenges:

Challenges:

Conversely, we do need to carefully update program service delivery methods based on the emerging research and changing student needs (see our new SSS grant narrative approved proposal for implementation plans of 1) intrusive academic data and 2) student led goal setting.

ACCOMPLISHMENTS - GOALS REACHED

Describe the accomplishments, and/or prior goals or outcomes that have been reached, or are being reached:

Changes/ New Goals and SLOs:

- Hire and train a full time TRIO SSS Counselor
- Implement new interventions from approved SSS grant proposal 2015-2020 including:
 - Student Goal

PROGRESS ON PROGRAM SLOs

In terms of your expectations, rate this year's progress on existing program level SLOs (5=Far Exceeded, 4=Better than, 3= Have Met, 2=Close to, 1=Not there yet)

SLO #1 Description:	5	4	3	2	1
SLO #1: A minimum of 65% of TRIO SSS enrolled students will identify and complete a goal of graduating with a degree and/or a certificate within four years of enrollment in the project. This rate includes those students that are dual-enrolled at both of our institutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
SLO #2 Description:	5	4	3	2	1
SLO #2: At least 65% of TRIO SSS enrolled students will persist from one academic year to the next (or graduate and transfer) at Columbia College. Only students who enrolled at Fall term to the next Fall term are counted	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SLO #3 Description:	5	4	3	2	1
SLO #3: At least 90% of TRIO SSS enrolled students will maintain "good academic standing" according to Columbia College definition of 2.0 GPA and completing at least 50% of the units attempted in the term.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

RESOURCE REQUESTS

Please describe the resource being requested below:

Full time Counselor (shared with EOPS and designated Foster Youth Counselor)

Please identify this resource request with a College Goal:

What will be the measurable result should this resource be allocated to the program?

Increase consistency, quality, and frequency of counseling services for TRIO students.

Resource Type:	Amount Needed (0000.00):	Other Info:
<input type="text" value="Personnel"/>	<input type="text" value="27,000"/>	These funds (20% of total salary and benefits) will come out the SSS approved grant budget and has been pre-approved already by the ED program officer assigned to our program.
Justification: This position is a direct result of student behaviors, requests and complaints surrounding inconsistent counseling services and confusion between which counseling services to use if students are dual-enrolled with both EOPS and TRIO. Also Foster Youth is a target population for all federally funded TRIO programs. Therefore this		

Note: Personnel requests must also go through the existing college hiring processes.

Please describe the resource being requested below:
 Part-time permanent clerical assistance, Administrative Assistant, range 18

Please identify this resource request with a College Goal: Goal 3: Data Driven Improvement

What will be the measurable result should this resource be allocated to the program?
 Increased accuracy and detail for reports submitted internally and at the federal level. Consistent, professional level, customer service for students.

Resource Type:	Amount Needed (0000.00):	Other Info:
Personnel	19,000	Step 1 would result in a lesser amount (\$18,409), step 6 a larger amount (\$23,290).

Justification: The increased reporting requirements and emphasis on data driven decision making models necessitate the addition of permanent staff in the clerical position of this grant's organizational chart. The SSS program wants to increase the amount of data driven decision making and improvement through responsible analysis.

Note: Personnel requests must also go through the existing college hiring processes.

Please describe the resource being requested below:
 AIO (Advanced Import Option) software to connect our database (Student Access) with the college's Datatel/Colleague system.

Please identify this resource request with a College Goal: Goal 3: Data Driven Improvement

What will be the measurable result should this resource be allocated to the program?
 Eliminate human error in the SADB (Student Access Database) due to using paper docs to input required data for ED annual reports for grant compliance. Increase efficiency of all SSS staff.

Resource Type:	Amount Needed (0000.00):	Other Info:
Software	1,499	This is a one-time fee. IT costs associated with implementation of the software are not included in this amount.

Justification: The AIO would automatically import data directly from Colleague. Currently SSS staff printing Datatel docs for each individual student that applies and enrolls each year and enters all required data by hand (over 500 students have data pulled each year and multiple errors associated for each student, resulting in a minimum of 500 errors per year).

Note: Personnel requests must also go through the existing college hiring processes.

Insert item

rogersa@yosemite.edu Submitted by (YCCD email)	6/10/2016 Date Submitted
---	-----------------------------