

Student Services Program Review Report

Sierra College, 2019-2020

Department/Program Name: TRIO Student Support Services Program

Date Submitted: 02/12/2020_____

Submitted By: Kara Perry_____

Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as all other staff and stakeholders invested in the present and future success of the program at all sites throughout the district. The Program Review Committee needs as much information as possible to evaluate the past and current performance, assessment, and planning of your program.

1) Relevancy: This section assesses the program's significance to students, the college, and the community.

1a) To provide context for the information that follows, describe the basic functions of your area and/or program.

If applicable, also describe how the program aligns with state mandates, priorities set by external agencies, or any other relevant organizations.

The Sierra College TRIO Student Support Services Program (TRIO SSS) provides first generation college students, low-income and students with disabilities with support services such as: academic counseling, personal counseling, transfer guidance, financial literacy workshops, campus tours to four-year universities, additional tutoring, priority registration, school supplies, textbook assistance, and access to educational technology.

TRIO's objectives are to increase good academic standing rates, increase persistence rates and increase transfer rates for first generation, low-income, and students with disabilities. Each participant in the TRIO program receives individualized educational and personal support to assist them in completing their educational goals. The TRIO Program is grant funded and presently in the fifth of the second grant cycle. The Sierra College TRIO program's 5-year grant is funded for 2015-2020. TRIO recently applied for the 2020-2025 TRIO SSS Grant award. The 2019-20 allocation was for \$253,027.

The TRIO Students Support Services Program is federally funded, through the United States Department of Education. The TRIO SSS Program was established in the Higher Education Act of 1965. The Federal TRIO Programs (TRIO) are federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs targeted to serve and assist low-income individuals, first generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post baccalaureate programs.

The U.S. Department of Education determines how many students we are funded to serve each year and our allocation. In the 2019-2020 year we are funded to serve 144 participants. During the fall and spring semesters TRIO students receive one-on-one academic, career and personal counseling, textbook rental assistance, priority registration, tutoring, and personal budget education. TRIO students may also receive additional optional services such as campus tours to four-year universities, multicultural events, and commencement celebrations.

To become a TRIO SSS participant, students must submit an application. To meet minimum eligibility criteria per the US Department of Education TRIO SSS eligibility requirements students must:

- a) Must be a U.S. Citizen, or Permanent Resident*
- b) Must be first generation, low-income and or have a documented disability*
 - 1) Two-thirds of the participants in any SSS project must be either disabled or potential first-generation college students from low-income families. One-third of the disabled participants must also be low-income students.*
- c) Must have an academic need as defined by the Department of Education*
- d) Must be low-income as defined by the Department of Education low-income guidelines*
- e) Must not have achieved an Associate 's degree or higher*
- fi Must have a stated goal to achieve a certificate, and or Associate 's degree*

Once an applicant is determined to meet minimum eligibility requirements, the application is then screened for local TRIO SSS eligibility criteria. Priority is given to those students that meet the following criteria:

- a) Be enrolled in 9 or more units*
- b) Grade point average of 2.0 or better if previous college coursework is completed*
- c) Stated goal to transfer to four-year institution with completion of an AA degree*

Once selected, TRIO SSS applicants must complete an intake interview which consists of income verification, assessment of academic need, and a brief interview designed to indicate student educational goals and objectives. Upon intake interview completion the TRIO SSS Director reviews the potential TRIO SSS participants' application package and determines acceptance to the TRIO program.

If accepted, TRIO SSS students must complete a series of requirements each semester to remain in good standing. The requirements include:

- a) Attend a pre-semester new TRIO SSS student orientation*
- b) Sign a Mutual Responsibility Agreement (MRA) which outlines all TRIO services and requirements*
- c) Attend three counseling appointments each semester*
- d) Attend one budget education workshop*
- e) Complete the Strong Career Interest Inventory during their first semester in the program*

Sierra College TRIO SSS Program is governed by the U.S. Department of Education and is guided by Code of Federal Regulations, Title 34, Part 646 and Education Department General Administrative Regulations (EDGAR).

Year	2015	2016	2017	2018	2019
TRIO Headcount	140	140	144	144	144
Allocation	219,000	226,594	226,594	242,131	253,027

lb) How does your program support the District Mission, Vision Statement, and Core Values, quoted below? Please include an analysis of how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship?

Sierra College Mission

The mission of Sierra College is to provide an inclusive and safe educational environment where learners are supported while challenging themselves and achieving their goals.

Sierra College Vision Statement

Sierra College will be the preferred destination for higher education and training in our region while eliminating achievement gaps among our students.

Sierra College Core Values

The following core values will establish our ethical principles and will guide our institutional decision-making. Sierra College will:

1. Empower students in their education.
2. Strive toward student success and continuous improvement.
3. Be an inclusive and equitable community.
4. Be responsive to the education and workforce needs of our local community and businesses.
5. Demonstrate collaboration with all stakeholders in decision making.
6. Manage all resources in a manner that is sustainable and responsible.
7. Support and model excellence and innovation in teaching, learning, scholarship, and creativity.

TRIO SSS supports the mission of Sierra College by providing a supportive learning environment for students that are impacted by educational, personal, and economic barriers to achieving their education. TRIO specializes in support services and the overall program is designed to support the educational goals of historically underrepresented students i.e. first generation and low-income as well as students with documented disabilities. TRIO services are not available to general student population, but rather are specialized, and focused services for TRIO SSS eligible students only. The goals of the TRIO program are to increase persistence, academic success, financial literacy, and graduation/transfer of first generation and low-income college students. These stated goals and support services directly align with the college's mission statement.

lc) Please analyze your program's effectiveness in supporting the strategic goals with which your program aligns. Please provide evidence in support of this analysis, including service or student learning outcomes, equity data, or other measurements of success.

Goal 1: Achieve equitable access and increase student success, retention and persistence in order to increase the number of students who complete certificates and degrees or transfer to four year colleges and universities while maintaining high levels of academic integrity.

Goal 2: Identify and close success and equity gaps amongst underserved and/or underrepresented student populations.

Goal 3 : Provide professional growth and develop a climate of inclusion in order to support highly effective and innovative teaching and learning, support services, operations, and collaboration.

Goal 4: Meet and exceed external standards through an outcomes based framework for continuous quality improvement.

Goal 5: Modernize, revitalize and develop new facilities and infrastructure based on the current Facilities and Technology Master Plans.

Goal 6: Expand community partnerships and funding opportunities to support strategic goals and leverage resources.

Please address any developments related to Guided Pathways and Interest Areas that have impacted and/or will impact your program's support for these goals.

The TRIO program is most aligned with the District's Strategic Goal 1: Achieve equitable access and increase student success, retention and persistence in order to increase the number of students who complete certificates and degrees or transfer to four year colleges and universities while maintaining high levels of academic integrity. Since fall of 2010 TRIO SSS at Sierra College has provided historically underrepresented Sierra College students with support for opportunity, success, and achievement through counseling, educational advising, academic support, and financial assistance. TRIO students must be first generation, low-income, or have a documented disability to be served. The federally mandated goals of the TRIO grant are to: 1) Graduate TRIO participants with an A.A., or A.S. degree. 2) To transfer TRIO participants to four-year universities.

The TRIO program has also recently begun a redesign process with the EOPS, CalWORKs, Guardian Scholars and NextUp programs to collaborate more deeply together, and to begin to align with Interest Areas. We began this work in spring of 2018, and it is on-going.

Id) Optional Additional Data: Describe any other relevant contributions of your program to the district mission, goals, outcomes, and values not incorporated in the answers above. These may include but are not limited to contributions to diversity, campus climate, cultural enrichment, community ties, partnerships, and service. Please include specific data and examples when these are available and relevant to the analysis.

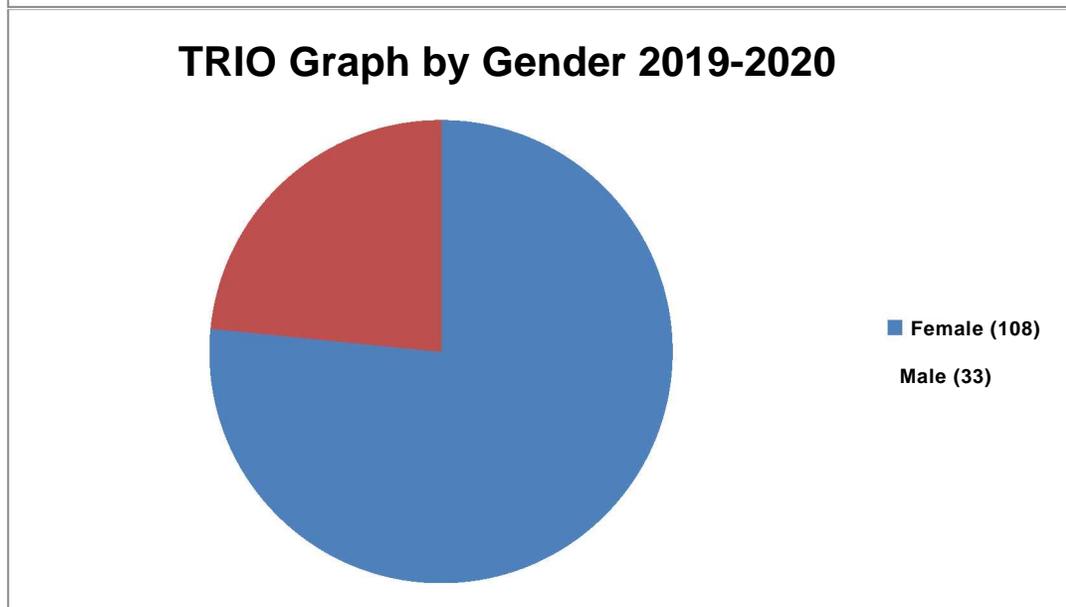
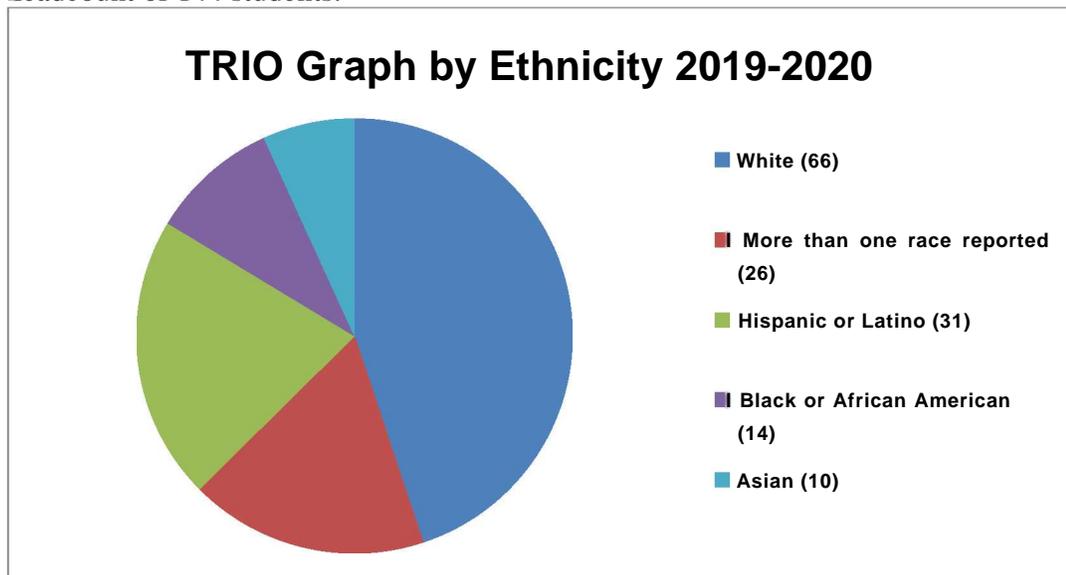
Services: TRIO provides counseling and support services to those students whose educational and socioeconomic backgrounds might prove to be barriers to their educational success. The program is designed to specifically address the needs of first generation college, and low-income students. In June of 2019 a TRIO Services Evaluation survey was conducted to assess our student's level of satisfaction with current services, and needs. We intend to utilize the survey results to guide future programmatic changes. 51 TRIO students completed the survey. The list below indicates the percentage of respondents that found these specific TRIO services helpful in their academic success.

1. Priority Registration (97%)

- 2. Counseling Service (94%)
- 3. Additional Tutoring (19%)
- 4. Textbook voucher (95%)
- 6. Budget education requirement (77%)
- 7. Multicultural event (75%)

TRIO services have remained largely consistent since the start of the grant in 2010. However, some changes have been made to program services due to changes in Sierra College policies, or changes in the federal regulation that govern the TRIO grant.

Demographic Data: Approximately 55% of TRIO students are ethnic minorities, which is higher than general student population. The data also shows that TRIO students are 75% female. TRIO has an annual headcount of 144 students.



TRIO does not target minority or female students. However, the TRIO program is designed to remove barriers to educational goals, and provide opportunity for academic success, which increases inclusivity of non-traditional, and historically underrepresented students.

2) Currency

2a) Service Outcomes and Student Learning Outcomes Assessment: Considering any relevant information, please describe and analyze your program's development and assessment of Service Assessment Outcomes and/or Student Learning Outcomes, including any relevant information regarding diversity and equity goals. Please describe any improvements or changes made to the program as a result of this analysis.

Outcomes and outcome data:

The Sierra College TRIO Program has specific performance objectives set forth by the Sierra College TRIO grant and federal government. The project performance objectives are:

- A. *70% of all annual cohort participants will persist from one academic year to the beginning of the next academic year*
- B. *89% of enrolled participants will be in good academic standing (2.0 and above)*
- C. *Graduation and transfer rates:*
 - C1. *30% of participants will graduate with an associate's degree or certificate within four years*
 - C2. *20% of participants that graduated with an associate's degree or received a certificate will transfer to a four year institution within four years*

These performance objectives are measured, and submitted to the federal government each year in TRIO's Annual Performance Report (APR). The data outcomes for our 2018-2019 Annual Performance Report (APR), and program objectives are bulleted below in red:

- A. *65% of all annual cohort participants will persist from one academic year to the beginning of the next academic year*
 - *83.33% Persistence rate*
- B. *88% of enrolled participants will be in good academic standing (2.0 and above)*
 - *100% Good Academic Standing*
- C. *Graduation and transfer rates*
 - C1. *20% of participants will graduate with an associate's degree or certificate within four years*
 - *47.69% Degree attainment*
 - C2. *20% of participants that graduated with an associate's degree or received a certificate will transfer to a four year institution within four years*
 - *74.19% Degree attainment, and transfer to four year institution*

Service Area Outcomes:

2017-2018 We noted that TRIO students were frequently changing their major and/or having a difficult time making decisions about potential career paths. In fall of 2017 we implemented the requirement of the Strong Career Interest Inventory. Each new student coming into the TRIO program is required to take the inventory and then meet with their TRIO counselor for a full interpretation. If the student is sure about their major and career goal the TRIO counselor can approve for the requirement to be waived.

2018-2019 Students attempting to apply for any of the co-located special population programs (EOPS, CalWORKs, Guardian Scholars, NextUP, TRIO) would be confused by the separate application processes. They often were unsure of what programs they qualified for and could potentially miss out on opportunities if they did not complete all five applications. TRIO worked with co-located programs to

implement one common application for all special populations. The goal is to reduce confusion for students, and to get them access to appropriate resources/programs.

Assessment of outcomes:

In the space below, please describe or attach any cycle you have developed for outcomes assessment.

2018-2019 Since implementation of the Strong Career Inventory students have stated that they appreciate the intervention, and feel it helps them decide on career and major. 78% of TRIO student surveyed in December 2019 stated they found the inventory to be helpful.

2019-2020 We're now half way through the first year of implementation of the common application with all co-located programs. We intend to assess this change at the close of 2019-2020.

SSAO Cycle: TRIO submits annual Service Area Outcomes each July.

2b) Professional Development: Describe how departmental activities serve to improve student service and student outcomes. Include flex activities, departmental meetings and activities, conferences, outreach to other colleges, research and implementation of best practices, changes in legislation, mandates from regulatory agencies, required faculty certifications, health and safety trainings or other factors. How do these activities contribute to your program's self-assessment and planning?

Please describe any staff development needs you have identified based on this analysis.

TRIO Staff must attend one in-state TRIO conference each academic year and one national TRIO conference each academic year. TRIO staff are to choose one of the five federal TRIO training priorities each year as one of the mandatory above trainings to ensure federal regulation compliance. The priorities are as follows:

#1 - Training to: improve recordkeeping; reporting of student and project performance; and the rigorous evaluation of project performance in order to design and operate a model TRIO project.

#2 - Training on: budget management; and the legislative and regulatory requirements for the operation of the Federal TRIO Programs.

#3 - Training on: assessment of student needs; proven retention and graduation strategies; and the use of educational technology in order to design and operate a model TRIO project.

#4 - Training on: student financial aid; college and university admissions policies and procedures; and proven strategies to improve the financial literacy and economic literacy of students, including basic personal income, household money management, financial planning skills, and basic economic decision making skills.

#5 - Training on: proven strategies for recruiting and serving hard-to-reach populations — including students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, students who are individuals with disabilities, students who are homeless children and youths, students who are foster care youth, or other disconnected students.

In addition, TRIO staff and faculty participate in the following shared governance and professional development activities:

- Flex Activities
- Student Services Division meetings
- General Counseling Trainings
- Mandatory In service
- Transfer Conferences
- Student Success/ Student Equity Workgroups
- Coordination with other student support services such as: Financial Aid, CalWORKs, EOPS, NextUp, DSPS, Puente, Umoja, RISE, and Veterans.

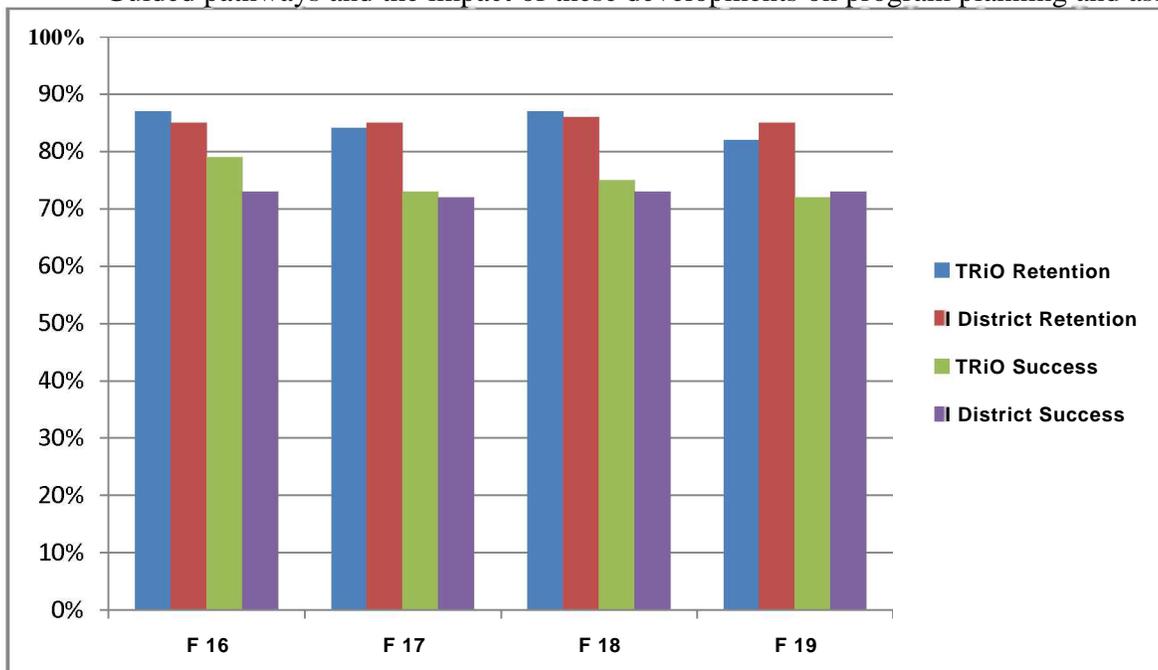
2c) Optional Additional Data: Provide any other information, not included above, that contributes to your program’s success in supporting student service and student outcomes.

3) Effectiveness: This section assesses the effectiveness of the program in light of traditional measurements.

3a) Retention and Success/Service Outcomes: Please analyze your success in achieving your program goals using data that is relevant to your program, including service outcomes and/or student learning outcomes. Describe any changes you have made that have improved the effectiveness of the program as well as any barriers you may have encountered in making these or other changes. If you determine that you need to improve the program’s performance in any way, please describe how you plan to achieve this goal.

Address separately the data for on ground and on-line services, as well as usage at the various centers when applicable

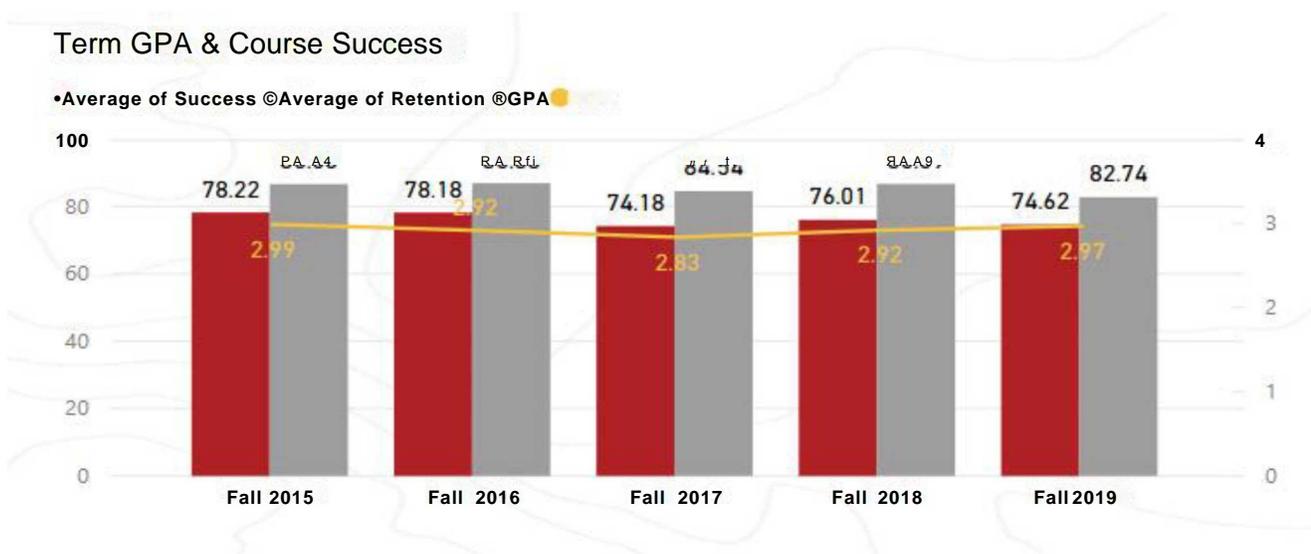
As relevant, please address your program’s role in the development of MAPs, Interest Areas and Guided pathways and the impact of these developments on program planning and assessment.



TRIO students do better in terms of course success and retention than full district course success and retention.

TRIO students are, by eligibility criteria, first generation college, low-income, students with documented disabilities, and often are academically underprepared. The retention and success rates (district defined) of TRIO eligible students that are not served by the TRIO program fall below non-eligible student retention rates. In fall of 2019 the success rates of TRIO eligible students not served in the TRIO program was 68%, as compared with TRIO student’s course success rates of 72%. The retention rate for TRIO eligible non-served students was 80% in fall of 2019, as compared to 82% for TRIO students. This data suggests that participation in the TRIO program is an effective strategy in overcoming social, academic, and class barriers to degree attainment and transfer.

See chart below for average term GPA and course success rates for TRIO students at Sierra College from fall 2015 to fall 2019. It’s important to note that average term GPA for TRIO students is higher than the district term GPA average.



TRIO students must adhere to the following minimum requirements each semester:

- 1) Schedule and attend 3 TRIO counseling sessions each semester;
- 2) Maintain a minimum of a 2.0 semester, and cumulative GPA
- 3) Use priority registration to enroll in a minimum of 9 units each semester as identified on their approved TRIO Student Educational Plan (SEP)
- 4) Before dropping, adding, changing my major, or withdrawing from college students must meet with their TRIO Counselor for approval
- 6) Complete one personal budget education workshop

Each TRIO activity/requirement is tied to student success, campus inclusivity, retention, graduation and transfer to a four-year institution.

3b) Usage Trends - Identify and analyze the usage trends relevant to your program for the last three years. Analyze these trends as well as any challenges experienced by the program in terms of providing timely and effective student service. If you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

Address separately the data for on ground and on-line services, as well as usage at the various centers when applicable.

As relevant, please address any impact of the development of Interest Areas and Guided pathways on program planning and assessment.

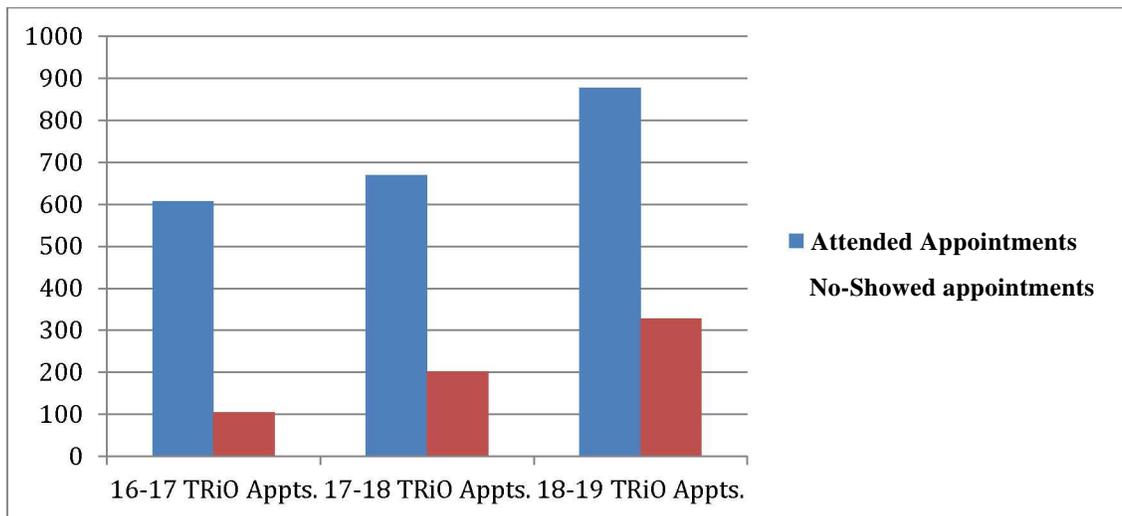
Of the 18,774 students we have enrolled at Sierra College in 2019, 46% or 8,702 are TRIO SSS eligible. See table below:

Tablei: Total Enrollment: 18,774 Students Fall 2019	# of SSS Eligible Students	% of SSS Eligible students
Low-income only college students*	3949	21%
First generation only college students**	1786	10%
Low-income & first generation college students	1806	10%
Disabled college students**	1161	6%
Total Eligible College Students	8702	46%

That said TRIO's usage trends have remained consistent since 2010. We are funded to serve 144 students. There is no plan to increase the number of students served by TRIO at this time, as it is a mandated maximum set by the Department Of Education.

3c) Equity: Analyze and evaluate your program's performance in promoting and/or achieving equity. Based on this analysis, describe any plans you have to sustain or improve the program's contribution to student equity as a central component of student success.

TRIO students are required to attend three counseling appointments each semester. In 2010, when the TRIO program was created the counseling requirement was one appointment each semester. That requirement increased to 2 appointments in the fall of 2012 and then to 3 required appointments in 2014-2015. The counseling attendance requirement has been increased to improve retention, success, graduation and transfer rates for the students we serve. Below is a chart that indicates the increased number of counseling appointments from 2016 to 2018. Total number of attended counseling appointments has nearly doubled in the last three years. This increase in contacts has resulted in a deeper connection to not only program resources, but also the campus community for a group of students that historically have demonstrated lower rates of success, completion and transfer.



3d) Optional information: Please describe and evaluate any additional relevant information supporting the evaluation of your program.

In February of 2020 TRIO surveyed TRIO students to assess how well students felt TRIO services addressed their academic needs. The outcome of the survey is below. 39 TRIO students completed the survey.

- 1) TRIO Counseling Services have helped me achieve my educational goals.
85% agreed with this statement
- 2) The services TRIO provides are valuable for first generation and low-income students.
92% agreed with this statement
- 3) As a TRIO student I am more confident I will reach my goals of graduation from Sierra College.
90% agreed with this statement
- 4) The TRIO program provides services that help me do well in my classes.
89% agreed with this statement
- 5) The TRIO office is a welcoming environment.
92% agreed with this statement

3e) Analysis and Planning: Referring to the analysis in 3a-3d, your departmental planning document, and relevant information from section 2 above, please describe your program's plans to maintain or increase its effectiveness and analyze and evaluate your efforts to achieve these goals.

TRIO will continue to assess and evaluate for effectiveness through completion of the Annual Performance Report, annual Service Area Outcomes and this Program Review. TRIO also surveys students regularly to ensure program services are meeting student needs. Lastly, at the end of each spring term TRIO students that are transferring or completing a degree complete an exit survey. We utilize the results of this survey to determine needed changes, programmatic changes, and student need.

4) Resources: This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above.

4a) Please describe the future direction and goals of your program for the next three years

in terms of sustaining or improving program effectiveness, relevance, and currency. Please include any analysis of relevant performance assessments in your explanation and of any impacts on program planning and development related to Interest Areas, Guided Pathways, student equity, and student success.

As the TRIO program is self-sustaining and given that TRIO is mandated to serve 144 student based on the budget allocation, my projection is that we will continue to serve 144 students each year for the next three years. I see no immediate opportunity for growth in terms of number of students we serve. To improve program effectiveness, and better serve TRIO students my program goals for the next three years include:

- 1) *Create more effective strategies for working with TRIO students on academic probation*
- 2) *Hire more tutors in high-demand subjects: Math 13, Chemistry, Biology 4, 5, and 6*
- 3) *Assess need for adjunct Counselor, or Success Specialist position*
- 4) *Staff and Faculty to complete equity training/certificate program*
- 5) *Continue to engage in redesign process to integrate with Interest Areas*

4b) Please describe and justify any projected requests for additional staff, new or augmented technology/equipment, and additional or remodeled facilities necessary to support these goals. Please incorporate any relevant data related to service outcomes/student learning outcomes, student success, and equity.

Equipment/Technology:

Currently, TRIO’s access to equipment and technology is adequate. Future technology and equipment needs may include a computer and cubicle set-up for TRIO Instructional Assistant, increased desk space for TRIO Student Employees, and additional in-office tutoring space and equipment for TRIO Student Tutors.

Facilities:

TRIO’s facilities are currently adequate to effectively run the program and serve TRIO students. Future goals include additional tutoring staff, and a % of a Support Specialist position. Facilities requests may include more space for tutors, as well as cubicle for Support Specialist.

Staff:

Currently the program employs 1 full-time TRIO Counseling Faculty and one 60% classified Student Technician at the Rocklin campus, 1 20% part-time TRIO adjunct Counselor, 2 Student Tutors and, 50% of a Student Assistant. At the moment this staffing level is adequate to serve TRIO students, and run the TRIO program effectively. Future goals may include a % of a Success Specialist position to maintain consistency of contact and services with TRIO students and integrate with Interest Area work.

4c) Please check the appropriate boxes in the chart below indicating the general reasons for the resource requests described above (please check all that apply):

Function/Role	Maintenance	Development	Growth	Safety	Outcomes	Other success measures	No Requests
/		/			/		

5j Summary/Closing

5a) Based on the analysis above, briefly summarize the program's strengths, weaknesses, opportunities/future directions, and challenges.

The TRIO Program has many strengths. First, the faculty and staff are highly committed and dedicated to the goals of the TRIO program and the academic and personal success of our students. The TRIO Counselor/Director, staff, student employees and tutors have often had similar life experiences to TRIO participants and can empathize and advocate for TRIO student more effectively due to these commonalities.

The TRIO office is a welcome and safe environment for students. Our students often refer to our office and staff as a "second home", or "second family", and we strive to provide that feeling for students.

Lastly, TRIO works hard to collaborate with other counseling programs and student service areas to provide TRIO students services where we are unable to. We coordinate services with program such as: EOPS, CalWORKs, CARE, RISE, Guardian Scholars, NextUp and Financial Aid.

The following is a list of planned improvements:

- Create more effective strategies for working with TRIO students on academic probation
- Increase attendance rates for drop-in tutoring
- Hire more tutors in high-demand subjects: Math 13, Chemistry, Biology 4, 5, and 6
- Assess need for Support Specialist position
- Continue with redesign process and integration with Interest Area work

5b) How has the author of this report integrated the views and perspectives of stakeholders in the program?

All TRIO staff and faculty assisted with feedback, data gathering, and information during the Program Review process.