

# Peralta Community College District

## Narrative - Annual Program Update Template 2011-2012

Each program/department will complete this form to update program reviews developed in 2010-2011. These will be reviewed at the college level and then forwarded to the district-wide planning and budgeting process. The information on this form is required for all resource requests – including faculty staffing requests – for the 2012-13 budget year.

<b>Overview</b>			
Date Submitted:	10/12/2011	Administrator:	Newin Orante
Program/ Department:	TRiO Student Support Services	Dept. Chair:/ Coordinator	Amy H. Lee
Campus:	Laney College		
Mission	The mission of TRiO SSS is to increase opportunities for first-generation college students from low-income families and students with disabilities to graduate from Laney College and continue their education at a 4-year college.		

<b>Qualitative Assessments</b>	
<b>College, Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.</b>	<p>The TRiO SSS student population faces significant barriers to transfer and academic success. 33% of first-time students in Fall 2001 were eligible to transfer by Spring 2007. For students who are FGC and low-income this dropped to only 7%.</p> <p>Between Fall 2004- Spring 2008, the 4 year graduation rate for the TRiO SSS population was a dismal 4.2% graduation, compared to 11.3% of the general college population. Both rates are far below the 15% national norm for community colleges.</p>

<p><b>Quantitative Assessment</b>  <b>Include service area data such as number of students served by program. Include data and recommendations from program review.</b></p>	<p>Academic year 2010-11, 0 students served.</p> <p>Academic year 2011-12, as of 10/12/11 there are 50 active student participants.</p> <p>Below are the demographics of our students by percentage.</p> <p><b>Gender</b>  40% Male  58% Female  2% Decline to State</p> <p><b>Race/Ethnicity</b>  44% African American  10% White  17 % Latino  8% Chinese  10% Mixed Race  2% Fijan  2% Filipino  2% Korean  2% Laotion  2% Decline to State</p> <p><b>TRIO SSS Population</b>  10% FGC Only  5% Low Income Only  83% FGC &amp; Low Income  2% Disability &amp; Low-Income</p> <p>Approx. 80% have had at least one counseling appointment.  Approx. 25% of students have had multiple counseling/ advising appointments.</p> <p>By the end of academic year 2011-12, TRiO SSS expects to serve 140 program participants.</p>
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<p><b>Strategic Planning Goals</b></p>	
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<p>Check all that apply.</p> <p>Advance Student Access, Success &amp; Equity  Engage our Communities &amp; Partners  Build Programs of Distinction  Create a Culture of Innovation &amp; Collaboration  Develop Resources to Advance &amp; Sustain Mission</p>	<p>Describe how goal applies to your program.</p> <p><b>TRiO SSS advances equity</b> by promoting the academic success of historically marginalized populations (FGC, low-income, and students with disabilities). Through intrusive counseling (academic and personal), academic tutoring, workshops related to personal, college, and career goals, and enrichment exposure, TRiO SSS approaches the success of our students from a holistic and rigorous framework.</p> <p><b>TRiO SSS seeks to become a program of distinction</b> by meeting high outcomes for students while grounding our pedagogy in the following four values: 1) Community- We believe that our communities such as family, neighborhoods, and the city of Oakland have taught us to be resilient, savvy, and resourceful—all of which we can draw upon to be successful in education. 2) Rigor- We believe that rigorous learning experiences—ones that are active, deep, and engaging—maximize students success. 3) Diversity- we believe that our experiences give us a unique outlook on life. We embrace the diversity of our students because it enriches our community and challenges us to look beyond ourselves and 4) Social Justice- We believe that education should help students become critically aware of oppression and cultivate the skills to transform our society into one that is equitable.</p>
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<p><b>College Strategic Plan Relevance</b></p> <p>Check all that apply</p> <p>New program under development  Program that is integral to your college’s overall strategy  Program that is essential for transfer  Program that serves a community niche  Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.  Other</p>
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<p><b>Action Plan</b></p>
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Please describe your plan for responding to the above data. Consider service delivery, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same program at other Peralta colleges.

Include overall plans/goals and specific action steps.

The Student Support Services Program is designed to provide a comprehensive program of required and allowable academic support and personal development services for 140 low-income, first-generation college, and disabled students to achieve retention and graduation rates that exceed that of the general student body. The Program serves as the campus "**home base or centralized service unit**" (*Roueche & Snow and later validated by Boylan, Clayton, and Bliss*) for these targeted students. Students participating in centralized programs are more likely to pass their courses and more likely to be retained than students in decentralized services (*Boylan, Bliss, & Bonham*). Each year a group of new students is selected and will persist (be retained) with the goal of academic success as defined by a grade point average of 2.0 or higher and academic progress within a defined plan leading to a degree. The students will become part of a cohort based on the first year they enter the Program for the purpose of tracking and reporting program outcomes. The Program's student matrix is estimated as follows:

**49** New Students (1st year)

**91** Continuing Students (2nd, 3rd, and 4th year)

The numbers of students entering the program each year will vary based upon retention and graduation and transfer each year and the length of time each student participant takes to complete their course of study (degree requirements). The organizing principle of the Program is to foster and develop a supportive academic community and campus climate both within the Program and with the college at large. This focal point of the Program addresses the academic and personal development needs of one hundred and forty (140) students, served so that they may graduate and transfer within a span of not more than four years.

Participant Identification: SSS is partnering with the Transfer Alliance Project at UC Berkeley; Laney small learning communities such as Punte and APASS; outreaching to students via Associated Students; and the Transfer Center in general counseling.

Service: TRiO provides four key services. **1) Counseling 2) Workshops 3) Enrichment Events and 4) Tutoring. These key services are dynamic and respond to the changing needs of our students.**

Our approach to **counseling** is to provide support to the whole student. Therefore we provide academic counseling and also personal counseling. We make it a point to know our students and connect with them on a personal level. This includes connecting students to community/ public resources, counseling students in crisis, and supporting students in advocating for themselves. **Workshops** are facilitated by our counselor, interns, and director. Topics vary, but are based on student input from the Orientation Survey where students prioritize areas of interest. For 2011-12, 88% are interested in learning more about financial options; 83% want support on preparing for job/ scholarship interviews; 71% asked for support on how to ask for a letter of recommendation. We also create workshops based on general trends that emerge in counseling sessions. For example, our Examining (Un) Healthy relationships workshop is based on what students share in counseling. Additionally, students who are in the process of applying to transfer have shared their fears and anxiety of arriving at their new college/ university. Therefore we plan to have a workshop that allows students to share their fears and identify the transferrable skills and strategies they have employed at Laney. **Enrichment** events are also determined by student interest, but are grounded in our values of diversity, social justice, and community. **Tutoring** will be offered beginning Spring 2011, based on feedback that students desire working with a consistent tutor. Finally, in Winter 2010, TRiO SSS will develop a Student Advisory Board. Students will receive leadership development and in turn, will support TRiO events and help steer the direction of our program.

Marketing: TRiO will publish and distribute quarterly newsletters to faculty, staff, TRiO Participants, and program partners. Newsletters highlight past events, preview future events, and feature articles on graduation and transfer related items.

Summer Institute: In summer 2012, TRiO SSS plans to offer students the opportunity to participate in Summer Institute. SI will be a two-week learning experience for students. The purpose of SI is to create a critical and academic counter-space for students to practice critical thinking skills and build community--and thus their social capital. SI will integrate and contextualize study skills such as note taking, critical reading and inquiry with readings on critical race theory and experiential activities adapted from SOUL- the School of Unity and Liberation—curriculum. SI will culminate with the production of digital

stories that focus on students' educational history and future.

Connecting with local colleges/ universities: Although the purpose of TRiO SSS to support AA completion and transfer, we believe it is critical to prepare students to be successful after transfer. Therefore, TRiO SSS is developing collaborations with the following campuses and programs: A) SFSU's EOP & TRiO SSS; B) CSU East Bay's EOP & TRiO SS; and UC Berkeley's EOP & Transfer, Re-entry, and Student Parent Center

## Needs

Please describe any **equipment, material and supply** needs.

- Desk for TRiO administrative coordinator Chai Saechao. This request was put in July, but as of 10/12/11 has not been met. In lieu of a desk, TRiO is currently borrowing a table from EOPS.
- Due to the CalWORKs and TRiO SSS shared space, both programs needed to reconfigure the limited space to offer services. While there are surplus furniture from the tower move that was requested for TRiO SSS, the District declined the request to move furniture from the off-campus storage site back to the college.
- The furniture requested are: (1) administrative desk, and (2) lockable lateral file cabinet

Please describe any **classified/student assistant** needs.

- PROMT Access for student records. Chai Saechao, Amy H. Lee, and Caitlin Escobar (Murphy). Access has been requested on regular basis as early as July. As of 10/12/11 this has not been resolved. **Currently TRiO has no access to student records including transcripts.**
- PROMT Access at the counseling level for Caitlin Escobar (Murphy). See timeline above. **Currently TRiO is unable to provide full counseling services to students.**
- PROMT Access for purchasing & financial management for Amy H. Lee & Chai Saechao. See timeline above.
- Email addresses for Amy Pham and Courtney Mogg, TRiO Interns. See timeline above.
- Email address for Caitlin Escobar (Murphy). There is an email address set up, but no password has been provided. A request was sent to the help desk in early October, but this has not been resolved.
- For the most part, staffing for the TRiO SSS program is funded through the grant. Due to the hiring processes and challenges, the above staffing needs is critical for the program to offer support and services to students.

Please describe any **facilities** needs.

- **Confidential counseling offices.** Currently located in SC 300 which lacks private offices for counseling.
- **Phones. There are no phones dedicated to TRiO.** Beginning July 2011 and on a regular basis since then, phones have been requested for SC 300 D (Amy H. Lee, TRiO Director) & SC 300 E (Caitlin Escobar, Counselor) but as of 10/12/11, this need has not been met.
- **Multi-use space** for staff meetings/ development; tutoring; Student Advisory Board Meetings; study space
- It is also imperative to note plans for program permanency. While the AANAPISI Student Center is critical, it is being requested to also identify middle to long term plans for the relocation of the programs during its 3<sup>rd</sup> and 4<sup>th</sup> year of funding. Facilities space being requested:
  - Program Director's Office
  - Administrative Assistant and Student Intake Space
  - Counseling and Intern Offices (2x at 400 sq. ft.)
  - Multi-use Student Center Space (1,000 sq. ft.)

## Course SLOs and Assessment

<b>Persistence Rate: 70%</b> of all participants served by the SSS Program will persist from one academic year to the beginning of the next academic year or graduate and transfer from a 2-year to a 4-year institution during the academic year. (Grant Outcome)	<b>Assessment forthcoming</b>
<b>Good Academic Standing Rate: 80%</b> of all enrolled participants served by the SSS Program will meet the performance level required to stay in good academic standing at the institution. (Grant Outcome)	<b>Assessment forthcoming</b>
<b>Graduation Rate: 15%</b> of new participants served each year will graduate with an associate's degree or certificate within four (4) years. (Grant Outcome)	<b>Assessment forthcoming</b>
<b>20%</b> of new participants served each year will transfer with an associate's degree or certificate within four (4) years. (Grant Outcome)	<b>Assessment forthcoming</b>
80% of students will report an increase in knowledge on various topics as a result of attending TRiO SSS Workshops	
75% of students will report feeling more confident in reaching their academic/ personal goals as a result of attending TRiO SSS Workshops	
Describe types of assessment methods you are using  Institutional Data; Year-end student surveys; student workshop evaluations	
Describe results of your SLO assessment progress  Not yet available.	

<b>Program Learning Outcomes and Assessment</b>	
	<b>Fall 2011</b>
Number of degrees and certificates in your discipline	N/A
Number with Program Learning Outcomes	N/A
Number assessed	N/A
% Assessed	N/A
Describe assessment methods you are using	
Describe results of assessment N/A	